

HUNSLET CARR PRIMARY SCHOOL PUPIL SUPPORT COMMITTEE MEETING

Minutes of the meeting held on Wednesday 8 June 2016 at 4.00 pm

PRESENT Shelley White (Chair) Martin Lumb (Headteacher)
Kevin Birkin Yvonne McMullen

IN ATTENDANCE: Susan Comer - Clerk – Governor Support Service
Faye Pashby – Deputy Headteacher
Sue McGreavy – Nurture (until item 7)
Jane Wilson – SENCO (until item 7)

1.00	APOLOGIES	ACTION
	Apologies were received and accepted from Pam Reed.	
2.00	MINUTES OF THE LAST MEETING	
2.01	Resolved: <ul style="list-style-type: none">That the minutes of the meeting held on 2 March 2016 were agreed as a correct record and that the Chair be authorised to sign.	
	The Headteacher reminded governors that all governing body meeting minutes are on the website reiterating the open and honest culture of the school.	
3.00	MATTERS ARISING	
3.01	<u>Safeguarding (minute 7.1 refers)</u> The Headteacher confirmed that the NSPCC assembly on 20 April 2016 had been a success and all of the safeguarding training had been completed, three staff meetings were held attended by all staff. To show his appreciation the Headteacher has allowed a free afternoon for all support staff who attended the meetings. Governors agreed that carrying out training in this way seemed very successful.	
4.00	PARENTAL SURVEY/PARENT VIEW	
4.01	The Headteacher informed governors that the surveys were ready to be issued to parents, the results will be discussed during the November meeting. <u>Governors asked the following questions:</u> Q – Would it be worth waiting to issue the survey in October to capture the views of the new intake parents? A – Sending the survey now will capture the current year six parents which will allow direct comparisons with last year’s results. Q – Is there to be a reward for completing the survey? A – The replies will be entered into a draw for a voucher.	
5.00	TO MONITOR AND EVALUATE THE EFFECTIVENESS OF PROVISION FOR THE WELFARE OF CHILDREN WITH	

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES.

5.01

The Personal Development, Behaviour and Welfare section of the SEF was tabled, the following issues were discussed:

- Behaviour – Children with on-going or concerning behavioural issues are carefully monitored and are discussed at weekly inclusion meetings between teachers and the SENCO team where a plan may be issued to give appropriate intervention and support to children and parents.
- Interventions – a Speech and Language Therapist is employed for two days per week offering support to children who have cognitive or speech and language difficulties.
- There has been a reduction in behaviour incidents due to the systems put in place to manage behaviour, any major incidents are managed by removing other children from the classroom and allowing the child to calm down in a room with an adult. If there was an ongoing problem the parents would be invited to an inclusion meeting to discuss concerns.
- The allotment is a huge success with children really enjoying the time that they spend there.
- Faye Pashby visited Leeds University with a group of children and the feedback was that the behaviour of the children was excellent.
- Children are to attend different places of worship, four parents would not give permission for their children to visit a mosque despite a discussion with the Headteacher, and this is an improvement on the 15 families who would not allow their children last year. Two children were prevented from attending a Sikh temple, and one child was prevented from attending a Buddhist temple.

Governors asked the following questions:

Q – What is in place to ensure that there is some awareness of different faiths shown to all children?

A – 15 June 2016 will be a Culture and Faith day, an Imam, a Sikh leader, and Mr Ian Cunningham who is connected to a Christian church are coming into school to talk to the children.

Q – Will there be any monitoring of the attendance of the children whose parents would not allow them visits to places of worship?

A – Yes. This will be reported back to governors at the next pupil support meeting.

Head

5.02

Jane Wilson presented a report for governors showing an overview of SEND for 2015-16, a copy of the report was tabled. The following points were highlighted:

- There are currently 130 children currently on the special needs register which at 28.3% is way above the national average of 13%.
- Children are screened before they start school, currently in Reception there are three children with autism.
- The last cohort of nursery children was assessed and out of twelve children only two were assessed as developing normally.
- A “vulnerable two’s” area has been created where children

who are age three but are developing at under age of two are supported.

- 25 children meet the criteria for high needs top up funding.

A Governor asked the following question:

Q – Is Mainstream school the right place for these 25 children?

A – a lot of resources have been placed in nursery and reception, if they are included into the school socially we can attend to their learning, however two children could not be included socially into the school so have been referred to provision which can support them in the way in which they require.

- The Headteacher gives high priority to SEN and there is a lot of support staff.
- There has been a rise in children with specific language impairment (SLI), there are currently eight children being supported by a speech and language Therapist.

A governor asked the following question:

Q – Is the SLI linked to children with EAL?

A – It can be, but not always, an assessment is made in the child's home language to identify impairment.

- An Educational Psychologist is employed one morning every two weeks which has shown to be very helpful.
- The budget to support SEND children is spent smartly and the children are making good progress over some areas with 41% of year one SEND children reaching expected level in phonics screening which is a rise of 18% from last year.
- Jane informed governors that reviews are ongoing which takes up a lot of her time and requested that an Assistant or Interventions Manager be appointed to help with the work load. The Governors agreed that this should be part of the school succession planning.

The governors thanked Jane and the SENCO team for their hard work and the support that is giving to the children.

6.00 TO ENSURE THE SCHOOL PROMOTES CHILDREN AND YOUNG PEOPLE'S EMOTIONAL HEALTH AND WELBEING.

6.01 Sue McGreavy gave a presentation on the Nurture provision at Hunslet Carr; a copy of the report was tabled. The following points were highlighted:

- The Nurture intervention team support approximately 107 children per week, offering support to looked after children, children under child protection orders, children with behavioural issues and other children who may not have any basic nurture provision.
- Referrals come in from parents, speech and learning therapists, other provisions, and the children themselves.
- Inclusion meetings with teachers are held where the

individual needs of the child are assessed.

- Baseline testing is carried out at the beginning of each new term by teachers. Most children make good progress; if progress has not been made there is a discussion with Jane Wilson and the teacher to find out if there are any other issues which should be supported with.
- Last term 87% nurture children improved their learning behaviour, 5% stayed the same and 8% were worse.
- 95% improved their emotional behaviour; there was a decrease for 5%.
- 73% improved their conduct, 21% maintained and 6 % decreased their conduct.

A Governor asked the following question:

Q – During the discussion regarding a decrease in performance, if any information regarding the possible reasons for decline comes to light, do you adapt the original plan?

A – Yes, we look at the strategies used and look at what can be done to best support the child, only once lots of options have been exhausted is the child referred onto an alternative support provision.

- Going forward the school is to apply for the Marjorie Boxall Quality Mark award.

Governors thanked Sue and the Nurture team for their hard work in supporting the children.

7.00

EXCLUSIONS

7.01

The Headteacher confirmed that there were no exclusions at the school at this time.

7.02

There have been twelve children this year who have been internally excluded which involves the child being brought into school at 10am and picked up at 2pm, they will be given work to carry out in a different classroom and are isolated from friends during lunch and playtime.

8.00

SEX EDUCATION

8.01

The Headteacher informed governors that a report has been completed by Elizabeth Chambers (PSR Co-coordinator), a copy of the report was previously sent to governors. The following points were highlighted:

- SRE is covered annually in each year group at the appropriate level: Year one look at “Myself and others”, year two look at “Healthy relationships”, year three look at “What’s happening to me?”, year four look at “Worries about growing and changing”, year five look at “Healthy relationships”, and year six look at “Puberty and sex education”.
- Parents are given the opportunity to attend a resourcing session to allow them to see what the child will be learning.
- Years two and five were taught appropriately about domestic violence as promoted by LCC.

- The behavior policy has been updated to include Homophobic bullying language.

8.02 Governors asked that they be given to opportunity to see the plans of how the sessions are put together. The Headteacher agreed that the teacher responsible for SRE planning should be invited to the next meeting.

Head

9.00 REVIEW OF THE COMMITTEE'S EFFECTIVENESS

9.01 The review will be discussed at the next Pupil Support committee meeting.

Clerk

10.00 DATE OF NEXT MEETING

10.01 It was agreed that the next pupil support committee meeting would be held on Wednesday 9 November 2016 at 4.00pm.

The Chair closed the meeting at 5.40pm