

Agenda for team meeting-

Members in attendance:

Caitlin Davies – Deputy Headteacher and ALNCo

Anna Griffiths - Year 2 Teacher and School's Designated Safeguarding Officer (DSO)

Louise Baker – Nursery Teacher and School's Health and Safety Officer (HSO)

Samantha Wilson – Family engagement officer (FEO)

Lauren Maddick – Occupational therapist

Agenda for Team Meeting 1

1. Discussing ALN procedures- Caitlin Davies (ALNCo)
2. Reviewing Safeguarding Policy and Procedures – Anna Griffiths (DSO)
3. Review of all Risk Assessments following incident – Louise Baker (HSO)
4. Discussing partnership with parents and parent engagement event – Samantha Wilson – (FEO)
5. Discussing a student progression check in and reporting feedback from a school walk through – Lauren Maddick (OT)

Script-

Good afternoon everyone, thank you for coming. Here is the agenda for the meeting: We have some ALN things to discuss. Sam has some ideas for parental and family engagement. Our safeguarding officer Anna has some safeguarding to go over with us all. Louise also has a few health and safety things to go over. Lauren has a couple of ideas to support one of our little ones. I look forward to hearing what everyone has to say.

First of all, in regards to ALN, I would like to thank you all for your amazing work with interventions, keep it up. Please just remember to make sure everything that is done throughout these sessions is being documented on onedrive. Each child that requires intervention has their own folder with an intervention sheet. These sheets are to be updated after each intervention session, even if it was a 5 minute sensory circuit, to ensure everything is documented for the relevant professionals when needed.

It is important these are done correctly to avoid us giving out false information about children. By adding names of members of staff that are attending and doing these sessions, we can ensure consistent provision for these students as well as accountability if any major incident was to happen.

As a maintained school, we have a duty to identify learners with ALN (NPT Council, no date), so if anyone has any concerns about any children in their class, or if any parents have concerns, please come and speak with me and I can work with you on next steps and getting something set in place for them. If we come to the conclusion that a child may have ALN, I will need to issue an IDP notice and get a draft completed within 35 school days, which seems like a while, but it's a lengthy process, so the sooner we work together to identify these needs, the sooner I can draft these IDP's, the sooner they get the support they need.

The ALN framework allows us to draft Individual Development Plans for those that need the additional support. IDP's are statutory plans for learners with ALN, which means it's a legal document and everything must be followed through with. They contain a description of the student's ALN. They also include a description of the alternative learning provision required, which is personalised to that individual child with their voice being represented throughout (Estyn, 2022). These IDP's help to give us an idea of where each child currently is in their development and what steps we can take to ensure these students become ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens and healthy, confident individuals as per the New Curriculum for Wales (Hwb, 2022). Sam, I believe this is something the two of us could work on. Could we maybe set up a meeting with the two of us later on this week to discuss the best ways to communicate our plans with the appropriate parents?

As we're approaching the end of the Autumn term, some IDP's and other plans are due for a review. If it's possible this week, may I meet with you all individually to discuss children in your classes on plans that need reviewing termly?

I would additionally like to remind everyone of Fredrick Herzberg's two-factor motivational principles: Job satisfaction is influenced by motivator factors such as achievement and recognition, as well as personal growth and advancement. Job dissatisfaction is typically influenced by hygiene factors such as working conditions, policies and rules as well as coworker relations. Hygiene factors are related to the job context, and are factors relating to job dissatisfaction if they're inadequate. They do not directly cause dissatisfaction, they just prevent unhappiness (Kurt, S, 2021).

Hygiene factors attempt to motivate outside of the job. Motivation however, comes from the job itself. Herzberg says that hygiene factors must be adequate to ensure employers can be motivated through their jobs (GreggU, 2020).

I'm sure we can think of stuff that can improve dissatisfaction. My door is always open if anyone would like to talk about anything bothering them, or if anyone has any ideas on how to improve satisfaction, i will be grateful for your input.

Sam, I'm interested to hear your ideas on family and parental engagement.

Everyone has some amazing ideas, thank you very much for your contributions. I feel this has been a successful meeting and we have covered loads. Now we all know what we're doing, we can support and assist eachother as good teams do.

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