



**Morley Memorial Primary School  
Learning Committee  
Thursday 16<sup>th</sup> June 2016 at 6.30pm  
Venue: School**

**Governors in attendance:** Nikki Brown (Head Teacher - NB); Nicky Odgers (Committee Chair - NO); Anna Robinson (AR); Melissa Ward (MW); Ruth Kershner (RK); Shareta Passingham (SP)

**Also attending:** Kerry Darby (Deputy Head Teacher and Inclusion Manager – KD); Jen Hefti (Clerk – JH)

The meeting was quorate.

	Notes	Actions
1.	<b>Welcome and apologies for absence</b>  There were no apologies for absence.  NO welcomed Jen Hefti as new clerk.	
2.	<b>Notice of Any Other Business</b>	

Initial: \_\_\_\_\_

Date: \_\_\_\_\_

	Notes	Actions
	None.	
3.	<p><b>Declarations of interest relating to items on this agenda</b></p> <p>No interests were declared.</p>	
4.	<p><b>Review and acceptance of the minutes of the meeting held on 4<sup>th</sup> February 2016 (circulated) and matters arising</b></p> <p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Head Teacher to raise Special Educational Needs and Disabilities (SEND) funding issues with Resources committee – ONGOING</li> </ul> <p>All other actions complete.</p> <p><b><i>The minutes were accepted as a true record and signed by the Chair. I don't think I signed, did I?</i></b></p>	<p>L1606-01 - Clerk – upload minutes to school website.</p>

Initial: \_\_\_\_\_

Date: \_\_\_\_\_

	Notes	Actions
5.	<p><b>To consider how Morley Memorial Primary School can fulfil its vision for pupils with SEND</b></p> <p>Governors noted that these discussions would form the basis of a general approach for school to adopt and would inform planning for next year and the longer term.</p> <p>NB provided a summary of the SEND Code Of Practice which is attached to these minutes.</p> <p><b><u>Clarifying goals</u></b></p> <p><b><u>There was a discussion around what our goals should be re SEND to ensure children with complex needs who also experience other challenges are supported.</u></b></p> <p>KD advised the following:</p> <ul style="list-style-type: none"> <li>• Those pupils with Education Health and Care Plans (EHCPs) have been assessed and interventions are in place</li> <li>• There has been a 100% success rate of transferring existing statements to EHCPs</li> <li>• Some pupils are at risk of losing their statement or not qualifying for an EHCP as they no longer meet the new criteria</li> <li>• The EHCP application is a challenging process for which the appropriate evidence must be provided. The application is more difficult when a pupil has needs in only one area. It is not always clear what evidence needs to be submitted. This is because the system is relatively new.</li> </ul> <p><b><i>A governor queried the outcome of an EHCP being granted.</i></b> KD advised that the funds are used to support staffing such as a 1:1 Teaching Assistant (TA). To date no parents have asked for the personalised budget which can be used to fund activities they deem appropriate to support their child, such as music therapy.</p> <ul style="list-style-type: none"> <li>• There will potentially be three pupils in the September 2016 intake with high needs. 1 of these pupils has had their EHCP application turned down and has gone to appeal. The remaining two pupils have not applied. They will be assessed further on entry to the school.</li> </ul>	<p>L1606-02 - NB to send document to JH to be uploaded to governors' site</p>

Initial: \_\_\_\_\_

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	Notes	Actions
	<p><b>A governor queried how long the application process takes.</b> KD advised that it can be dependent on how long it takes to gather evidence. Interventions are planned and their effectiveness assessed and there can be input from external agencies. If the application is turned down, it cannot be made again for 12 months.</p> <ul style="list-style-type: none"> <li>• The previous Special Educational Needs and Disabilities (SEND) Code of Practice had been in place for some time. The qualifying criteria have over time become more stringent.</li> <li>• Under the new Code of Practice, the specialist team including the Educational Psychologist (EP) will visit and set objectives with school and parents. The objectives are shorter term.</li> <li>• Teaching staff now have more responsibility for SEND in terms of monitoring the appropriateness of interventions and identifying barriers to learning.</li> </ul> <p><b>A governor queried whether access to the EP was an issue.</b> KD advised that this was the case and has been so historically. School does not have an allocated EP as it generally does not have a high proportion of high needs. To access the EP, a Common Assessment Framework (CAF) form must be completed which is reviewed by a panel who may then recommend the input of the EP.</p> <ul style="list-style-type: none"> <li>• KD noted that the support provided by the EP over this academic year had been positive, with a supportive, mutual relationship. However, access is very limited.</li> <li>• A pupil cannot access services from external agencies without completing the CAF. Parental consent is required which can be a barrier as the CAF can be viewed as an intrusive document which covers all members of the family and areas of family life.</li> </ul> <p><b>A governor queried whether the use of the CAF is determined by the Local Authority (LA).</b> KD advised that this was the case.</p> <p><b>A governor queried whether staff were confident in the process.</b> KD advised that this was the case.</p>	

Initial: \_\_\_\_\_

Date: \_\_\_\_\_

	Notes	Actions
	<p>Goal 1: All children who need EHCP plans to have them in place because staff are clear about what evidence needs to be submitted, “plan, review, do” procedures have been appropriately followed and the school has had support from external professionals when appropriate.</p> <p>The Head Teacher noted that it is important that governors are familiar with the issues surrounding SEND and that the individual pupils is always considered. Where there is underachievement, school looks at all aspects such as attendance, uptake of enrichment activities if the pupil is in receipt of Pupil Premium Funding (PPF) etc.</p> <p>A governor noted that it was important to see an effective combination of strategies and interventions and monitoring of the same.</p> <p>KD noted that barriers to learning can arise through many aspects of school and home life such as attendance, deprivation and emotional difficulties. Interventions do not only focus on academic skills, but may take the form of Lego therapy, access to a counsellor, play therapy and sensory circuits.</p> <p><b><i>A governor queried how records are kept in the event that the SENCo role is transferred.</i></b> KD advised that all interventions have a monitoring record and before and after wellbeing indicators.</p> <p><u>Goal 2: School to provide effective and targeted support to address the full range of difficulties experienced by children with SEND not just low attainment (e.g. social exclusion, low attendance, lack of opportunity due to poverty etc)</u></p> <p>The Head Teacher noted that the ‘vision’ for SEND in school was that all pupils are part of the school community with a wide and rich curriculum that all can access. School will aim to ensure that the needs of all are met, all pupils can experience successes and recognise that successes are different. It has been seen</p>	

Initial: \_\_\_\_\_

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	Notes	Actions
	<p>that pupils show a high level of acceptance of differences but this is difficult to capture, i.e. it cannot be shown in data reports.</p> <p>Governors should query whether there is a true sense of integration in school and the playground.</p> <p><u>Goal 3: To provide a wide and rich curriculum, accessible to all, so that all children with SEND can experience success and have their success celebrated.</u></p> <p><u>There was a discussion around what our goals should be re Identification of alternative resources and possible services outside school</u></p> <p>KD advised the following:</p> <ul style="list-style-type: none"> <li>• LA services are accessed via the CAF route. There is currently no alternative route.</li> <li>• There is a lot of expertise in school</li> <li>• Independent external providers tend to focus on the current ‘hot topic’ which is currently young people’s mental health</li> <li>• It is important for school to assess the track record of such providers, cost or ‘value for money’ and the measurable outcomes</li> <li>• There are funding implications if it is deemed that a pupils requires support whilst waiting for the outcome of their EHCP application. School will pay, for example, a 1:1 TA salary. School will also fund the first £6K of any support even once funding via an EHCP is received.</li> </ul> <p>A governor queried whether support was in place at nursery/pre-school for the three pupils noted above who start Reception in September. KD advised that this was the case but there may be other children with additional needs who the school have not been notified about.</p> <p><u>Goal 4: The school to have identified external providers with a track record of improving outcomes for pupils with SEND, who are affordable and provide good value for money.</u></p>	

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	Notes	Actions
	<p><u>There was a discussion around what our goals should be re ensuring all staff are effective in assessing, implementing and reviewing interventions</u>  <u>KD advised the following:</u></p> <ul style="list-style-type: none"> <li>• Staff continually research evidence based interventions and undergo training accordingly</li> <li>• All staff are trained in certain interventions and conditions</li> <li>• There is a rolling process of ensuring training is up to date and general Continuing Professional Development (CDP) for all teaching staff and TAs but in the case of a very specific need, only the teacher or TA for that pupil will undergo the training.</li> </ul> <p><b><i>A governor questioned how to balance the needs of specific groups with what is applicable to all pupils.</i></b>  KD advised that, for example, training on dyslexia provides tools for literacy that apply to all pupils.</p> <p>The Head Teacher noted that it was not realistic to expect all teaching staff to have confidence in all areas of very complex needs. An Assistant Head Teacher with responsibility for inclusion has been appointed who will take over this responsibility from current Deputy Head, to whom teachers can go for advice.</p> <p><b><i>A governor queried whether breakout areas had been considered within the building renovation plans.</i></b>  The Head Teacher advised that space will be limited but there will be more flexibility.</p> <p><u>Goal 5: All staff to take full responsibility for meeting the needs of children with SEND in their class.</u></p> <p><u>Goal 6: Staff to have access to a high-quality rolling-programme of training on common SEND issues (e.g. dyslexia, autism) and access to specific training to meet the needs of particular children in their class.</u></p> <p><b><u>Diagnosis of the challenges</u></b></p> <p><u>Discussion around to what extent Morley is far away or close to achieving the desired goals. Challenges that are preventing Morley from achieving its SEND goals were discussed.</u></p>	<p>L1606-03 - KD/NB to reflect on priorities for SEND and feed back at next meeting.</p>

Initial: \_\_\_\_\_

Date: \_\_\_\_\_

	Notes	Actions
	<p>KD noted the following:</p> <ul style="list-style-type: none"> <li>• School are always striving to improve the provision</li> <li>• SEND had been well resourced this year</li> <li>• SEND pupils are making accelerated progress compared to non-SEND pupils</li> <li>• There is reinforcement of the message that all teachers are SEND teachers</li> <li>• Teachers should be able to talk about SEND pupils in pupil progress meetings in the same level of detail as others</li> </ul> <p><b><i>A governor noted that SEND is a collective responsibility and queried how to encourage those who do not feel it is part of their role.</i></b> The Head Teacher advised that skills and experience are shared by teachers and coaching takes place if needed.</p> <p>A governor asked how close school are to implementing the wide and rich curriculum that all can access. The Head Teacher advised the following:</p> <ul style="list-style-type: none"> <li>• SEND pupils are doing well in school</li> <li>• There are no pupils at risk of exclusion</li> <li>• School celebrates the diversity within its community</li> <li>• School is inclusive with SEND pupils spending the majority of their time in the classroom</li> <li>• Pupils are accepting of their peers with SEND when they have known them over time however there is some work to do with pupils who start school mid-phase.</li> <li>• There are at times issues with social inclusion depending on a pupil's background</li> </ul> <p>Governors asked what were the priorities for SEND pupils from all of the goals highlighted above. KD and NB will reflect and feed back at the next meeting of this committee.</p> <p><b><u>Clarifying what broad approaches will be used to achieve SEND goals</u></b></p> <p>The following points were noted:</p> <ul style="list-style-type: none"> <li>• Staff to take ownership</li> </ul>	

Initial: \_\_\_\_\_

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	Notes	Actions
	<ul style="list-style-type: none"> <li>• CDP is part of the process</li> <li>• Effective monitoring is vital</li> <li>• Processes and approach have been refined over the past year</li> <li>• Self-reflection is a key part of the process</li> <li>• School is continuing to build robust systems</li> </ul> <p><b>Actions</b>  <u>School Development Plan priorities</u>  The Head Teacher advised that the Year 6 results/achievement data will inform the SDP and related SEND priorities. However, targets to support children with SEND will be a priority and will feature on the SDP for next year.</p>	
	<b>8.45pm – KD left the meeting</b>	
6.	<p><b>Data</b></p> <p><b>The data reports for Spring term 2016 were circulated prior to the meeting and are attached to these minutes.</b></p> <p>Governors discussed access to Target Tracker and the most appropriate amount/nature of data presented to governors for review. It was noted that Key Stage summaries are not appropriate and that data for each year group should be reviewed.</p>	L1606-04 - NB to send PDF of data to NO to ascertain whether it can be exported to Excel

Initial: \_\_\_\_\_

Date: \_\_\_\_\_

	Notes	Actions
	<p><b>A governor queried that there were no pupils in the 'More Able' column.</b> The Head Teacher advised that no pupils are 'tagged' in the system as being More Able as they may not be in that category across all subjects.</p> <p><b>A governor queried why no pupils were graded as more than secure for their own year group.</b> The Head Teacher advised that this was the case as pupils are given time to develop and deepen skills in a range of contexts rather than being pushed 'up the ladder' into the year above's banding. For example in Maths, pupils will be given the opportunity to apply and develop their knowledge rather than simply solving problem using i.e. bigger numbers.</p> <p><b>A governor queried how this is assessed.</b> The Head Teacher advised that the teacher can apply a 'Secure+' judgement which reflects a deeper level of understanding.</p> <p><b>A governor queried if a pupil is at Secure+ in year 2, they will start Year 3 doing the same work.</b> The Head Teacher advised that the work for Band 3 'Beginning' was not the same as Band 2 'Secure +' so work would not be repeated. There is a challenge around how to deepen thinking and skilfully question pupils in order to develop their learning.</p> <p><b>A governor queried whether all work for pupils who are at Secure+ is required to be assessed and whether there were other opportunities for extension.</b> The Head Teacher advised that pupils can choose some challenges and that teaching staff are planning additional tasks using the mastery exemplifiers.</p> <p>A governor challenged the lower rate of progress for Year 4. The Head Teacher advised that the teacher in the Autumn term had been very cautious in her initial assessments. The new teacher has been reticent to move away from these initial assessments in order that it is not perceived that the data appears inflated.</p> <p>A governor queried whether staff were gaining confidence with the assessment system. The Head Teacher advised that this was the case. Progress data is less reliable at this stage than attainment data which has been internally and externally moderated. This is due to the entry points in the Autumn term being difficult</p>	

Initial: \_\_\_\_\_

Date: \_\_\_\_\_

	Notes	Actions
	<p>to establish under the new system as teachers had little or no experience of the new assessment system in September</p> <p>A governor challenged the differing percentages of pupils deemed to be secure in the different year groups. The Head Teacher advised that this was due to the varying degrees of professional judgement. School is working towards being on common ground when making judgements. By the end of the year a robust baseline will be established for 2016-2017</p> <p>A governor challenged that the number of pupils making 4 steps of pupils was inconsistent and queried whether there was an issue with particular cohorts. The Head Teacher advised:</p> <ul style="list-style-type: none"> <li>• in the case of Year 3 the Autumn term expectations were not high enough.</li> <li>• There had been some reliance on old planning which did not meet the requirements of the new curriculum. This has since been addressed.</li> <li>• There had been issues with Years 1 and 5 relating to changes in expectations. These issues had been picked up via book scrutiny and addressed by SLT.</li> </ul> <p>A governor noted that progress for Pupil Premium pupils was better than the rest of the cohort for Years 4, 5 and 6. The Head Teacher advised that interventions are being reviewed after a shorter time and changed if necessary. Progress is in part due to the cumulative effect of interventions.</p>	
7.	<p><b>Policies</b></p> <p><u>Personal, Social and Health Education policy</u> The revised policy was circulated prior to the meeting and is attached to these minutes.</p> <p><b><i>Governors approved the policy for use by the school.</i></b></p>	L1606-05 - Clerk to upload policy to website.
8.	<b>Dates of next meetings</b>	

Initial: \_\_\_\_\_

Date: \_\_\_\_\_

	Notes	Actions
	None established.	
9.	<b>Any other business</b>	
	None tabled. With no further business the meeting closed at 9.30pm.	

All decisions pay due regard to the school's equality policy and the Equality Act 2010

#### Actions

Ref	Minutes area	Action	Owner	Status/deadline
L1606-01	4 – Review of minutes	Upload minutes to school website.	JH	Open
L1606-02	5 - SEND	NB to send Key Doc document to JH to be uploaded to governors' site	NB/JH	Open
L1606-03	5 - SEND	KD/NB to reflect on priorities for SEND and feed back at next meeting.	KD/NB	Open
L1606-04	6 - Data	NB to send PDF of data to NO to ascertain whether it can be exported to Excel	NB/NO	Open
L1606-05	7 – Policies	Upload PHSE policy to website.	JH	Open

Signed:

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**LC01 - 2016-06-16 Learning Committee FINAL minutes**

Initial: \_\_\_\_\_

Date: \_\_\_\_\_

Position:

Date:

Initial: \_\_\_\_\_

Date: \_\_\_\_\_