

Governor progress update on SEN & Worship between Miss Smith & Governor - WB  
28<sup>th</sup> March 2022

### **Support staff training and pupil progress update**

Drop-in session led by Miss Smith with members of support staff -  
The session started with training – focus PIVATS and a shared whole school system for progression.

PIVATS 5 PSED can be used for assessing children's independence and self-help skills; social awareness and relationships; behaviour for learning and emotional aspects. PIVATS PSED is useful for children with SEND who experience SEMH challenges, it can also be used more widely with groups and even whole classes. Many of the assessment criteria now have information and resources/guidance on how to develop those particular aspects of PSED with practical teaching and learning suggestions – so it is a very practical resource.

Shared resource across school focussing on

Behaviour for Learning  
Emotional Aspects  
Personal independence  
Social Awareness and relationships

Following this, discussion and feedback around intervention across year groups and individual children shared. The team were confident articulating aspects working well and where children require further support. Miss Smith provided alternative strategies where problems were identified.

What a fantastic and productive use of time. Frequent sessions are held which provide clear & shared communication and collaborative working. Very positive use of support staff who spoke confidently and with good knowledge of the children they are supporting.

### **Individual Education Plan**

Miss Smith spoke to me in detail around support for children including –  
IEP (Individual Educational Plan)– how this is written / who is involved / how is it evaluated, and progress measured.

Challenge – how does the child have ownership and involvement in the plan and the targets? Is there a way to make this child friendly / involve the child whilst also reducing the time management aspect as currently it is quite detailed and if a class has a significant number of children with an IEP it could become a time consuming admin task.

n.b Some children have Learning Plans (Inclusion Advisor works with teachers and TAs to evaluate progress and set new targets before sharing with parents). One child has a BIP Behaviour Improvement Plan.

### **Tracking Pupil Progress**

Tracking – new tracking system introduced Autumn term 2021 – showing cohorts,  
Below  
On track  
Deeper Learning

Challenging to compare their progress from earlier academic years and subsequently to demonstrate / evidence progress. The previous system had children

Entering  
Developing  
Secure

Miss Smith and Mr Booth working together on evidencing terms progress – typically some children with an IEP working below in Y1 is likely to still be working below by Y6. An internal system is required to demonstrate how that child has made progress even though they are still below age related expectations.

(SB and HS met this afternoon and they have created a new system for tracking PP and SEN children).

### **Teacher Assessments**

Discussion held around moderation – confidence in teacher assessment accuracy, easier to moderate across school and within the cluster of schools for writing, but more challenging for reading / mathematics. Use of testing supports and informs the teachers judgement but ultimately, the teacher uses their professional judgement with work in books and ability demonstrated in class to inform their assessment.

### **CPD for support staff**

Training needs across support staff identified according to their role  
Clear training needs for whole school development shared and implemented  
New staff working with specific children given support and training. Impact of regular meetings have shown improvement in staff knowledge and recording of evidence for pupil work and progress

### **SEN Parent Forum**

Forums – Parent forum for children with specific needs are twice a term for an hour where parents can come together and share experiences. Input initially by Miss Smith about a particular focus. Parents say what support and training they would like, then it is an opportunity for a 45 minute open forum q & a session.

## **Worship –**

Firstly, I feel it is important to mention how inspiring it was to listen Miss Smith talk about worship so passionately. Clearly, the value, importance and personal investment Miss Smith has in this area was evident and this can only ensure the children continue to grow and develop an ability to reflect and promote the Christian values which makes the school such a positive place to be.

Structured around a Christian value per half term – use the programme of roots and fruits as a basis. Plan worship around that and Christian festivals.

Half term plan produced, each Monday whole school worship with Miss Smith or Mr Booth. Question or activity around the worship table.

Current structure includes -

Whole school worship Monday

Friday – celebration

Tue – Hymns – hymns selected from Christian value / festival

Wed or Thurs – KS worship / Current affairs linking to Christian values

Set format for Worship – quiet calm time, reflection time – May Lord be with You / Lighting of candles. Include children sketch / talk / feedback paired talk opps etc.

Rev. Neil Salt – leads worship 2 – 3 times a term and key festivals, Holy week was particularly powerful and delivered via Zoom. Miss Smith spoke of a very strong relationship with the church.

## **Key progress points and moving forward**

Data – Pupil Premium / SEN – evidencing the journey through school and progress of children in those grounds who are below expectations.

Child ownership of IEPs

SIAMS and becoming an Outstanding C of E School

I would like to thank Miss Smith for her time, passion and enthusiasm for the areas she leads. It was a pleasure to listen and discuss the areas mentioned and I left feeling excited about the progress school is making under inspirational leadership.