



Standards & Improvement Committee Meeting
Monday 17th June 2024, 5.30 pm
Queen Emma School
Minutes

Governors Present:

Siobhan Dickens
 Craig Dyer (Chair)
 Sarah Jarman (EHT)
 Sean Lang

Others Present:

Hayley Brooker
 Rachel Holman
 Nicki Simmons
 Cath Stubbs
 Zoe Vassiliou (Clerk)

	Item	Supporting Paperwork	Notes	Action
1	Apologies for Absence (Clerk)		Apologies for absence were received from Ambili Nair, Joanna MacKenzie and Steve Rothwell. Sulochana Subramanian did not attend. The meeting was quorate.	
2	Declaration of Interest (Chair)		None received	
3	Agree minutes of the last meeting (Chair)	Minutes 22.04.2024	Minutes of 22.04.2024 were accepted.	
4	Matters Arising (All)		The bespoke finance training provided by Chris Sutton has taken place.	
5	SEND Case Study (HB)	SEND Case Study QED SEND Case Study QEM	An anonymous case study from each school was shared with the committee. <u>Queen Edith</u> 1. A pupil in KS2 who was close to permanent exclusion and presented with social, emotional and mental health needs. We received advice from a specialist teacher, regular meetings took place in Spring and Summer terms 2023 between key members of staff supporting this child and SEND services, and an Educational Psychologist provided an assessment and advice. 2. In order to engage this child with school expectations were striped right back and a	

			<p>temporary reduced timetable was put in place with a clear plan for re-integration. This was agreed with SEND services and parents.</p> <ol style="list-style-type: none"> 3. The pupil received 1:1 support from a tutor in school (1 hour per day). A risk management plan was in place to ensure that there was a consistent approach, along with a SEND Pupil Support Plan. 4. Initially this child engaged with activities based on personal interests outside the class room and slowly progressed into this classroom. 5. We received full support from parents and met with them regularly to review progress and to plan ahead. All next steps were guided by pupil voice. 6. This support has resulted in a complete turn-around with the pupil being in school nearly full-time and having recently attended a school residential trip. There have been no recent incidents of dysregulation or any further suspensions. 7. Challenge: are you working with the family to support transition to secondary school? As the pupil has an EHCP parents want specialist provision but as yet they have been offered a place at the local secondary school which they do not wish to take up. When the secondary school place is confirmed with will support a careful transition. 8. Challenge: How does a suspension help resolve a difficult situation? It gives staff the opportunity to think about and adapt provision. It can sometimes break the cycle of bad behaviour and the re-integration meeting is set up with the pupil and their parents to repair the relationship. 9. Challenge: What is the impact on staff during episodes of difficult behaviour? It takes up a lot of time and can disrupt school life for other pupils as well as being exhausting for staff. Staff offer each other support, share information and provide cover when a member of the team needs a break. <p><u>Queen Emma</u></p> <ol style="list-style-type: none"> 1. A KS2 pupil presents with mixed neurodevelopmental conditions (ADHD, ASD, Tourette's Syndrome (motor and vocal tics), obsessive compulsive behaviours, low mood and suicidal ideation, disrupted sleep. 2. An EHCP application has been submitted and we have put a TA in place. 3. Challenge: What is the time-frame for an EHCP to be agreed? Up to 20 weeks, although this can be much longer as there is a shortage of Educational Psychologists. 4. A specialist teacher has been into school to observe the pupil and has provided advice to 	
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			<p>the school.</p> <ol style="list-style-type: none"> 5. Regular meetings with key members of staff supporting this child and SEND services have taken place during the Spring and Summer terms 2024. 6. An Educational Psychologist assessment has taken place and they have offered advice. 7. The pupil has been referred to CAMHS. 8. Support is provided by a 1:1 TA (in school) and a risk management plan and SEND Pupil Support Plan is in place. 9. Initially this pupil engaged with activities based on personal interests outside of the classroom but has slowly progressed to time in the classroom during mornings only. 10. Regular communications with parents and reviews with school staff to assess progress and plan ahead. 11. There have been no recent incidents of dysregulation. 12. Challenge: What advances have been made on referral to CAMHS? It can take between 1 and 2 years for a paediatric health assessment. 13. Governor: SEND funding is a huge problem as the school budget is impacted very significantly whilst we wait for EHCP applications. Funding is never repaid retrospectively. This problem is largely responsible for the QF financial short-fall. The link between budgetary impact and teaching, learning and monitoring needs to be regularly reviewed. 	
6	Attendance Report (HB/CS/RH)	<ul style="list-style-type: none"> • Queen Edith – Attendance and Admissions (Summer B) • Queen Emma – Attendance and Admissions (Summer B) 	<p><u>Queen Edith</u></p> <ul style="list-style-type: none"> • Persistent absence has greatly improved and stands at 12%. • Family worker continues to work with families where attendance is an issue and letters are sent out where attendance dips below 95%. • Challenge: whole school attendance is 94.5% which is less than the 95% bar? Yes, but it is worth noting that national attendance (as of 20.05.2024) stands at 90.7%. • Governors requested that EAL figures are included in the next report. <p><u>Queen Emma</u></p> <ul style="list-style-type: none"> • Persistent absence has greatly improved and stands at 10.5%, returning to the pre-pandemic levels of PA. • Family worker continues to work with families and letters are issued to families when attendance dips below 96%. We work closely with families to improve attendance. • Challenge: Is there an overlap between comparison groups? Yes there is a significant 	Include EAL figures in the next report

			overlap between PP, FSM and LAC.	
9	Policies for review	<ul style="list-style-type: none"> Health Education Policy (no amendments) Pupil voice and participation policy (CS/NS) Responding to prejudice-related incidents policy (SJ) 	<p>Ratification: Health Education Policy was ratified by the standards and improvement committee.</p> <p>Ratification: pupil voice and participation policy was ratified by the standards and improvement committee.</p> <p>Made it clear that prejudice related incidents are logged on MyConcern. The incident should be recorded onto a PRfE Form (Appendix 1) and this form should be up-loaded to MyConcern.</p> <p>Ratification: responding to prejudice related incidents policy was ratified by the standards and improvement committee.</p>	<ul style="list-style-type: none">
10	Safeguarding Update (SJ)		<ul style="list-style-type: none"> We have analysed the categories for MyConcern and set a more concise list. Staff will received further training about how to include behaviour concerns on MyConcern in September, using professional language and only stating facts. 	
11	Correspondence Received / Circulated (Clerk)		None	
12	What is the impact of decisions made during this meeting upon the standards and improvement of the Federation?		<p>Greater understanding of long term strategy put in place for SEND pupils and the impact on the child.</p> <p>Delighted with the improvement in persistent absence at both schools.</p>	
13	Actions for Governing Body to discuss/carry out CPD/ arrange a visit/etc. from this meeting/previous FGB (CD)		Chair to attend Sports Day and write up a visit report.	Craig Dyer to share Sports Day visit report.
14	Items to be reported to		None	

	Parents			
15	Any other business	Decide on subject leaders for Autumn Term 2024	To discuss in Autumn Term 1.	
16	Date of next meeting		Monday 23rd September 2024, 5.30pm	



Signature: _____ Date: 23rd September 2024

(Craig Dyer, Chair, Standards & Improvement Committee)