

Governor Visit Record

Date	5 th February 2024	Governors	Lisa Robson
Links with School Development Plan 2023-24			
School targets 2023-2024 – Quality of Education			
Scope of visit / Breadth of visit Scrutiny			
To discuss developing written outputs across the curriculum with Juliet Ruddick and Helen Moulton			
Governor Observations and Comments			
<p>Juliet Ruddick and Helen Moulton are working together across school to develop written outputs to allow the pupils to be successful in life regardless of their need/disability. Successful outputs are needed to ensure pupils live happy, healthy and fulfilling lives.</p> <p>Pupils across school can often struggle to record what they do know or can do. For them to be successful, all staff must have a good understanding of the individual pupil's barriers to written outputs then plan and develop opportunities to meet individual needs to contribute to achieving these outcomes as well as identifying progress, reviewing progress and adapting strategies.</p> <p>Across the pathways there will be varying outcomes deemed successful e.g. in the Engagement Pathway this may be recording using pictures or by writing initial sounds to communicate and by the Extended Pathway, this could be pupils recording in length in writing or via a computer. There is a shared vision across school and amongst staff that even the pupils with the most complex needs can be successful in the outcomes appropriate to them.</p> <p>There is a shared responsibility across school for achieving this involving SLT, therapists, phase leaders, subject leaders (English/ICT). Training will be given around pre-writing skills and strategies will be modelled to all teaching and teaching support staff across school.</p> <p>Specific lessons will focus on outcome within the lesson time and strategies to develop successful outcomes will not just be a standalone intervention. This will be developed across the whole curriculum ensuring this continues systematically throughout school. Juliet will be developing a 'Physical skills' launchpad to integrate therapies. Strategies will be therapy integrated as much as possible with the therapy team working closely with staff to adapt tasks, focusing on the pre-skills needed before writing can be possible.</p> <p>Additional to this, a new handwriting scheme is being developed in school – with pupils receiving a standalone handwriting lesson within the day.</p> <p>Current approaches to developing written outputs across school include:</p> <ul style="list-style-type: none"> - Using letter tiles for phonics, - Writing on laptop, 			

- Handwriting support
- Clicker support
- Dictations
- Multi-sensory approaches.

New strategies can be integrated with some resources already available in school however, there is a need to audit current resources and to formulate a 'wish list' of further resources that will work well and/or are needed to continue to develop the outcomes to have the most successful impact. It is hoped that there could be some financial support available from the Cleaswell Foundation to fund these additional resources.

Next steps:

- Pupil voice around individual's preferred method for written outputs.
- What strategies/therapies are needed prior to preferred methods for children to be as successful as possible.
- An understanding amongst staff as to at what stage, pupil begin to use technology if this is the preference or most appropriate method. This will be personalised per pupil.

Plans for Follow-up Visit

Date reviewed at FGB