

Autumn Area Forum
GOVERNORS' Local Area Forum Autumn 2016
SUMMARY REPORT

The Area Meetings for governors (Autumn term) took place as follows:-

Code	Time	Date	Venue
GAM049	19:00 - 21:00	9 th November 2016	Uckfield Civic Centre
GAM050	18:45 - 20:45	17 th November 2016	County Hall, Lewes,
GAM051	19:00 - 21:00	24 th November 2016	St Mary's House, Eastbourne
GAM052	19:00 - 21:00	30 th November 2016	The Sussex Exchange, Hastings

The following officers were in attendance:

Julie Dougill – Senior Manager: Leadership and Governor Services

Safeguarding

Supporting documentation

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Catherine Dooley - Senior Manager: Standards and Learning Effectiveness (5-19)

Sandi Buttrey – School Safeguarding Officer

Victoria Stutt - Support and Intervention Manager, Safeguarding

SEN Matrix

Supporting documentation

<https://czone.eastsussex.gov.uk/specialneeds/Pages/SENDMatrixGuidance.aspx>

9th November – Emily Taylor, Senior Manager Assessment and Planning. Experience as senior leader in secondary and primary sectors. Most recently Inclusion, safeguarding and Pupil Premium lead in role as SENCO/Assistant Head for Inclusion in 2 5 form entry Junior schools in areas of high challenge.

Lorna Fry- Assessment and Planning Team Leader 14-25 Team. Worked in supporting excluded pupils with SEMH in alternative provision and as SENCO in secondary school in Wandsworth, setting up and evaluating SEND provision and working closely with LA to maintain sustainability of funding.

17th November- Emily Taylor and Linda Appleby, Head teacher, Little Common School

24th November- Emily Taylor and Emma Chaplin- Deputy Head for Inclusion, The Harbour School

30th November- Annita Cornish, SEND Consultant and Jill Cornforth, SENCO at Denton Primary School

The meetings were chaired as follows:

Uckfield Area: Tricia Grey

Hastings Area: Monica Whitehead

Eastbourne Area: Julie Dougill

Lewes Area: Denise Kong

Agenda

Agenda Item	Discussion and Decisions	Action
1.	<p>Welcome</p>	
2.	<p>To receive the minutes of the Summer and Autumn Term County Forum and Summer Area Meetings <i>This item is included on the agenda each term for information only.</i></p> <p>The minutes of the Summer and Autumn Term County Forum and Area Meetings were received and noted.</p>	
3.	<p>Copies of the Area Meeting Papers and presentations can be found on Czone here: https://czone.eastsussex.gov.uk/schoolmanagement/governors/keyevents/Pages/LocalAreaForumAutumn2016.aspx</p> <p><u>Safeguarding</u></p> <p>Key document Report on the Safeguarding Children in Education s175 Audit Conducted by Schools and Colleges in East Sussex in the 2015/2016 Academic Year</p> <p>Governors received a presentation about Safeguarding in Schools: lessons learned from 20115-16 and the implications for governance. Nationally, there have been many issues raised around child protection. These include:</p> <ul style="list-style-type: none"> • Responses to poor practice in dealing with Child Sexual Exploitation of teenagers, Rotherham etc. • Implications of Jimmy Savile etc. for dealing with ‘historic abuse’ and other high profile cases of ‘abuse of trust’ including in educational settings • Domestic abuse/violence as a key indicator • On-line grooming, sexting and cyber-bullying • Female Genital Mutilation (mandatory duty to report concerns) • Forced marriage and Children Missing Education • Combating extremism (mandatory duty to report concerns) • Private fostering • Sexual harassment in schools and the role of PSHE/SRE in combatting this <p>In East Sussex, the areas for greatest concern are:</p> <ul style="list-style-type: none"> • Private fostering – an arrangement that is made without the involvement of the Local Authority for the care of a child under 16, lasting for more than 28 days. • Extremism – schools have a duty with this under the Prevent agenda. This can include activity such as bonfire and protesters on the link road where children become easy targets when they show an interest and are hooked. • Cyber bullying – growing issue. Parents need support in making the right decisions. <p>Section 175 of the Education Act 2002 requires governing bodies of maintained schools</p>	

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	<p>and further education colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. There is an expectation by the Local Safeguarding Children’s Board (LSCB) that a Safeguarding S175 Audit is carried out every two years in schools. The last audit was carried out in the 2015-16 academic year and was in the form of a self evaluation. Across all schools in East Sussex, there was a 68% return.</p> <p>Key weaknesses identified from the s175 return included:</p> <ul style="list-style-type: none"> • Governance structures and monitoring arrangements • Recording systems not always in line with Record Keeping Guidance and do not demonstrate DSL assessment and intervention • Effective systems need to be in place for auditing and evidencing compliance with: <ul style="list-style-type: none"> - PREVENT duty - Private fostering - High quality PSHE curriculum - On-line safety including monitoring and filtering • Monitoring of attendance as part of safeguarding concerns • Understanding of Continuum of Need and early help <p>Governors need to make sure that the lines of accountability are right in the school. If the Head is the Designated Safeguarding Lead (DSL), then who makes sure that they are compliant. Good practice suggests that the Head is not the DSL, so that the Head can performance manage and hold the DSL to account. The DSL should be a member of the SLT. Some schools also have a deputy DSL. There should be clear arrangements for the monitoring of safeguarding and in depth discussions about the outcomes. Safeguarding should be a standing agenda item at FGB meetings.</p> <p>Monitoring and evidencing safeguarding needs to be very carefully managed so as to not identify the child. In some instances, records can be redacted so it is unidentifiable, however this isn’t always appropriate, particularly in small schools. DSLs can report on the numbers and types of cases and referrals, the actions taken and challenges made.</p> <p>40 Safeguarding Practice Reviews have also been undertaken in the last academic year. Lessons learnt from these sessions include:</p> <ul style="list-style-type: none"> • Record keeping – including reviewing outcomes • An evidenced-based approach to recording and assessing concerns • Single central record • Site security • Governance arrangements and monitoring • Voice/ view of the child • Managing complaints • Parental engagement <p>For those maintaining and auditing the Single Central Record (SCR), it is recommended that training is undertaken. Good practice would be for a governor to monitor and sign</p>	

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	<p>the SCR 6 times per year. More information, along with the checklist for governors can be found in VSB 295/2016</p> <p>All governors should have read part 1 of Keeping Children Safe in Education (September 2015) Your school should be able to evidence that this has been read. This has been asked as a direct question from Ofsted.</p> <p>Governors should be aware that a new On-line Safety Model for schools is due to be launched in January 2017.</p> <p>Key Questions for Governors:</p> <p>Has your school completed and returned the s175 audit? What are the arrangements for the monitoring of safeguarding? Is safeguarding in the School Development Plan? Is safeguarding on the agenda at each FGB meeting? Has the GB appointed a Safeguarding Link Governor (SLG)? Have all governors undertaken the GEL online safeguarding training? Has the SLG attended the Safeguarding Classroom Session? Is a governor monitoring the Single Central Record? Has your governing body completed the Safeguarding Compliance Checklist for Governors? Has a PHSE lesson in school ever been observed? Have all members of the GB read Keeping Children Safe in Education (September 2015)?</p> <p>SEN Matrix Supporting documentation https://czone.eastsussex.gov.uk/specialneeds/Pages/SENDMatrixGuidance.aspx</p> <p>The SEND Matrix has been devised in response to Pressures on High Needs Block and evaluation of SEND practice in schools including:</p> <ul style="list-style-type: none"> • High numbers of Education, Health and Care Plans (EHCPs- formerly statements) in East Sussex • Continuing requests for EHCPs for pupils whose needs do not meet criteria for a statutory assessment (Matrix) • Data high number plans/low number on SEN support • Requests for change of placement to special school <p>The SEND Matrix aims to ensure that there is consistent funding across the county. SENCO's should be aware of the Matrix and use it to assist the school in provision and funding. There is a need to ensure that the funding is being used for the right interventions and that the outcomes are audited. How does the funding link to the School Development Plan? The school needs to provide support for a child as it is detailed in their statement/EHCP, for example if a certain piece of equipment is specified, then the school will need to provide it.</p> <p>Schools need to look at different ways of allocating the funding so it is used in a sustainable and efficient way. Examples include an INA being used within a class to support more than one child, CPD and training for staff. Always appoint the very best</p>	

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	<p>staff. If the person is not right, then don't employ them.</p> <p>Outcomes can be measured using tools such as the Boxall Profile for monitoring progress. This has developmental and diagnostic levels. This can be redone every 12 weeks to look at progress. Other tools have been developed for secondary schools. Ofsted will look at how you can measure progress and impact. It is important to be able to study soft measure in terms of impact and be able to offer a narrative behind a young person. Progress isn't always linear.</p> <p>It is important that there is a hard drive for parents to apply for Pupil Premium Funding and this can support children with SEN.</p> <p>Peer to peer support is important when implementing the matrix with effective use of the resources. Schools need to think differently about SEND. All staff should be teachers of SEN. Staffing is expensive, so the best resources need to be used well. It is essential to plan ahead in terms of class allocation and teacher deployment. Schools need to only do what works so that the impact of interventions need to be taken into account. It is important to consider that top up funding stops when a pupil leaves the school so take this into account when employing staff.</p> <p>Schools can have a SEN governor, whose responsibility it is to meet with the SENCO and share discussion about school pressures and evaluation of the SEN action plan. The Education Endowment Foundation has a costed and evaluated toolkit of what works from evidence based research: https://educationendowmentfoundation.org.uk/</p> <p>There has been an increase of children needing support for social, emotional and mental health needs. They can be supported by:</p> <ul style="list-style-type: none"> ▪ Nurture Class ▪ THRIVE Practitioners ▪ Specialist TAs for supporting children with social and emotional needs. ▪ Play therapist ▪ Boxall Profile - Monitoring progress ▪ Use of SIMs to monitor progress in English and Maths. ▪ Ensuring all staff are developing the emotional literacy of all children ▪ Graduated response to need <p>In the future , schools should:</p> <ol style="list-style-type: none"> 1. Use CPD/appraisal to ensure all teachers are great teachers of pupils with SEND 2. Use the matrix to ensure that you know your pupils 3. Know what support/ which interventions are likely to work 4. Deploy your teachers according to the needs of pupils (plan for changes) 5. If a large school, allocate pupils with SEND where they can be well supported, perhaps two together 6. Use the skills of your Business Manager and SENCO to find and solve the problems 7. If possible, plan for changes that may occur mid-year 8. Appoint the very best staff for every post and keep training your staff all year 	

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	<p>Useful advice for schools includes:</p> <ul style="list-style-type: none"> • Ensure that your SENCO is part of the Leadership Team • Share expertise, especially across small schools • Address issues as early as you can • Build good relationships with parents of pupils with SEND <p>Useful links:</p> <ul style="list-style-type: none"> • The London Leadership Strategy SEND Review Guide is based on the Pupil Premium Review and can be used by all schools to audit their own SEND provision. It is, however, most powerful when used as part of a programme of school to school support. The Review Guide was created with the purpose of empowering schools to improve their SEND provision. It is made up of a paper-based audit, examples of good practise, guidance on how to carry out a review of SEND provision and self-evaluation templates: http://londonleadershipstrategy.com/content/send-review-guide • SEN Support: A Graduated Approach (NASEN): Aims to introduce school staff to the graduated approach to SEN support, with the child and family at its heart - emphasise the role of class/subject teachers as teachers of all pupils, including those with special educational needs and/ or disabilities - look in detail at each aspect of the Assess-Plan-Do-Review cycle - explore ways of involving parents and carers throughout the support process: http://www.nasen.org.uk/resources/resources.sen-support-and-the-graduated-approach.html 																																									
4.	<p>Dates of the next meetings:</p> <p>Spring 2017</p> <table border="0"> <tr> <td>GAM053</td> <td>8/3/2017</td> <td>19:00</td> <td>21:00</td> <td>Uckfield Civic Centre</td> </tr> <tr> <td>GAM054</td> <td>16/3/2017</td> <td>19:00</td> <td>21:00</td> <td>The Sussex Exchange</td> </tr> <tr> <td>GAM055</td> <td>22/3/2017</td> <td>19:00</td> <td>21:00</td> <td>St Mary's House</td> </tr> <tr> <td>GAM056</td> <td>29/3/2017</td> <td>18:45</td> <td>20:45</td> <td>County Hall</td> </tr> </table> <p>Summer 2017</p> <table border="0"> <tr> <td>GAM057</td> <td>8/6/2017</td> <td>19:00</td> <td>21:00</td> <td>St Mary's House</td> </tr> <tr> <td>GAM058</td> <td>14/6/2017</td> <td>19:00</td> <td>21:00</td> <td>The Sussex Exchange</td> </tr> <tr> <td>GAM059</td> <td>22/6/2017</td> <td>18:45</td> <td>20:45</td> <td>County Hall</td> </tr> <tr> <td>GAM060</td> <td>28/6/2017</td> <td>19:00</td> <td>21:00</td> <td>Uckfield Civic Centre</td> </tr> </table>	GAM053	8/3/2017	19:00	21:00	Uckfield Civic Centre	GAM054	16/3/2017	19:00	21:00	The Sussex Exchange	GAM055	22/3/2017	19:00	21:00	St Mary's House	GAM056	29/3/2017	18:45	20:45	County Hall	GAM057	8/6/2017	19:00	21:00	St Mary's House	GAM058	14/6/2017	19:00	21:00	The Sussex Exchange	GAM059	22/6/2017	18:45	20:45	County Hall	GAM060	28/6/2017	19:00	21:00	Uckfield Civic Centre	
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5.	<p>ESGRG Forum</p> <p>Representatives from the Local Authority left the meeting so Governors could meet with representatives from the ESGRG.</p>																																									