**LONGHOUGHTON C OF E FIRST SGHOOL**

**REPORT OF GOVERNOR’S VISIT**

**Date of Visit:** 19th November 2012

**Visiting Governors:** Audrey Jamieson, Sarah Dyson, Cheryl Clayton

**Staff:** Tracey Critchlow (TC), Liz Carr (LC)

**Focus of Visit:** Inclusion

**Agenda:**

1. Recommendations from the last visit report.
2. Discuss Inclusion based data for 2011/12.
3. Share Information on current Special Educational Needs (SEN) provision.
4. Consider new Government legislation regarding SEN information available on the school website.
5. **Recommendations from the last visit report**.

We discussed that the Inclusion, SEN and Gifted & Talented policies are up to date and that no further action was required. We agreed that policies would continue to be reviewed annually, in the Summer Term. Therefore the next review date will be Summer 2013.

The Inclusion Toolkit is still being used in Foundation Stage and Key Stage 1

(Years 1 & 2), where appropriate. Otherwise Intervention Plans and Pupil Profiles are used as the child moves through the school.

The three E’s were introduced in September 2012. This is a new way of assessing children’s’ level of attainment in the Early Years Foundation Stage (EYFS). The previous point scoring system of levels 1 – 9 had no link with the National Curriculum Key Stage 1 SATS results at the end of Year 2. A child will now be deemed to be either E- Emerging,

E- Expected or E- Exceeding National Targets.

Jen Gilmore (JG), Reception Class Teacher, now moves some more able children onto National Curriculum Key Stage 1 in the Summer Term and records this information. The idea is to link EYFS with Assessing Pupil Progress (APP) and make it easier to see what level a child has reached, especially in Literacy and Maths, in relation to the National Curriculum targets.

As this new system is introduced some areas appear quite grey. Before it was possible to distinguish between different areas of the EYFS e.g. a child may have good Knowledge and Understanding of the World but have poor Numeracy skills. Therefore they may have been a Point 7 for the former and point 4 for the latter, whereas now it would all show under the same “E” heading. Similarly, a child may have started the Year at Point 4 and progressed to Point 7 at the end of the year. This would now all fall under the E for Expected level of achievement. It was decided, therefore, that it would be a good idea to record a number next to the “E” to show the different levels of achievement, e.g. E6.

JG will report back on the use of the three E’s in September 2013.

The Headteacher (TC) will target specific groups to ensure that required Levels are being met.

1. **Inclusion based Data 2011/2012**

TC & LC provided us with some detailed and up to date facts and figures about numbers of children with additional needs. This included an Intervention Summary Sheet, outlining the numbers of children with Statements of Special Educational Needs, (the school currently has no children with a Statement), School Action +, whereby external Agencies are brought into school to help a particular child or group of children with a specific need e.g. Speech Therapy and School Action where additional help is given to a child or children by a Teacher or Support Staff within the School. Inclusion also encompasses Higher Ability (HA) children who need to be encouraged and stimulated to develop their knowledge further.

TC is able to check and differentiate between children on the SEN Register to see if they are from Service or Non Service families, if they are Looked After Children (LAC), if English is an Additional Language (EAL) or whether they are from a Minority Ethnic Group (MEG). She can also create data to distinguish between achievements of girls and boys and look at areas for improvement.

Longhoughton CE First School Data is often difficult to analyse and our graphs fluctuate widely because of the movement of Service children. Figures based on children in September may be totally different from figures produced at the end of Autumn Term. As an example 5 children may have left, which included 2 with additional needs but we may only receive 3 new children into school, 1 of whom is Higher Ability, so figures can appear distorted.

It is also sometimes difficult to show continued progress of children, whereby they may have improved but they may not have moved up a complete National Level during a term e.g. from a 2B to a 2A. This is because there are 2 points between levels, so they may have started on 17 points, which is level (2B) and may have improved over the term to18 points, but haven’t achieved the 19 points necessary to be a 2A.

Read Write Inc. and Oasis Maths have been introduced for some Year 3 & 4 children to help improve their literacy and numeracy skills and therefore increase their chances of achieving their targets at National Curriculum levels.

TC also explained that due to new OFSTED guidelines it will be much more difficult to achieve a Good or Outstanding rating and more Schools will be classed as Adequate. TC is able to explain all the figures on the Achievement data to OFSTED and prove that all children are progressing. This information should feed into the School Development Plan.

As a School we receive additional monies for Service Family children, for children with Statements of Special Educational Needs (SEN) and for children who receive Free School Meals (FSM). These are called Pupil Premiums. TC explained that she now has to include figures on the School website that state how she is spending the Pupil Premium money. This could make parents, of these children, feel uncomfortable and some consideration needs to be put into how this is worded.

1. **Share Information on current SEN Provision**

LC was able to share data entitled “Tracking for Impact of Interventions Autumn Term 2012”. This provides in depth information regarding individual children’s progress throughout their time at Longhoughton CE First School. It is clear to understand and see improvements that have been made and areas still to be addressed. Even when a child is removed from “school action” it needs to be stated that those children will continue to be monitored throughout their time at school, as indeed all children in school are continually monitored for any issues arising.

It should be noted that Inclusion is not solely children with SEN but also HA children. Most children will have additional needs at some time during their education, often temporary, maybe as a result of a parent being deployed or as a result of a parent being ill. At these times our Teaching Assistants provide invaluable pastoral support. LC the SENCO (Special Educational Needs Co-ordinator) is in the process of devising a booklet with a traffic light system, each colour indicating who you should go to with a specific problem. So that parents have information about what interventions, and contacts and agencies are available for them and their children if they have additional needs and the protocols and systems that they may encounter.

Currently there is a focus on speech and language development and a scheme called Talk Boost has been introduced. Homework encourages children to talk to their parents and involve them more. All children have the opportunity to talk in school during Show and Tell, Wall of Fame and Class Worship all of which encourages talking in front of others and developing self-confidence. Children also have the opportunity to discuss topics with another child during most lessons. These are called “talk partners.”

There are also several Maths resources available to help children throughout the school. They are Oasis Maths for Key Stage 2 pupils, Max’s Marvellous Maths for Key Stage 1 and Numbers & Patterns for children in Reception and Year1.

Currently the SENCO has 6 full days supply cover per year in order to carry out SEN duties. This had been recommended in a previous Governor report. However this may need to be reviewed as financial restraints caused by Budget restrictions are impacting on all areas of the School. Team Around the Child (TAC) and Team Around the Family (TAF) meetings, often happen outside school hours. The SENCO still tries, whenever possible, to have weekly meetings with the SENCO TA.

1. **New Governor Legislation regarding SEN information available on the school website**

It was suggested that we have a link on our school website which directs parents to a statement relating to the SEN Policy. The SEN Governor Report should be available to read on the website, with a link to show that all Governor Reports, relating to all subjects, include a paragraph on SEN.

**Governor Recommendations**

1. If possible, when recording an “E” under the new EYFS criteria it should be followed by a number to show progress has been made e.g. E4 one term followed by E7 the following term which shows continued progress, otherwise both would just be recorded as “E” working at the expected level.
2. On the Intervention Tracking Sheet introduce an “S” after the child’s name to indicate that they are a service child. Codes to indicate different groups of children such as service children, FSM, MEG, etc
3. On the Tracking Intervention Sheet put a comment on the bottom to show that where “M” for Maths is not mentioned it is because the child is working at the expected level.
4. Due to new Governor Legislation all Governor Reports should include a sentence to say that the needs of SEN children are being met.
5. We also wanted it to be noted that The Dukes School in Alnwick, one of our feeder schools, thinks that Longhoughton CE First School is the best school for sending data regarding our pupils.

We would like to take this opportunity to thank Tracey Critchlow and Liz Carr for their continued hard work and for taking the time to discuss Inclusion with us.

Signed

Chair of Governors