



Record of Governor Visit

Name of governor: Annie Rack
Date of visit: 17/1/23 & 09/2/23
Staff visited: Mrs E Wood
Purpose of Visit: SDP Monitoring
Visit reported to: Headteacher, Ms S Addison
Focus of visit e.g. school development plan priority area
SDP 1.4.a Quality First Teaching for SEND Pupils
Key questions to ask
What SEND/Quality First Teaching Training has occurred in this academic year? How is SEND teaching carried out at St Michael's? What progress is being made towards achieving the SDP target? Tour classrooms to observe the Quality First Teaching in Progress
Answer/information shared
The Education Endowment Fund's research has created five recommendations for how to best support SEND students to achieve in mainstream education. Point three is 'Ensure all pupils have access to high quality teaching'. St Michael's is following this recommendation with an aim on keeping students in the classroom with focussed support as/when required. The leadership team's aim is for inclusive learning: for pupils to have access to the best teaching resource – the teacher- rather than being taken from the classroom for individual, paired or small group support. The class teacher then has a range of physical resources and teaching strategies, along with focussed TA support when needed, to support everyone. Mrs Wood keeps a log of all SEND training which has been carried out, she is often asked about this during formal applications for support. The SDP recommends whole staff training for SEND and staff development time for research into the EEF's strategies. During this academic year, this has not taken place as more pressing training needs have had to be considered. Staff have received training this year from Positive Regard, focussing on a Restorative Approach for Behaviour and Trauma Informed Practice (September and October 2022) and also Team Teach for de-escalation of behaviour incidents, presented by an external licenced provider. Although these are more behaviour focussed external trainings, many of the behaviour incidents which occur in the school involve students with SEND requirements. Mrs Wood sees behaviour as a form of communication when students cannot effectively communicate (often due to SEND) and having a toolkit to plan for or de-escalate these situations allows students greater chance to be in the classroom and learning. The most recent whole staff SEND training was in October 2021 covering the engagement model and pre-key stage standards. Individual training for staff members continues when required

based upon the ongoing applications/needs of the students in their class. 2 staff members have also completed ELSA training. Mrs Wood informed me that she would be looking to hold some whole staff SEND training in the coming academic year. In the meantime, she operates an 'open door' policy for staff to see her as/when needed to discuss individual pupils.

The SDP states that staff development time should be allocated to researching the tiered model to identify current practice and impact. The tiered model follows as universal, targeted and then specialist support. The application of this model is clear in the support of students within the school, and from discussions with the senior leadership. However, I have not seen that staff development time has been given to this. On the SDP milestones, the tiered approach is included for PP/FSM pupils and provision mapping for this has been given to teachers. This is marked green to confirm it has happened.

Evidence provided to support answers/information shared

In the most recent OFSTED report, it states:

Pupils with SEND receive good support. Their needs are quickly and accurately identified. Teaching assistants are highly effective in their roles. Pupils with SEND achieve well. (Jayne Ashman, OFSTED Inspector, 12/13 October 2022)

During my tour, Mrs Wood commented that if high quality teaching for all is working correctly then I should not be able to identify who the SEND pupils are from physical positioning or LSA support in the classroom. This was very much the case, SEND pupils were integrated into the student body and working and achieving within their peers. Pupils with physical needs were more closely supported. Good use is made of the adults available for phonics teaching in EYFS and Years 1 and 2 where pupils are split into smaller groups based on ability.

Independent learning is also supported for all students with access to a range of learning resources, such as phonics and key spellings cards.

Key learning outcomes

Assessing achievement in this area is difficult in one tour around but I felt that all the pupils were focussed and engaged, with the whole school reflecting a calm, purposeful atmosphere. Pupils were involved in organising themselves to be prepared for learning, moving to new areas or gathering their own resources. Teachers maintain their autonomy in how to arrange their learners and learning space but follow a shared curriculum for consistency of high quality teaching. Mrs Wood is confident that this is continuing in all classrooms. I was also able to visit The Hive as no pupils were being supported in there at that time. It is a useful space, thoughtfully resourced so students can still feel supported when teaching in the classroom isn't pertinent at that time.

Next steps and additional questions

The SDP also mentions IEP/EHCP updates, Lexia data and intervention data as means for monitoring success in pupils with SEND. I have not yet discussed or observed the data from these with Mrs Wood and I would like to do so toward the end of the academic year.

Since my meeting, Ms Addison has utilised some 'catch up' funding for specific students to support their progress.

Mrs Wood has already suggested she will put whole staff SEND training into the INSET programme in the next academic year.

The only area on the SDP that I cannot see yet fulfilled/planned for is in Resources: 'Staff development time allocated to research using a tiered model to identify current practice and impact'. This may be something I could observe later in the year.