

**Governor Evaluation**

**…working in partnership for the monitoring of SEND**

**St Buryan Academy**

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| **Governor:** | **Academy Senior Leader:** | **Date:** |

**Focus of visit - SEND** (linked with priority area one - Developing Leading Edge Curriculum, including high quality teaching and learning in all academies)

To ensure that the curriculum offered to students is broad, balanced, accessible to all and follows the principles of a demanding, relevant and contemporary education that allows all students to excel.

Adaptions in response to the Covid-19 pandemic are to be included.

| Question | Subject/Faculty Leader Account | Governor Evaluation |
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| ***1. What is the intent of our curriculum for pupils with SEND?***  a. Is the curriculum ambitious for all pupils? How do we know?  b. Is there access to the full curriculum offer for every pupil? How is this ensured?  c. Is the wider engagement (ie participation in extra-curricular activities) of pupils with SEND proportionate to their peers? How is this monitored? |  |  |
| ***2. How are we implementing our curriculum for pupils with SEND?***  a. What does SEND provision look like in the classroom?  b. What plans are in place for pupils with SEND and do they reflect what is actually happening?  c. What processes are in place for a child with SEND? How is this monitored?  d. How are staff supported in enabling quality learning experiences for pupils with SEND?  e. How well do leaders know the types of need across the school and how is this reflected in everyday teaching and learning?  f. How well do leaders develop and adapt the curriculum so that it is coherently sequenced to all pupils’ needs, starting points and aspirations for the future?  g. How effective is the school in working with parents and other professionals/specialist services in deciding how best to support pupils with SEND? |  |  |
| ***3. How are we measuring the impact of our curriculum and provision for pupils with SEND?***  a. What SEND CPD are we offering our staff?  b. How do new staff know about pupils with SEND?  c. How do we check plans and are they having the desired impact for pupils with SEND?  d. How does the academy ensure all pupils are making progress?  e. What opportunities do pupils with SEND get to talk about their learning? And who listens?  f. What are the expectations for pupils with SEND to produce beautiful work?  g. How well are pupils with SEND doing in different areas of the curriculum?  h. How do leaders ensure that pupils with SEND exercise opportunities to enhance cultural capital?  i. How well prepared are pupils with SEND for their next steps in education? |  |  |
| Summary of Governor SEND Monitoring:   1. Key points 2. Next steps – who and when by 3. Impact of governance | | |

| Is there anything else that needs mentioning? |
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| Please highlight any areas of excellence that you feel are worthy of sharing across the Trust |
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(add or delete as necessary)

| Acronym Glossary: |
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| LTP Long-Term Planning  PPM Pupil Progress Meeting  MAT Multi-Academy Trust  SLT Senior Leadership Team  NfER National Foundation for Educational Research  IPM Individual Provision Map  GPM Group Provision Map  WCR Whole-Class Reading  PP Pupil Premium  SIP School Improvement Plan  PDM Professional Development Meeting  SPaG Spelling, Punctuation and Grammar  WTS Working Towards the Expected Standard  EXS Working At the Expected Standard  GDS Working at Greater Depth within the Expected Standard |