

Report of Activity

Establishment	Mill Chase Community Technology College		
District Council	East Hants		
DFE No	4139	Area	East
Report Recipient	Jacqueline Adams	Date	14 th May 2012
Author of Record	Kim James	Term	Summer

Activity Reason: LA funded visit
Additional Focus: Special Educational Needs

CONTEXT

This visit is part of the routine monitoring of resourced provision (RP) for students with moderate learning difficulties (MLD) commissioned by the Children's Services Department, to review the effectiveness of the provision and progress of students, and the systems in place for self-evaluation.

Activity

The following activities were undertaken:

- discussion with the Headteacher, deputy headteacher and teacher in charge (TiC) of the resourced provision (RP)
- scrutiny of relevant documentation
- observation of an identified student in a lesson
- observation of a 1:1 English support lesson
- Review of the progress made since the last monitoring visit
- feedback to the TiC, deputy headteacher and headteacher.

COMMENTARY

The resource provision currently [REDACTED]
[REDACTED] The RP has an Agreed Pupil Number (APN) of 9.

[REDACTED]
[REDACTED] The school have advertised the post and hope to make an appointment by the end of the month.

Report of Activity**Review of targets set at the last monitoring visit**

Develop the 'Foundation level knowledge' of all staff regarding SEN. The IDP materials on speech and language, dyslexia, and autism would be a good starting place.

[REDACTED] the specialist teacher advisory (STAs) delivered training for all staff in July 2011 regarding Hearing Impairment and Speech and Language.

The RP lead has started to work with individual departments on various elements of the IDP. The link to the materials was evident in the staff room on the SEN notice board. It is essential that the RP lead gathers information to demonstrate the impact of this work.

[REDACTED]

It is clear to see that the teachers are starting to adopt strategies that will support a wide range of students' learning styles.

[REDACTED] This data should be collated and analysed to both support the judgements made by the SEN department but also to assist with identifying future CPD.

Review the IEPs, ensure that targets are SMART; reflect the barrier to learning and the intervention in place

The SEN department introduced, in January 2012, a system of 'Pen Portraits' to give staff a more detailed awareness of students' SEN needs.

The SENCo carried out training with the LSAs to support the IEP target setting process and is aware that this is an area that requires further training. The above target is still appropriate regarding the quality of the target setting and their impact on student outcomes. It is vital that the time spent on the documentation is reflected in the outcomes and progress in young people's skills.

Explore links with other LA resource provisions to enable the TiC to explore the range of provision for students

[REDACTED]

It is not clear how these visits have impacted on the range of provisions for students at Mill Chase.

Report of Activity

Given the numbers of students in the resource provision with a secondary need for SLCN, it may be appropriate to link with the secondary SLCN provision in Basingstoke.

Develop Wave Three provision linked to the needs of the young people

Unfortunately there was no provision timetabled on the day of the visit.

The RP are using 'Toe by Toe', this was in place when the last visit was carried out in March 2011. The school have recently introduced Phonographix and Precision teaching.

[REDACTED]

[REDACTED]

[REDACTED]

The school have plans to introduce a spelling programme, Accelerated / Accelerate in September.

A brief review of the range of interventions planned, indicated that the school would benefit from the addition of a comprehension intervention programme.

Track the development of literacy skills on at least a termly basis using both ages and standardised scores; use this data in a diagnostic way to help plan 'the next steps' and to be able to demonstrate 'value for money'

There is an urgent requirement to address this target.

Report of Activity

ACTION

The actions identified at the last monitoring visit (March 2011) have not been fully addressed. It is noted that similar issues were raised in the mainstream monitoring visit in November 2011 by a different SEN inspector.

It is essential that the Resource Provision lead addresses the issues raised above as a key priority. [REDACTED]

[REDACTED] Appropriate interventions put in place for after half term and the impact of the interventions assessed before the end of the summer term. The data should be used to plan suitable interventions for September.

The leadership team and RP lead/ SENCo should ensure that the data held on SIMs is checked so that in future the Raise on Line data is accurate regarding the identification of students with SEN.

In order to support the school to improve the outcomes for young people, the SENi will:

- support the leadership team with the interviews for the Head of the Resource Provision / SENCo on 30th May
- support the leadership team with the induction of the new Head of the resource provision on September 14th 2012 (am)
- review the progress and provision for students on role on the RP on 9th January 2013 (am) with the leadership team and RP lead.. As part of this visit, joint observations should be scheduled to observe RP students undertaking literacy interventions.

Signed:

Date:

Copy To:

- Head teacher
- Chair of Governors
- Brian Pope (AD)
- Pam Simpson (DM)
- Simon Francis (LLP)
- Felicity Dickinson (CSM)
- Liz Flaherty (EO SEN)
- Julia Powell (APEP)
- Kim James (SENI)

Author of Record	Duration	Preparation	Follow Up	Charge Code
Day(s)				
Hour(s)				
Total Time Author of Record			Day(s)	Hour(s)
				9