

## Governor Visit Record

<b>Date</b>	28/02/2020	<b>Governors</b>	Katie Kelly, Maureen Spence
<b>Objective</b>			
To look at the use of PLIMS throughout the whole school.			
<b>Background preparation</b>			
We looked at the rationale distributed at the previous Governors meeting.			
<b>Scope of visit / Breadth of visit Scrutiny</b>			
We observed all phases across school			
<b>Governor Observations and Comments</b>			
<p>We met Patrick who explained in detail the Provision Map which shows the diverse age and ability of pupils across school. He informed us that the PLIM system (Personal Learning Intention Map) was a methodology used for recording, evaluating and tracking progress that each individual pupil is making towards their long term EHCP targets.</p> <p>Patrick explained that at the beginning of each year priority SMART targets are set for each child and recorded on their individual EHCP. He then explained how those SMART targets are taken from each EHCP and aligned to one of the following areas of the PLIM system:</p> <ul style="list-style-type: none"> <li>• Social Emotional Mental Health (SEMH)</li> <li>• Cognition and Learning</li> <li>• Communication and Language</li> <li>• Physical and Sensory</li>   <li>• Pathways and transition (additional for phase 5/6 only)</li> <li>• Independence (additional for phase 2/4 only)</li> </ul> <p>At the end of each term and at the annually EHCP review meeting, staff meet to assess and review if targets have been met. We were shown how data is recorded and how this then informs the next steps in the pupil's progress. Patrick explained the Triangulation of the data system and how if a child is not meeting their targets a deep dive would take place. The results of which then informs the next steps for that child. If a child is meeting their targets, new ones will be agreed and set.</p> <p>This termly review of the child's progress is also a mechanism for ensuring that the child is placed in the correct SEND banding which is part of the funding mechanism for the school.</p> <p>Once he had explained the system to us Patrick then took us on a tour of the school to show us how PLIMs is used within the classroom setting. We noticed that the targets were often referenced to the other school systems that each developmental stage uses (i.e. Cherry Garden, MAPP, iASEND etc) tying it together nicely with their EHCP. One class had the PLIMs control sheet on the cover of their workbook so they were able to immediately reference the PLIMs targets. Other classes had the sheets displayed on the class walls for easy reference. With the younger classes where there is either no movement or little movement between classes and teachers, we thought</p>			

it was easier for the teachers to have the information on hand. We hope to focus on the older phases during our next visit.

We viewed a lovely example in one class where a teacher was addressing a specific PLIMs target during a whole class activity. She explained that although she was teaching them the skill she would only record progress when she saw each individual child demonstrate it independently. Throughout we saw great examples of the progress children were making. The teachers explained how pupils had developed and worked towards their targets and the impact it had made on individual behaviour. All staff we spoke to were very positive about using PLIMs.

We found that using PLIMs gave a consistent approach across the whole school capturing the sequence of progress for each individual child. Patrick explained that two classes in Phase 3 initially started using PLIMs last academic year. As they found it a positive and effective method of assessing the individual needs of the children this year it has been rolled out so the whole school can have the benefit of using it.

We really enjoyed our visit to see first-hand the impact using PLIMs has made to the pupils. Throughout the whole school we noticed that the children were calm and engaged in learning. We were welcomed into the classroom by the staff and children and the interaction we saw in the classroom between staff and pupils was natural and positive.

Thank you to Patrick for giving up his time and for giving us a clear, precise explanation with great enthusiasm.

**Issues to be raised with the Full Governing Body (if any) n/a**

What impact has the consistent approach had on the children and their learning/progress?

PLIMS underpins the curriculum by addressing four areas: SEMH, Cognition and Learning, Communication & Language and Physical & Sensory (plus Pathways and transition for phase 5/6 and Independence for phases 2/4) Using PLIMs helps the children to be calm and settled and ready for learning.

How is progress assessed?

It is assessed against the SMART targets which are taken from each child's EHCP. The targets are set and reviewed both termly and annually. Staff continually assess during the school day.

**Plans for Follow-up Visit**

Follow up visit will take place during the summer term to look at the data and recording process. We would like to spend more time looking at phases 4, 5 and 6 where movement in classes is more frequent and where PLIMs aren't generally on display.

**Date reviewed at FGB**