**Chalk Ridge Primary School**

**Governor evaluation – Record of visit (evaluation form)**

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| **Time and date:**Monday March 29th 2021 1pm by Zoom  |
| **People involved:** |
| Amanda Forsey Inclusion Lead (inc. SEN)Madeline Hussey |
| **Purpose of visit relating to relevant point on the improvement plan:** |
| To monitor and review progress within School Action Plan Areas 1-3, in support of the following objectives: * Children will feel safe and happy in school, and therefore able to access all teaching and learning opportunities available to them;
* If and when self isolation is required, remote teaching and learning will be of high quality as per remote teaching and learning policy;
* Staff and children feel supported in this pandemic, and where required are able to access the resources available to them;
* Children will make maximum progress this academic year, using the resources and capabilities of all staff.
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| **Summary of visit:** |
| The visit covered a number of areas:Statutory Requirements: We confirmed that the SEN Information Report was on the website and current as of Nov20. The introduction of Learning Ladders had been delayed by lockdown, and would be removed from the report.Attendance and Exclusions: The majority of vulnerable children attended school during lockdown. A register was taken both in school and of those children accessing remote learning and those that didn’t engage were continually contacted by the school to ensure children were engaging with the learning provided. This included a small number of SEN children who were persistent absentees. The school had also offered places to children beyond the government’s definition of vulnerable, though not all of these were taken up. The first week back after lockdown had been difficult, with a combination of severe medical issues and children with SEN (SEMH) not managing and requiring support from the Senior Leadership Team. With more pupils in school, some children were finding the arrival process harder, and procedures were in hand to encourage them in. One child was excluded for violent and persistently disruptive behaviour. With written agreement from the parents, another (ECHP) child is in school part time, with a place in a Special School secured for next year. Another child had moved from part time to a settled state in school.Remote LearningTeaching vulnerable children who were at home due to parental choice or self-isolation was challenging, as it was harder to differentiate lessons to suit their needs remotely. Some children were sent their own individual work to send back for marking i.e. bespoke learning. Parents were supported with emails and phone calls, and dialogue successfully encouraged. Lack of technology was not a significant issue as we were able to supply DfE laptops. Since their return, children have been well supported in the areas which had proved difficult for them. In general, lockdown had the biggest impact on children’s social skills and independence. SafeguardingGovernors were already aware that the School’s Planning in this area was excellent and there had been no major issues. The SLT had all completed DSL training via virtual training and regulatory work such as DBS checks was kept up-to-date. WellbeingThere is only space for 1 quiet room in the school, leaving no spare facility for other children whose behaviour require it. Staff are working at full capacity, particularly as the necessary arrangement for desks reduces the number of children who can be helped together at any one time. Covid rules are reducing the reach and efficiency of intervention groups, both within and outside the classroom.There are no children undergoing EBSA (Emotionally Based School Avoidance), but there is group who are experiencing difficult transitions back into school. A local church is providing food parcels to families of FSM children, who were also receiving their food vouchers during the lockdown period. The after school clubs run by teachers have moved from creative activities such as board games and art before the Covid outbreak, to supporting creative recovery learning in Maths and English.GeneralThe school currently supports 39 children at SENS level, 12 further children have ECHPs, 2 of the SENS children have an EHCP request in progress with 5 more who meet criteria for an assessment, and for whom paperwork will be submitted. This is a time consuming process. Some extra academic support is being given to borderline children who don’t meet the criteria for inclusion on the SEN register. We currently have 1 LAC (Looked After Child). As 75% of our vulnerable children are boys (and *all* our current ECHPs), the school regularly ensures that it is not because any girls are being overlooked. A Huge Well Done to everyoneAfter three years of groundwork, one Y6 pupil has made 2.5 years of progress in reading since September!!! |
| **Student observation points:** |
| Currently n/a |
| **Key points arising:** |
| Further monitoring in the Summer Term, of staff wellbeing in particular, given the lack of spare capacity in important areas. |
| **Questions arising from activities/observation:** |
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| **Comments/feedback from staff involved:** |
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| **IMPACT OF GOVERNORS VISIT:** |
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