

# Larwood School

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## WHAT WE KNOW ABOUT OURSELVES - CHILDREN LOOKED AFTER REPORT (CLA) 2016-17

### CONTEXT

Larwood School is a primary school for pupils with social, emotional and mental health difficulties (SEMH) and all pupils have an Educational Health Care Plan. Pupils are referred to us as part of a panel system organised by Hertfordshire. We have capacity for 64 day pupils. As part of our provision, we are also a residential school and this operates from Monday through until Friday, with pupils returning home at the weekends. We are the only residential (primary) special school for SEMH pupils in the county. Our pupils display the following characteristics:

- *They have all experienced exclusion and at least 1 term away from education.*
- *2 pupils last year attended 5 schools. 1 pupil has been at 4 schools. 19 pupils had been at 3 schools and the rest of the cohort had been at 2 schools. Therefore, 36% of the cohort had been at, at least two schools before Larwood.*
- *Although all pupils have SEMH as their designated need, ASD ranged between 50% and 80% in different year groups, and those pupils with 2 or more identified needs within their statement ranged from 50%-83%. We continued to employ a Family and Community Engagement Worker (specialist work undertaken in the community), School Counsellor, and our own school based Family Support Worker.*
- *In year referrals meant that the size and dynamics of every year group changed during the year. This varied from the lowest amount of change for Year 6 with 22%, Year 5-29%, Year 4-45%, Year 3-43% and Years 1 and 2-100% of pupils were new during the year.*

### CLA PUPIL CONTEXT AT LARWOOD SCHOOL

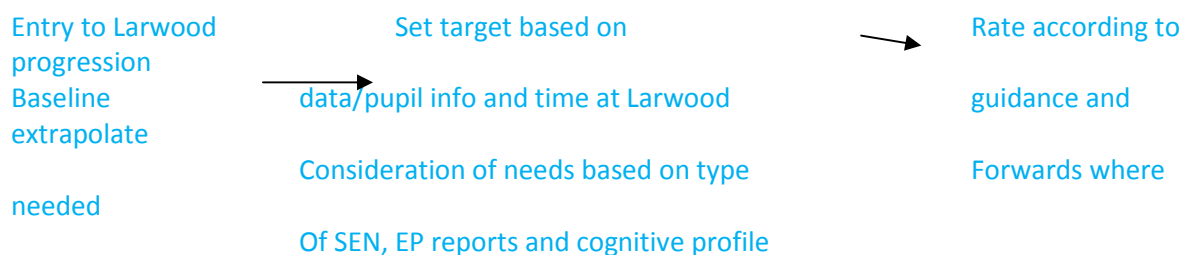
Due the nature of 'in year' admissions it is possible to start any year with a no pupils who fall into this category or a range of pupils. However, as with all of our pupils, the pattern is well established that where we have time to work with pupils, we usually have our best success. This is not to say that we are not successful with pupils who stay for a shorter period of time!

For 2016-2017, we started the year with two pupils that fall into this category. Both were pupils who had been at Larwood for at least one year previously and therefore not classed as new.



## PROCESS FOR TRACKING PROGRESS AT LARWOOD SCHOOL

Pupils arrive at Larwood at different times during the year and many do not have more than two years with us. It is therefore unreasonable and almost impossible to assess many pupils according to 'normal' progression guidelines and judgments. The key point being that, for the majority of Larwood pupils, we do not have them with us for four years between Years 2 and 6 to make comparisons with other primary schools. Where we do, we will and we can, however, for most pupils, this cannot take place. Therefore, the process adopted is as follows:



For the nature of this report, our new assessment method adopted, using Academic Mentoring guidance should be noted. Using this system, and following our review of needs/baseline assessments some of our pupils are expected to make 3 sub levels of progress during any given year. This would place them on par with the expected progress of a child in a mainstream school with an average cognitive profile. We set our standards very high at Larwood, therefore, we also set targets based on the same rate of progress during any year. However, due to the nature of our pupils, some adjustments do need to be made and for some pupils with different needs and cognitive profiles this would be unrealistic. Therefore, some adjustment is made based on the assessment of needs. This may include:

- Considering that some of our pupils who are on very high ADHD medication, or have global development delay, and/or have had major gaps in their learning may not actually be able to attain this rate of progress.
- Time spent at Larwood. A large proportion of pupils join Larwood as in year admissions. This affects progress and attainment.
- Very complex and challenging family circumstances that will affect progress, well-being and the ability of a child to engage in the educational process
- A range of mental health based issues that can present themselves at different time and with differing impact on a pupil.
- How do we judge progression?
- *Based on the information above relating to our assessment system, our gradings are defined in the following way:*
- *OUTSTANDING PROGRESS =Better than the target rate of 1, 2 or 3 steps of progress set at the start of the year per subject*
- *BETTER THAN EXPECTED PROGRESS =Meeting the target set by school. Although it is difficult to describe a 'normal' profile for our school, a typical child with SEMH and a normal range of cognitive ability would be set 3 sub levels of progress. This would be on par with that expected by a child in a mainstream school with no defined special educational needs.*
- *EXPECTED PROGRESS =Making steps of progress towards the school based targets, considering limiting factors such as type of needs and time spent at Larwood. For some pupils, this may be equivalent to 1 or 2 steps of progress.*
- *LESS THAN EXPECTED PROGRESS =Not any of the above!*

## OVERALL SUMMARY FOR PUPILS:

Pupil 1	R-B5/W-B4/M-C1	+2 sub levels	+3 sub levels	+54sub levels	Overall rating- Outstanding/good progress Pupil finished in line with national expectations for Maths, close to national expectations for reading and below age related expectations for writing. The pupil made progress in all three areas noted as well as Science.
Pupil 2	R-B1/ W-A5/M-B2	+3 sub levels	+3 sub levels	+3sub levels	Outstanding/good progress. Pupil completed the year and took part in SAT's tests. Below age related expectations in all areas but excellent progress compared to starting point and contextual factors. The same applied for this pupil in Science

### NOTES:

- All pupils made progress
- Both pupils maintained excellent attendance and did not experience any exclusions
- An individually tailored program was constructed for both pupils, with varying degrees of success
- On going parental communication was essential in both cases
- The support of the Hertfordshire Virtual School was essential when seeking additional support related to a specific and comprehensive transition package for one pupil.

### ACTIONS:

- Each case is and will be very different. Therefore, the new pupils already known for next year will need individual and carefully constructed support based around needs and context.
- Communication with all parties (pupils/parents/Virtual School Partners) is essential for such success demonstrated above. Although very challenging and difficult at times, direct and firm leadership are essential components for these pupils to get the service and support that they need. We must be unrelenting in our approach!

- C. Consideration of boarding to support such cases must be on an individual basis. There seems to be an undercurrent of thinking by colleagues that boarding is the answer to all issues relating to such pupils. It is not! It will only be accessed at Larwood when a pupil meets the criteria that we have established.

