

SOUTH WILTS GRAMMAR SCHOOL FOR GIRLS

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

GOVERNOR MONITORING MEETING

Date: **Wed 14 June 2017**



Present: Carolyn Stammers (Deputy Headteacher, SENCO)  
Nikki Reeve (Deputy SENCO)  
Jacqui Goodall (SEN Governor)

***Update on DSEN students on roll:***

**Support:** 9 in total (1 KS3, 3KS4, 5KS5)

A range of needs being supported including: Dyspraxia, Autistic Spectrum Disorders, Visual Impairment, Multiple Sclerosis, Cystic Fibrosis, post-accident recovery and a range of mental health issues.

**Statemented:**

1 KS4 Visual impairment

1 KS5 Mental health disorder (EHCP in place, included in 5 above)

Additionally, at any one time, there are several girls receiving support for learning including dyslexia support.

***Progress of disabled students / suitability of provision / issues remaining:***

KS4 – Visual impairment

The excellent provision for this pupil continues and she has had a very successful year. There has been no reduction in her support. She has trialled GCSE examinations to check invigilation requirements needed. This was a useful exercise as the school is now in a better position to plan for her main examinations next summer. This pupil has continued to take advantage of everything the school offers and is an excellent role model for all pupils. In particular, she has enjoyed her Activities Week – including the sheep herding!

***Progress of other Statemented students / suitability of provision / issues remaining:***

KS5 – Mental health disorder

Provision for this student has been intense throughout the year. The EHCP is now in place and apart from some agreed revision time spent at home, is attending regularly. An agreement was made between the school and this student's parents that there would be no restraint should she try to leave school. This seems to have lowered the tension and she has completed her AS level examinations. This is a major achievement for the school and the student but plans must now be put in place to sustain the support in Y13.

***Progress of other SEN pupils / suitability of provision / issues remaining:***

There are two Y10 pupils with high level needs causing concern at present.

One pupil who has a recent ASD diagnosis is presenting significant behavioural problems which have been difficult to manage. There is a possibility that she may be moved to a residential support placement.

One pupil has considerable medical needs is tutored at home. It is hoped she may be able to return on a reduced timetable but this is uncertain.

Apart from these two, pupils with SEN are being supported well and are making good progress.

**Additional Note:** Pupil A who joined the school 3 years ago but could not sustain her education here has taken some GCSEs early (English Language, Maths, Physics) through the school. A member of staff invigilated the exams at her house. This took a significant number of hours to comply with her SEN needs.

***Provision for students joining the school in September 2017 known to have particular needs:***

2 pupils with high levels of need (ASD) set to be joining the school in September (Y7)

One has a statement but the support needed will be greater than she currently receives in her primary school. The other pupil has a My Support Plan. It is likely that both girls will be put into the same tutor group for efficient support but this will be monitored carefully.

Staff have received training in June to help them meet the needs of pupils with ASD diagnoses, bearing in mind that there will be a very wide range of characteristics and type of support needed. The training was felt to be very useful by staff.

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## ***School Priorities for SEN/D***

### **SCHOOL DEVELOPMENT PLAN**

#### **Teaching and learning SDP 1.1/ 1.5c/1.7**

- To embed teaching and learning throughout all aspects of school life with a focus on the impact on pupil progress;
- Enhancing pupil responsibility and ownership / independent learning.

#### **Leadership SDP 2.1**

To facilitate hand-over of SENCO role

#### **Pastoral Matters**

##### **SDP 5.2 Development and support for TAs and students with special needs**

- Further support to develop the capacity of TA roles
- Develop policy for dealing with access requests, in particular, laptop use
- Develop capacity for supporting additional students with K (SEN Support) level needs
- Investigate additional funding for students at K level
- Respond to the ECHP needs of student of most concern if the ECHP is issued

##### **SDP 5.4 Developing Healthy Schools objectives esp support for mental health issues**

- To focus on developing student and parent resilience to anxiety
- Develop strategies to help students with anxieties
- Ensure pastoral team receive adequate training in areas of mental health.

### **ONGOING DEVELOPMENT**

1. Consistent and regular evaluation of performance of students with SEND.
2. Development of students' independent learning skills (including SEND).
3. Review of literacy and numeracy across the curriculum.

### **GENERAL NOTES**

- Staff are just getting to grips with the new assessment system for Y7 and SEN concerns are slowly being picked up. It is not quite so explicit as the 'old' system but staff will become more familiar with standards over time.
- CS reported that she had attended a meeting in which the new system for referrals and funding was described. TISS (Transition into Secondary School) funding is available for those with My Plans but not for statemented /EHCP pupils. DART (Digital Assessment Referral Tool) is being trialled to try to gain consistency in the referral system. It is planned that this is introduced for all schools in October. This system should be better as it will be more focused and can more easily direct referrers to the right departments. CAMHS not involved yet unfortunately.
- CS is in her final stages of handing over to NR, although she will still have some time in the next academic year to give support to NR. It is hoped that TA time will be freed up to ensure that NR has sufficient time to carry out her role. CS has been an outstanding SENCO and governors recognise the significant positive difference she has made to SEN provision at South Wilts. It is good that she will still have some input as NR takes over the reins.
- NR has successfully completed her SENCO National Award. A lot of hard work involved but she is now qualified to take on the role of SENCO. Congratulations!
- Accommodation for SEN and pastoral matters will be slightly altered to facilitate changes although the space cannot be expanded unfortunately. It is hoped that the PSHE teaching room can be used at lunchtimes for more general / social pastoral issues so that the SEN area can be used more effectively.
- Teachers are now more aware of SEN issues relating to ASD but teachers still do not always recognise that some pupils just need more processing time.
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### **TOP PRIORITIES SDP SEN aspects are being finalised this term**

1. There continues to be a focus on transition to support those pupils joining the school.
2. Next year, there will be an emphasis on streamlining procedures and systems. This will include a more timely response to signs of SEN and consequently, the support necessary.
3. Exam access arrangements have improved this year and this will remain a priority for next year.

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**POLICY / DOCUMENTATION UPDATE (including publishing on the website)**

***SEN/D Policy:***



***SEN/D Website Statement:***



***Disability Scheme (3 years):***



***Equality Act Objectives***



being reviewed by the Resources Cte

***School Improvement Plan:***



***School Prospectus:***



***Information, Advice & Guidance Policy:***



***Admission Criteria:***



***Further monitoring and evaluation / next meetings:***

Next meeting: To be arranged in September