

Larwood School

Part of Larwood Academy Trust



WHAT WE KNOW ABOUT OURSELVES SEN – INFORMATION REPORT

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WHAT WE KNOW ABOUT OURSELVES-SEN INFORMATION REPORT

HEADTEACHER: SEAN TRIMBLE (IN POST SINCE SEPTEMBER 2012)

SCHOOL VISION (ETHOS AND PURPOSE)

Despite its deletion, the school remains committed to the Principles and Aims of ‘Every Child Matters’ and endeavours to achieve this through the following:

Achieve, Believe, Expect & Enjoy

Achieve all you can by listening, looking and learning

Believe in yourself, believe in others and be part of a positive team

Expect to learn, expect to grow and develop in all areas of your education

Enjoy every lesson, every day and enjoy your time at Larwood!

We aim for every child to experience an outstanding education whilst at Larwood School ensuring that they make progress in every area of their development. We will achieve this by:

- By providing a dynamic and flexible curriculum with emphasis on Literacy, numeracy and creativity. Ensuring that every child has a strong and respectful relationship with the adults that work with them
- Providing a safe and secure environment which allows children to relax, have fun and enjoy themselves. All members of The Larwood School community are valued. We ensure that pupils are rewarded for getting things right and we apply consequences when they don't.
- By challenging children to succeed in all areas of school life, ensuring that pupils understand that we all make mistakes and that success comes in many forms. This may include improved behaviour, subject progression, and could be related to relationships and trust. All staff will ensure that Therapeutic Crisis Intervention is consistently used to engage, modify and aid pupils on their journey of improved progress.
- By working with other parties to ensure we get the very best out of our children. This includes parents, other professionals such as the Educational Psychologist, Attendance Officer, School Nurse, SEN Officers and Speech and Language specialists.
- We model the fact that we never stop learning and engender a love of learning for all, as this is vital for our children and us in the ever changing society that we live in.

OUR PUPILS WILL:

- Be encouraged in a variety of ways to engage in all activities to promote their progress, improve their behaviour, and make the necessary changes to engage in their own education. **They will achieve!**
- Experience consistent boundaries and expectation with staff trained in Hertfordshire Steps. We **expect** them to make changes!

- Value themselves and others and be able to set themselves realistic goals, and targets. We **believe** that our pupils can improve and we aim to help them **believe** this as well!
- Develop a sense of pride in themselves, their work and being part of ‘Team Larwood.’ They know that we **enjoy** working with them and hope they **enjoy** working with us!
- Go onto become life-long learners!
- Become more resilient as young people, moving forwards to secondary schools and further/higher education.
- Have their work and achievements praised and rewarded in a variety of ways to help develop their own self-esteem, alongside their social and emotional development
- Experience success! They will achieve, believe, expect and enjoy!

OUR STAFF:

- Are encouraging, empathetic, well trained and love working with our pupils
- Will go the ‘extra miles’ to help pupils make the changes they need to make
- Appreciate that they are preparing pupils for jobs that don’t even exist right now!
- Promote the values of respect, responsibility, honesty, hard work, equality and appreciation of differences
- Provide pupils with the opportunity to express themselves in a safe, productive and reassuring manner
- Will promote educational development in the widest sense including intellect, creativity, and physical development
- Promote the role of the family-whatever shape or form that may take
- Provide a well-resourced, safe and welcoming environment for everybody
- Use Hertfordshire Steps as a behaviour management process to enable our pupils to become able to self-regulate more often and with independence
- Enable and encourage a love of learning for fun!
- Model the behaviour that we expect from pupils so that they can undertake the future roles that they would like and make a meaningful contribution to their communities and society
- Liaise with parents, and other professionals to promote the very best outcomes for all of our pupils

BACKGROUND:

In a school such as Larwood, context is everything! This report supplements all other ‘what we know about ourselves’ reports and provides a background of information that influenced us during 2014/15. This policy should also be read in connection with other key policies, including Behaviour Management and Child protection. We usually operate with 8 classes, which are all staffed with one teacher and one Learning and Support Assistant (LASA). We have established a clear set of routines, rewards, expectations, rules and consequences which our pupils respond very positively to. Examples of our reward based approach include a points system that runs throughout the day and week directly related to a set of rewards

including certification, a shirt system, medals, end of term trip scheme and half-termly prize draw scheme.

Our behaviour management system is the Hertfordshire Steps approach and this promotes de-escalation, use of scripts, rewarding pupils for getting things right and logical consequences when things do not go right.

PUPIL NUMBERS

During the year, it became clear that we were facing an unparalleled rise in pupil numbers and pressure on the school/SEN teams and Hertfordshire LA. I met with the colleagues from the LA in August 2014 and agreed that we would increase our capacity number to 64 for the year.

YEAR	START-M	START-F	END-M	END-F	INCREASE	%
2	2	0	5	0	3	60%
3	4	2	6	2	2	25%
4	12	1	14	2	3	19%
5	15	3	16	3	1	6%
6	13	0	19	0	6	32%
Total	46	6	60	7	15	23%
	=	52	=	67		

Such increases happen each year, but this quick and dramatic increase (full and over number by December 2014) has provided great challenge with practically all year groups. Any new pupil has the possible effect of consuming great teacher/support time until settled (many pupils on their third primary school or base) and this in turn has an impact on pupils that are already within the class and have settled. We remain a heavily boy based school;

however, we now have the biggest proportion of girls and a steady proportion of pupils with ASD/ADHD and sensory needs.

<p>What kind of special needs does Larwood school cater for?</p>	<p>Larwood is a school for 64 pupils with social, emotional and mental health related issues. Many pupils have other needs such as ADHD, ASD and sometimes ODD. We cater for boys and girls and also have a residential element for up to 12 pupils.</p>
<p>How do you know if my child needs extra help and what should I do, as a parent?</p>	<p>As all of our pupils arrive with an EHC plan, they usually have their needs clearly identified as part of this process. Sometimes, we do indentify other needs and work with parents and other agencies to assist with these after identification.</p>
<p>How will you support my child?</p>	<p>We will monitor your child every day, via their academic progress and behavioural needs. They will have their own behavior management plan and as a staff we discuss positives and things to work on every day in reflection. Transition is carefully planned and work is differentiated to aid progress and support challenge. We have a much higher ration of adults to pupils and this really helps. Your child will be supported to undertake regular small tests so they know where they are and what they need to do to improve. We have a variety of ways in which we can communicate with you, including calls, diary, social and formal events.</p>
<p>How will the curriculum support my child's needs?</p>	<p>We follow the national curriculum but make adjustments where needed. For example, the amount of time spent on foreign languages will vary according to time spent at Larwood, and analysis of pupil needs. All pupils will spend most of their time on lessons promoting literacy and numeracy. Copies of timetables can be made available.</p>

<p>How will you and I know how my child is doing?</p>	<p>Via the assessments outlined above and just as importantly via their day to day and week to week behavior. Our points system, certificates, medals, shirt program and end of term trips all give you a clear picture of how your child is progressing.</p>
<p>What support is there for my child's wellbeing?</p>	<p>We have a clear system in place to support pupils in terms of their social and emotional progression. Our higher ratios of adult support aid with this alongside other specialists when needed. We have a dedicated PSHE program and Hertfordshire Steps ensures that discussion takes place to support pupils before and after any crisis</p>
<p>What specialist services are available and what training do staff have to work with children like mine?</p>	<p>All that regularly engage with pupils are Hertfordshire Steps trained. However, we also have excellent links with the Education Psychology team, Special Educational Needs teams; we employ our own Psychiatric Nurse, have a school nurse and work with a local authority autism advisor. We are currently working with National Autistic Society to pass our accreditation for Autism. Our Family Support worker is also able to signpost to other groups such as PALMS and Thriving Families where needed.</p>
<p>How will you include my child in activities outside of the classroom, like trips?</p>	<p>All of our pupils have the ability to access the extra-curricular events and trips that we promote. Therefore all pupils can access the Year 6 residential trip. Our inclusive ethos means that we try to go the extra mile to ensure that all can access such events. As always, we will communicate with parents where we have concerns and examine possible solutions, to try and maintain this.</p>
<p>How accessible is the school environment?</p>	<p>Our school is very accessible, with disabled parking bays, a range of toilets and most areas being accessible to a wheel chair user.</p>

	<p>We do have two areas where steps are in place and there is no lift in these areas.</p>
<p>What transition arrangements have you got in place to support my child?</p>	<p>We know the value of transition and therefore seek to do as much as possible to support this. We have a dedicated Transition Worker and our Family Support worker also supports pupils on entry and exit. We hold an additional parents evening to help with the secondary school transition process.</p>
<p>How do resources match the needs of children at the school?</p>	<p>Our main resource feature and budget allocation is on staffing. Our higher ratios support our pupils develop in every sense. We then allocate according to the needs and curriculum that we have prioritized. Therefore, if we are making progress in writing a priority then extra resources may be allocated.</p>
<p>How are parents involved and how can I get involved?</p>	<p>Your involvement in your child’s education is essential. This starts with transition, continues throughout every year, and is as essential during exit to secondary school</p>
<p>How do you involve the children in their own education</p>	<p>This varies from day to day activities such as feedback about their work and understanding, to gathering their views for annual reviews and choice of playground equipment etc. We do have a school council and also promote day school and boarding surveys</p>
<p>How are complaints dealt with?</p>	<p>Please see our section on the website about our complaints procedures/policy. Our general approach to such matters starts with the classroom teacher and parent working together to try and resolve any issues. We recognise that there may be times when we disagree but our school based experience</p>

	and conversations with you should support this process so that we move forwards purposefully and together.
How do you work with other agencies to help my child's education?	As much as possible! We engage with all others that we can, and with who may be able to make a difference. This includes SEN colleagues, school nurse, educational psychology, speech and language, psychiatric nurse, thriving families, and autism advisory specialists.
Where can I find the contact details for support services for parents of pupils with SEND	Please use the Hertfordshire Grid for further information.
Where can I find information on your school/local authority offer?	This is on the bottom of this page.

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

<http://www.larwood.herts.sch.uk/page/?title=Our+Local+Offer&pid=96>

OFSTED INSPECTION HISTORY:

July 2012-Day and residential schools both judged as satisfactory

May 2013-Residential School: **Good**

January 2014-Day School: **Good**

October 2014-Residential School: **Good**

November 2015-Residential School: **Outstanding**

COMMENTS FROM INSPECTIONS:

Residential pupils thrive in an environment where their individual vulnerabilities and strengths are recognised. Individual interests are used effectively to develop trusting relationships between residential pupils and staff

Leaders have concentrated on improving the quality of teaching in order to raise pupils' achievement. They have also improved systems for managing pupils' behaviour so that it better supports their learning.

Teaching is now good, and pupils are making good progress and reaching higher standards than in previous years.

Behaviour is good and the school makes sure that pupils feel safe. Good behaviour is rewarded in ways that motivate pupils and the number of fixed-term exclusions has fallen.

The school meets with a good level of success in transforming pupils' attitudes to learning. This contributes a great deal to the progress that they make and helps to turn their lives around.

Children make excellent progress academically, socially and emotionally from the point of joining the residential provision.

Staff respect individual identities, behaviours and characters; they use positive reinforcement and celebration of difference to allow children's individual personalities to shine.

The Headteacher, Head of Care and staff form a very strong and stable staff team. They strive to deliver the highest quality care and focus development of the provision on promoting purposeful achievement for all children. The joined up school and residential management and staff teams provide effective and attuned leadership and care across the provision.