**Governor Visit Report**

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| **Name** | **Chris Foote** |
| **Date of visit** | **5.3.19** |
| **Which area of the SEF/RAP is it linked to** | **Special Needs** |
| **Focus of visit** | **To gain an overview of special needs provision and monitoring at Mill Lane School.** |
| **Classes / staff visited** | **Headteacher and Jackie Wingrove - SEN Coordinators** |
| **Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources etc.**  **This was an initial meeting with Tineke and Jackie after taking on the role of SEN link Governor.**  **Discussion with Jackie and Tineke and observed the online processes which the school uses to identify and track pupils with SEN.** | |
| **What have I learned as a result of my visit**  **The school currently has around 18% of pupils who have an identified special need. The largest group is those with moderate learning difficulties, then those with communication and language related difficulties, including Asperger/ASD.**  **The school uses an online tracking programme which identifies pupils’ progress in all core areas of the curriculum and colour codes progress which gives a clear picture for identifying pupils whose progress is of concern or who are not meeting expected standards. Tracking is done at the end of each long term ie x3 per year. OCC resources are used (given in booklet form to all staff) to aid identification of areas of concern, and include help and information about strategies/support which is available. Decisions to include individual pupils on the SEN register are made based on the tracking and teacher identification.**  **Pupil profiles are constructed for all pupils and information on the range of interventions/support used is also recorded. Thus a complete profile for each SEN pupil can be accessed online which gives an overall picture over their lifetime at Mill Lane. It is possible to see how effective particular programmes have been for each pupil and what progress they have made.**  **Tracking is also carried out of each programme used; overall effectiveness of the programme and for individual pupils is assessed through this tracking.**  **Whilst the school is mindful of “closing the gap” the focus for each pupil is holistic, so progress in other areas e.g. in self esteem is regarded as important alongside academic progress. The school actively seeks to engage and work alongside parents to support the work which is being done in school.**  **All pupils are included in testing e.g. Puma, Pira, irrespective of their level of ability but pupils (SEN or not) are encouraged and supported so that such tests do not become a source of anxiety or stress. Results for Mill Lane indicate that the school is at about the mid-way level of overall achievement on tests.**  **There have been a number of staff changes over recent years, since the pupil profiles were initially set up and Tineke and Jackie are aware that there is a variation between staff in how these are completed. Similarly, there is some variation in target setting/outcomes and some are not fully SMART. A staff training is to be carried out later this term to address these issues (I saw the slides which have been prepared).**  **The school have had a number of challenging pupils and those for whom they have needed to work with other agencies. They have approached this with a positive attitude and consequently developed a number of good relationships e.g. with OCC staff.** | |
| **Positive comments about the focus**  **I was impressed with the thoroughness and clear recording used by Mill Lane to identify and support pupils with SEN. Tineke and Jackie meet weekly to discuss and complete paperwork; this dedicated time helps to ensure that all pupils are closely monitored. Having two people, both extremely experienced, responsible for SEN ensures the widest possible range of knowledge is brought to bear in making decisions for SEN pupils.**  **The school’s tracking and monitoring ( it is possible to review a child’s complete history at Mill Lane on one screen) is a real strength and aspects such as their particular learning style can be used to ensure that the types of interventions used will be the most appropriate to their needs.**  **Parental communication and involvement has been a key strength of Mill Lane and it is particularly valuable when a child has SEN that the school and parents are able to work in partnership. The holistic approach taken by the school is also of great value in supporting children with SEN, as the pupil’s needs are seen “in the round” e.g. the need to foster self esteem.**  **Tineke and Jackie are well aware of the areas which still need to be worked on (as outlined above) and work to address this is already in hand.** | |
| **Aspects I would like clarified / questions I have**  **At this point, I have an overview. I would hope to be able to observe, if and where appropriate, any activities which are specific to SEN pupils and how these are carried out.** | |
| **Ideas for future visits**  **To have regular (probably termly) meetings to discuss new developments, progress, issues.** | |
| **Any other comments**  **I was very encouraged by the overview I gained today. There is, as always, a very high level of commitment and dedication shown by Mill Lane staff – Tineke and Jackie on this occasion – and a determination to do the best possible for every pupil with SEN.** | |

**Signed Governor:** 

**Signed headteacher:**