

# Minutes of the CSSI meeting held on 23.01.19

**Present:** Andrew Mortimer, Gillian Pratt, John Andrews, Gill Fox, Pam Evans, Helen Pillinger (to give SEND report only)

**Apologies:** Margaret Carey

**1) Report on the current SEND situation** given by Helen Pillinger, Senco. SEN Policy review is due in March, and will reflect GDPR.

- There are currently 7 children with Education, Health and Care Plans. This equates to 3.5% (national average 2.9%) There is another child with an EHCP coming, and 2 more pending. 1 child has a Common assessment Plan in place, and 35 have SEN support. This amounts to 21% overall, where the national average is 14%. We are seeing more children with more complex needs in a climate of less funding and less placements available. We have children on the Autistic Spectrum, and others with dyslexia; speech and language difficulties; social, emotional and mental health issues; and dyspraxia. There are some with undiagnosed conditions, and others who have more than one of the above.

**Governor Question:** how do we meet and resource these needs

**Answer:** i) The Acorn Group caters successfully for 4 children in the mornings, although one other child is not able to access it. The progress of the 4 is significant; there is more learning, with fewer meltdowns because the needs are better met. It is staffed by a teacher and 2 rotating TAs ii) 1 child changes class for maths.

- Digital Assessment and Referral Tool (DART). Helen supports other staff to make referrals, which result in specialists coming in to school. We have a strong relationship with these specialists. We now have to buy in Educational Psychologist support, which costs £100 per session (£150 from April). An EP assessing a child and the writing a report counts as 2 sessions. Eps are overbooked, and therefore difficult to get.

**Governor Question:** How can we cover this? Have adaptations and staff deployment measures been tried?

**Answer:** We are a flexible team, and continue to adapt and change; but this cannot cover the shortfall in resources and funding.

**Governor Question:** How is the application for funding for the specialist unit progressing?

**Answer:** We are in phase 2; but if we progress, we need to be certain of full support for incoming children

**Governor Question:** How enabled and supported are staff?

**Answer:** Neston has a very good name locally for SEN, which may explain the high %s. Apart from Acorn, provision is a class teacher responsibility. Helen is supportive and showed resources she can share, along with records and training.

**Governor Question:** Does Helen need more support/time to fulfil her Senco role?

**Answer:** It is a question of how her time is divided between class teacher and Senco roles. The Governors and Pam will need to look at the budget to see how to further support this.

**2) Declaration of Interests:** there were none.

**3) Minutes of the previous meeting** were accepted.

**4) SEND report:** taken first, see above.

#### **5) SIAP Report, given by Pam**

- Casper review (similar to Ofsted format, but conducted within the local cluster) of maths was tricky because our mastery curriculum is different to others within the cluster. Some valid points arose in the report, which will be responded to. Pam has been to Portishead re Shanghai maths teaching methods; this was impressive, and similar to what is happening at Neston.
- IT is a massive area at the moment. In the first instance, Pam and Gillian are developing a shared vision.
- GDPR: we are continuing to strive towards compliance.
- SPTO (online results recording and tracking) is ceasing to exist. Pam has already begun to seek alternatives as it is no longer up to scratch, and is confident about the situation.

## 6) Thrive Assessment

- This is a programme of assessment was described. It looks at identifying gaps in development, and we have identified that many of our children, particularly in Y4, are still emotionally at toddler stage.

**Governor Question:** Why has this not been spotted before?

**Answer:** We can now identify, quantify and understand developmental stages (being, doing, thinking) and issues, and make plans to support progress.

**Governor Question:** It sounds very interesting – can we find out more about it please?

**Answer:** details of the website were given

## 7) New Ofsted guidance

- Consultation closes on 5<sup>th</sup> Feb. Pam will submit comments. The new framework will be in place by September.
- There will be a change from a purely data check to include learning behaviours, bullying, mental health etc.
- Inspectors will be looking for evidence of the impact of the school's decisions.
- Pam will do a curriculum check.

**Governor Question:** When is an inspection likely to happen?

**Answer:** Lots of things can trigger it.

## 8) Governor Visits

- Pam offered 3 opportunities:

i) SEND pit stop; taken up by John

ii) Behaviour Policy Review with Behaviour Support Service, staff and pupil voice; taken up by Andrew

iii) Child Protection with lesson observations and pupil voice; taken up by Gill

## 9) Policies

- **Equality Scheme:** This has been updated and refreshed, and is relevant.
- **Able, Gifted and Talented:** Pam has reviewed and will share the results with Gillian.
- **Pupil Leave of Absence:** No changes are necessary. The Education Welfare Officer has visited, and our attendance is generally at 96%, but there are some children who need following up because of lower figures.

## 10) EU Exit implications

There may be some issues arising e.g. catering supply chain. Renee will keep abreast of the situation as things unfold.

**The next meeting will take place on 1st May at 7.30pm**

