

SOUTH WILTS GRAMMAR SCHOOL FOR GIRLS

DISABILITY & SPECIAL EDUCATIONAL NEEDS

GOVERNOR MONITORING MEETING

Date: 15th July 2015



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

Update on DSEN students on roll:

After GCSE / A Level exams, only a small number of students remains on roll with DSEN. Y12 students have not yet been assessed. This will happen when students arrive in September.

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

1 student with visual impairment. School needs a 3rd TA, ideally with visual impairment knowledge / experience.

Y13 disabled student achieved very well in her A Levels (but see note below *)

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

No other statemented students. (Student A has left the school although still attends some extracurricular provision e.g. Latin)

Progress of other SEN students / suitability of provision / issues remaining:

Y11 exams: some severe needs coped well during exam period.

*Disabled student found exams difficult with not enough time available for scribing. School has written to the exam boards as there remains an equality issue regarding disabled students and examinations.

A very small number of students had to be 'talked back' into the exams but did so.

Around 20 students used laptops for their examinations (criterion is that they must usually do so).

Provision for students joining the school in September 2014 known to have particular needs:

1 student with dyspraxia in new Year 7. Training for TAs and teachers at beginning of term.

No new disabled students into Year 7.

SCHOOL PRIORITIES for DSEN

See School Development Plan. Need for SEN knowledge and support to be embedded in all lessons. Appointment of Assistant SENCO will be very useful. Her main task will be to secure an effective SEN tracking system.

Consistent and regular evaluation of performance of students with DSEN.

Focus group is useful to gain feedback. Main issue is for girls and staff to know the details of the SEN and use the strategies recommended. Feedback needs to be more explicit.

Plan is to build a 6-week review with routine checks made on progress.

Main issue: coping with the speed of work. Are all teachers aware of the problems some students have?

Development of working relationships with teachers responsible for Literacy and Numeracy and clear procedures in place to secure high quality provision in these areas.

SENCO has met with Literacy coordinators. They probably will not have time to make a huge difference to outcomes but there is literacy support during lunchtimes. This is going to be changed to support during lessons but this will require significant organisation to get the right groups of students together from appropriate lessons. Key element remains – knowing who is having difficulties so that they can be helped. Communication needs to be highly effective.

Numeracy development is not an issue.

Investigation of types of assistive technology to support the learning of DSEN students.

The student with visual impairment may require a touch-screen laptop this year.

The embosser (braille machine) is very noisy and a suitable cupboard is being sought for this process to happen.

Work with specialist support services to develop provision for students with statements.

Good communication and liaison remains with specialist support services. For Student A, this has been of the highest priority and has resulted in the student moving back to private tutoring. The school has learnt a great deal through working with Student A, despite the fact that the placement was broadly unsuccessful. It is important to note that the school did all it could to make the placement work and this was confirmed by the team of specialist support services.

OTHER ISSUES

Provision on SIMS to help track needs and progress of DSEN students is being explored. Time is needed to fully investigate the available resources and to set up the most effective structures.

The biggest issue remaining is the embedding of student profiles and consistent support mechanisms to ensure that there is a positive impact on teaching and learning.

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POLICY / DOCUMENTATION UPDATE (including publishing on the website)

DSEN Policy:

In place with correct and up-to-date information on the website

Disability Scheme (3 years):

In place

School Improvement Plan:

DSEN aspects integrated into plan

School Prospectus:

In place

Information, Advice & Guidance Policy:

DSEN aspects included

Admission Criteria

DSEN aspects included with additional clause about uniform added last academic year.

Further monitoring and evaluation / next meetings:

TBA