6: Governor report and action plan

SEND subject summary

Strengths:

Curriculum sequencing	SEND pupils follow the same sequence of lessons as non SEND children. These are mapped on to Knowledge Organizers and encapsulated in Medium Term Plans, which are regularly reviewed and updated for all Key Stages.
Quality of teaching	The expertise of staff in teaching SEND pupils varies according to experience which is only to be expected. There is however, good professional sharing of knowledge and everyone feels able to ask for SEND advice and assistance where necessary. SEND pupil voice reflects this and indicates a good 'growth mindset' culture, where pupils feel comfortable about 'not knowing' and confident in their strategies for seeking help and/or reassurance. There is good evidence that learning gaps are identified through Target Tracker, and addressed through small group intervention or 1:1 tutoring. Children identified as having reduced home support are prioritised for daily reading opportunities.
Work scrutiny	SEND and non-SEND pupils are mainly set the same tasks, ensuring broad coverage of planned objectives and equality of initial teacher input.
Pupils feedback	SEND pupils showed a developmentally typical range of responses to their learning. All pupils interviewed spoke animatedly of their experiences with particular enthusiasm for practical sessions. They demonstrated that they were making good links with their wider learning and in many cases went on to investigate further at home. All pupils expressed confidence in their teachers and felt happy to approach staff for clarification or support. Older pupils in KS2 demonstrated growing meta cognitive skills and were really starting to think about their learning styles.
Assessment and outcomes	Teachers regularly update individual achievement against Target Tracker outcomes so that gaps in knowledge can be spotted and closed. Live marking is favoured to give pupils immediate feedback as to success or next steps.
Teachers' feedback including subject knowledge	Pupils respond well to live marking and know what they must do next to progress. SEND pupils particularly benefit from this personal approach and instant feedback. In

	English, Coaley uses The Mastery approach, with clear agreed targets, which the children are expected to incorporate into their written work. In Maths, Coaley follows the Lomax model, Try It, Secure It, Deepen It. These approaches ensure that both subjects are rigorously taught and key skills thoroughly embedded.

Weaknesses:

Curriculum sequencing	None identified.
Quality of teaching	Specific training to be made available to staff if particular SEND needs are acting as a barrier to learning. (Not a weakness, but given the rising incidence of for example, SEMH needs, something to be aware of, For example timely TEAM Teach training)
Work scrutiny	Not always obvious from books how much support a SEND child has received, and what concrete equipment, aids, have been used to support. Need to develop an agreed annotation system Reduced writing load for some reluctant SEND pupils EG Stickered WALTS, cloze/writing frames. Where mis spelling of hf words is identified, ensure pupils respond by correcting. Could investigate use of software such as Communicate in Print/Widget which is especially useful for SEND topic work.
Pupils feedback	Not a weakness – one pupil- challenge stereotypes around eg 'Maths is for boys. I don't do it'! Actively aim to change preconceptions.
Assessment and outcomes	None identified. SEND pupils are confident learners who mainly make good progress.
Teachers' feedback including subject knowledge	None identified

Action plan for Improvement:

Areas to develop	Actions to take	Dates and deadlines	Impact
Use of technology to improve the learning of SEND pupils. For example, Communicate in Print Topic Packs or word processing packages (voice activated)	Take advice of DGAT EP Dr Simon Connor who is piloting many of the innovations in this area. Ensure they are tried and tested Wave 3 interventions with a proven benefit.	Meeting with Simon during Term 1 2021.	
Teacher annotation of pupil books to clarify extent and type of support provided.	Agree system in staff meeting. SENCO to check books end of Term 1, 2021	Staff meeting Term 1	