

Governor Visit/Monitoring Report (Inclusion)

Name	Maxine Boyle, Rachel Whitelock (Inclusion governors)
Date of Visit	11.05.16 22.06.16
Type of Visit (please tick)	Learning Walk Discussion with Mrs C. Mitchell (Acting SENDCo)
Purpose of Visit (Specify SIP target visit is related to, if relevant)	<ul style="list-style-type: none"> To gain a better understanding of inclusion within school, with a focus on monitoring the impact and quality of approaches and interventions.
Staff visited	Mrs C. Mitchell; Mrs S Dixon, Mrs K Calder; Mrs Kim Jackson;
Objectives for the visit	<ul style="list-style-type: none"> To monitor the provision both for academic support and the well being of specified groups of children within school.
Document, Data and Policies referenced as part of this visit	<ul style="list-style-type: none"> SEND Policy
<p>Summary of visit activities.</p> <ul style="list-style-type: none"> In depth discussion with Mrs C Mitchell about SEND, EAL and G& T provision. Meetings with Mrs Dixon (Phonics Intervention); Mrs Calder (Maths and EAL Intervention) and Mrs Jackson (Reading Recovery intervention) <p>2) The Programme of Work;</p> <ul style="list-style-type: none"> SEN children are included in all aspects of school life and their work is valued. Staff were evaluating ways of delivering the support for these children. Governors also looked at aspects of the personal welfare of SEN children. Realistic targets are set for EAL children. Initially ‘survival language’ is taught to these children and then academic language. Children are paired with a child who can model English. Pre-teaching is also found to be effective. Joint support of G & T children is being discussed with a local primary academy. There is currently support for KS1 pupils and there are plans to extend this support into KS2. Reading Recovery sessions take place in the mornings with children getting 10 minutes support in reading. Nurture groups also take place. Maths interventions focus on the specific difficulties each child faced – often having to ensure that each child understands the basic concepts being taught. <p>4) How do you think governors / SLT can measure the effectiveness and impact of this element of the curriculum?</p> <ul style="list-style-type: none"> Through monitoring the data that is produced. Is the support for less able children enabling them to ‘close the gap?’ Are more able children achieving their full potential? <p>Summary of findings:</p> <ul style="list-style-type: none"> Governors gained a much better understanding of inclusion practices within the Academy. They were able to talk with staff who answered all their questions. They found that the interventions focussed on academic achievements and also on the well being of the child. 	

Areas for praise

- Children were on task, focussed and engaged in learning.
- Work was well differentiated for all children
- Children were well supported by adults in classrooms
- Adults were seen supporting SEND children to work independently.
- Interventions focus on the specific needs of individual children, across the years.
- Correct procedures were followed for keeping and transferring information on SEND children.
- New teachers are supported in SEND by the SENDCo and CPD.
- All children are valued and their achievements are recognised.

Any areas for concern or queries

- Some concern was expressed that children were leaving the class for several sessions of intervention work and the effect it might be having on their everyday school life.

Next Steps e.g. Follow up activities, points to be raised at a governing body meeting, agreed actions

- Governors to monitor the impact of intervention work on specific groups of children.
- Governors to monitor the provision for G&T children in both KS1 and KS2.

Impact assessment

- The impact can be assessed when end of year assessments are produced and analysed.

Comment from Headteacher

Both the Acting SENDCo and inclusion governors found the visits very useful and informative. The monitoring activities enabled our inclusion governors to see a wide range of challenge and support for all of the children across the school in a variety of lessons. It was clear to see that staff take into consideration the importance of understanding and getting to know their pupils, as well as using effective assessments tools to identify each child's strengths and areas for development. They plan for and deliver very inclusive lessons across the curriculum taking into account the individual needs of the children in their class.

In the next academic year, our school will continue to identify our more able and gifted and talented pupils, ensuring we provide challenging and motivating lessons and extra-curricular opportunities, allowing them to thrive further.

Signed M Boyle
R Whitelock (Governors)

Signed _____(Headteacher)