

SOUTH WILTS GRAMMAR SCHOOL FOR GIRLS
SEN GOVERNOR REPORT MAY 2013

Feedback from meeting with Carolyn Stammers (SENCO) on Thursday 2nd May 2013

This meeting was held to review the SEN Development Plan 2012 – 13. The following aspects were discussed:

	SCHOOL PRIORITY and ACTIVITIES	REVIEW / COMMENTS
1	<p><u>Teaching and Learning</u> Support for planning extended writing. Develop short course of intervention to deliver to Y9 students.</p> <p>Recording of meetings at annual Parent Evenings as review of D/SEN provision</p> <p>Development provision of support for students with SpLD</p>	<p>Ongoing work. New software purchased to be trialled with Sixth Form (Write Online). Decision needs to be made as to the best location for Y9 students to access.</p> <p>Parents are contacted beforehand and there is a raised profile of these at Parent Evenings.</p> <p>LB (SpLD support advisor) has had her hours doubled to provide this support.</p>
2	<p><u>Leadership</u> Appointment and ongoing line management of TA for incoming students, to ensure transition is smooth and effective.</p>	<p>2 TAs appointed (p/t) to provide support for Y7 student (visual impairment) and Y12 student (disability / mobility). TAs are learning Braille in preparation for their support for Y7.</p>
3	<p><u>Curriculum Development</u> Adapt and work with resources and TA for visual impairment / access as necessary.</p>	<p>Wheelchair access is being set up through ground levelling and ensuring access to appropriate classrooms. Excellent support from Local Authority.</p>
4	<p><u>Behaviour and Attendance</u> Track performance, attitudes and attendance of SEN students.</p>	<p>New system will be in place for September through SIMS. Leaders will be able to compare attendance, progress and commitment to learning.</p>
5	<p><u>Pastoral Matters</u> Develop role of link prefects for students from armed forces families.</p>	<p>This group has been set up and have already led an assembly.</p>
6	<p><u>Assessment and Reporting</u> Monitor and track performance of SEN students in internal and external assessments. Ensure that procedures for tracking and evaluating interventions are in place.</p>	<p>See 4 above. SENCO attends new Y12 Parent Evenings to raise awareness of SEN issues to facilitate earlier identification and ongoing support.</p> <p>School aims to ensure that transition between key stages becomes smoother to ensure that there is no gap in student support.</p>
7	<p><u>Partnerships</u> Develop working relationship with SWAT and SENCOs.</p>	<p>Meeting arranged for 10th July.</p>

	Appoint new SEN governor.	SEN governor appointed.
8	<u>Communication</u> Record meetings with parents and use of student voice regarding experience of SEN students.	SIMS will be used creating new fields to record SEN concerns. More effective use of student concern forms in place with improved use of student responses.
9	<u>Staff Development</u> Include staff training for social communication / Asperger's Syndrome on TDDs in 12/13.	Some training already taken place regarding SC disorders and Asperger's Syndrome. Further training planned for the next academic year to ensure staff can meet the needs of the two new students in Y7 and Y12.
10	<u>Building and Resources</u> Plan for withdrawal space / office for TAs. Investigate sources of finance.	TAs to be based in SENCO's office area. Plans in place to ensure that this provision will be ready by September.

Other issues discussed:

- Process for identifying SEN with flowchart of actions to be taken.
- The advantages of being able to support students of higher ability who have specific learning needs. Non-selective schools may not have this flexibility as funding and time is taken up with supporting low ability / achieving students.
- Justification of Access Arrangements for students in examinations. Statistically and in terms of equality, SWGS makes these arrangements appropriately. The JCQ inspector last year confirmed this.

Conclusion:

The SENCO and other leaders within the school are ensuring that the learning needs of students are increasingly being met. There is also an growing awareness of SEN and disabilities amongst staff as they prepare for the arrival of the two students requiring specific support. The appointment of two well-qualified TAs, the preparation of resources and site adaptations all confirm the high quality of the strategic response to the changing student profile.

Jacqui Goodall

SEN Governor