

SEN and Safeguarding Link Governor Visit: Autumn 2020

Date: 5pm 12th November 2020

Meeting with Nicola Prior

CONTEXT:

Our Vision: Every Child will leave Randal Cremer able to excel academically and socially.

Our Mission: Pupils at and from Randal Cremer will demonstrate in their social and academic life our core values of love, teamwork, respect, high expectations and equality. Barriers to achievement will not be as used as an excuse for failure but as an imperative for all stakeholders to try even harder to ensure that no child leaves Randal Cremer at a disadvantage when compared to their peers.

Rationale: The pupils of Randal Cremer come from a wide range of backgrounds. We are situated in an area with high indicators of poverty contrasted with pockets of affluence and growth. We have a high percentage of pupils entitled to PPG, (75% in some year groups) and also a number of families who are not entitled to Pupil Premium but who are living on low incomes. Our community is diverse with a range of cultural and ethnic backgrounds. In developing our Strategic Imperatives for our school we looked closely at what we want for pupils at and from Randal Cremer. We recognise that the world they are growing up in is rapidly changing and that we do not even know what jobs they might have in the future. We therefore felt it important to look closely at the skills and traits we feel will help our pupils excel in the 21st century.

Additionally, as a school we believe strongly that school improvement cannot be brought about by turning inwards, rather we should be working with and alongside other schools, community organisations, universities and employers to develop a learning community that strives to bring opportunities to all our stakeholders and ensures that no child is overlooked or left behind.

The COVID Pandemic: As a result of the extreme challenges over the past eight months the school is developing blended learning to support pupils as well as being prepared in the event of any local/ national lockdowns or isolation of 'Prides'.

Ofsted: March 2020: "Staff and governors share high expectations for their pupils. Pupils with special educational needs and/or disabilities (SEND) are no exception. Leaders work closely with external professionals. Together, they find the best ways to meet pupils' needs. Pupils who speak English as an additional language are also well supported. The partnerships that leaders have formed with families contribute to this work."

3. SEN/Safeguarding focus

What practical provisions have been put in place within the classroom for SEN children?	<p>1 LSA in each class. This has actually augmented the provision as more focus from the LSA. 2 same adults all of the time rather than seeing lots of different adults so more continuity.</p> <p>They have their support packs with them all the time which has positive impacts – they are learning more independence and self-reliance, improved organisation skills – things not just being done for them.</p>
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<p>What support is in place for SEN children for remote learning?</p>	<p>Kindles for more vulnerable in year 5. Seen carrying around proudly. Chromebooks on request. During lockdown - SALT – (Speech and Language therapist) called everyone on their list every week. 48 case load. All on-line resources personalised to needs. Digital poverty – received paper packs. These students were encouraged to come in during lockdown. Several EHCP children came in – about 2/3.</p>
<p>How do we stay in touch with the most vulnerable children ?</p>	<p>Teachers called everyone in class every week. Jo gave out personal email and work phone. Doorstep deliveries of work packs and food hampers.</p>
<p>How do we identify new vulnerable children? How are we working with other agencies to support vulnerable children?</p>	<p>Pupil progress meetings next week. Academic. There is a new monitoring document that focuses on their emotional wellbeing and health. Really happy with this new approach. Includes check on teachers knowledge of needs. 4 EHCP came through in the summer. 3 new students from other hackney schools with EHCPs. Year 1 is heavy on need – at capacity in terms of provision for additional need. Hackney – Specialist Teacher Team – autism specialist free work with us during lockdown. Really supportive with year 1. EP been very supportive. A few new referrals – not lockdown specific. WAMS and mental health support team. Place to Be worker (will re-start soon) Attendance is good for SEN – 99%. Not a huge additional caseload – time to focus and welcome back the students and even improve their provision and progress.</p>

4.Other

<p>Do the leaders have any areas of particular focus they would like to discuss?</p>	<p>Nicola gone down to 3 days a week due to Masters. WAMHS handed back. Focused on SENDCO. Ad Hoc cover Children are happy to be back Very positive about staff well-being and changes to the week and remote access. Spring Term link meeting focus will be – gaps in achievement – review of data – soft data too.</p>
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