



Headteacher: Sean Trimble

WHAT WE KNOW ABOUT OURSELVES-LARWOOD SCHOOL SELF EVALUATION SERIES 2018-19

FOCUS: OUTREACH

This report should be read alongside others in the 'What we know about ourselves' section of the website or internal server.

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. Key factors to consider as part of this year included:

- During the course of 2018-19, we added to our capacity from 64 day pupils to 80 day pupils. This was due to a residential unit consultation that concluded by closing that unit and opening an additional 12 day places. The extra day spaces are all for pupils who have an SEMH diagnosis and autism. This is called The Space Hub
- During the course of the year, around 60% of our pupils either had a formal diagnosis of autism or had the traits of autistic behaviour
- We started to provide an outreach service for primary schools within Stevenage. This was contracted by our Developing Specialist Provision Locally (DSPL) and staffed this appropriately.
- Throughout the year, we supported a local secondary SEMH School (Brandles) that had gone into Special Measures following inspection in 2018. Continued discussion and work has taken place for use to be able to sponsor them and for them to become part of Larwood Academy Trust.
- We reviewed and changed our curriculum ready for implementation in September 2018, alongside a new assessment system. This is the Chris Quigley Essentials curriculum and the Depth of Learning assessment that works alongside the CG curriculum. This all took place before the big Ofsted focus on the curriculum!
- *All of our pupils have all experienced exclusion and at least 1 term away from education.*
- *The vast majority of pupils arrive at Larwood having been receiving part time education. One hour a day quite often being the norm.*
- *3 pupils last year attended 5 schools. 2 pupils have been at 4 schools, 32 pupils had been at 3 schools and the rest of the cohort had been at 2 schools. Therefore, 49% of the cohort had been at, at least two schools before Larwood. 1 pupil had been permanently excluded from both mainstream and specialist provision.*

It is appropriate to state that all of our pupils have experienced the challenges and issues that any officially designated pupil premium pupil may have.

Please note there are specific characteristics of this cohort which include family related breakdown including pupils witnessing violent incidents, legal proceedings, medication issues, family upheaval/displacement, and drug and alcohol related issues.

OVERALL GENERAL PROFILE FOR THE SCHOOL DURING 2018-19

Year	Number of pupils and % change over the year	Boy/girl	% Autistic Spectrum Condition	% 2years plus at Larwood	Profile Low/Mid/High
1	2-100%	Boy	100%	0	100/0/0
2	6-50%	Boys	67%	0	80/20/0
3	9-44%	Boys	78%	22%	77/11/11
4	20-35%	19 B 1G	65%	5-15%	75/15/0
5	17-53%	13B 4G	70%	6-35%	72/12/6
6	27-22%	25B 2G	52%	11-48%	80/15/5

KEY POINTS ARISING FROM THIS PROFILE WITH IMPACT ON FUTURE PRACTICE:

1. The biggest 'in year' pupil variation took place for Yr 1 (100% but only 2 pupils) followed by Year 5 (53%). The range of in-year variation with pupil growth was between 22% (yr 6) and Year 1. Limited growth in Year 6 is helpful for established pupils and staff but is impossible to predict or control. Our current pupil induction process seems to allow the vast majority of pupils to arrive and settle down quickly, many of which then make rapid and sustained progress. We need to continue to refine and replicate this practice.
2. We remain heavily boy orientated with 7 girls in the school during 2018-19. We must continue to review our provision for girls and their needs as individuals and as a group as the year progresses. Our practice evolved this year, and additions such as girl only PSHE sessions and a broader range of activities were met positively by pupils.
3. We continue to have a high proportion of pupils with autism, and with the opening of The Space Hub, this has got even higher! This varies from 52% in Year 6 to -100% in year . Pursuing best practice for autistic children is in the best interests of all and our Hub needs to develop into a beacon for potential replication across Hertfordshire
4. We are dominated by a low ability profile across the school based on very sketchy previous assessments. However, our own internal assessments also prove that there are huge gaps in learning and development for all pupils upon entry to Larwood.

POSITIVE DEVELOPMENTS DURING 2018-19

OUTREACH

- Since taking on the role of tier 3 behaviour outreach service lead, I have setup and launched the service which in the first year supported 26 individuals across 12 schools covering the age ranges R – Y6 inclusive of each year group. This consisted of 136 visits to the above mentioned children in addition to 11 further monitoring visits to ensure continuation of progression. Monitoring visits are an addition to the service that I was able to implement once my Outreach timetable increased.



- I have lead on, and subsequently restructured, the behaviour panel format to occur half termly with a number of relevant professionals attending, starting with a tier 3 behaviour panel that is now evolving to include tier 4 provision and will look to incorporate tier 2 from October 2019.
- I have developed a 5-visit weekly approach along with all of the documentation to support discussions, observations and strategies as well as other relevant information such as previous support and external agency involvement by incorporating the DSPL referral form information.
- One of the main aims of the service was to increase pupil attendance. There was a 62% increase in attendance figures for those supported through the outreach work, with a further 73% increasing the duration they are in school and by the end of the work 77% of the children that were supported finished on full time timetables.
- The other main aim of the service was to reduce the risk of permanent exclusion. There was a 56% reduction in the risk of permanent exclusion and although this figure may seem low it must be noted that every child supported began as a risk of permanent exclusion and by the end 11 were not at a reduced risk. Of these 11 children 4 obtained a place in specialist provision, I supported 2 in obtaining a place in the Leys PSB, 4 are part of an ongoing supported project at Featherstone Wood and the remaining child will be initially supported via the Leys PSB outreach service in a mainstream setting with the view to receiving tier 3 support if required.
- In addition to the above facts on children's reduction in the risk of permanent exclusions for children I was directly accountable for, the DSPL area saw one more permanent exclusion than the previous year; however, the number of fixed term exclusions fell dramatically from 265 last year to 93 this year.
- All of the individual cases are reported back to the schools in which the child is on role with all of the necessary supporting documentation. In addition to this, I have reported all data back to the DSPL board and presented my findings as well as feedback from the staff involved with the children, head teachers of the children, parents of the children as well as the children themselves via a recorded interview (where consent was permitted).

INREACH

- In January 2019 I launched the inreach service. This looked to upskill and support teaching assistants across 26 schools (21 attended) from January to July 2019. The mornings showcased the excellent provision we have here at Larwood focusing on interventions. POD, CUB, Brain Gym and our Lead LASA Mentor were utilized.
- Creating this service required collaborations with Larwood staff: Emily Steer, Amanda Rushbrooke, Ann Gosnall, Rob Rooke, Emma Jack, Jade Lewis and Lea Hipkin who all stepped up showcasing what they do best day-in-day-out. Whilst I organized all of the necessary arrangements for this from the invitation, PowerPoint and in-house staff cover to the documentation, rotation of the carousel of activities and feedback.



- Inreach has played, and will continue to play, a huge part in supporting the children with additional needs in mainstream settings by staff members from mainstream attending and sharing strategies back at their setting. The feedback has been very positive with every single attendee leaving with a minimum of 'some' improvement in understanding SEMH needs, strategies to support and a perceived improvement in behaviour as a result of this, however, the majority left with 'much' or 'vast' improvement in these areas.

What should Larwood School do to enhance better pupil progression, as a result of this self-evaluation, next year?

(Consider replicating good practice, tweaking, stopping something if it doesn't work, new ideas etc.)

DESCRIPTION	DESIRED IMPACT	INDICATORS FOR SUCCESS	ANY COST?
Continue to develop inreach courses on offer (behaviour, autism, more shadowing opportunities).	Continue to upskill staff in the DSPL area – this will have a positive impact on the young children they work with and ideally be feedback to other staff at the school.	Feedback from participants and head teachers. Pupil data (attendance/time table/risk of exclusion).	Staff cover, printed materials, refreshments.
Merging of the behavior panels (half-termly).	More informed discussions and handovers between those responsible for each tier – leading to better provision and support sooner for those that need it.	Children settling successfully in the correct tiered support. Children working back down through the tiers as well as moving up through the tiers.	Printed materials.
Final panel to include KS3 provision.	Successful handover/transition to secondary school – sharing strategies that have been successful with primary aged support to secondary support provision.	Pupil data (attendance/time table/risk of exclusion).	Printed materials
Continuing to raise awareness of the tiered structure and services available through re-launching of services.	Staff are reminded about how to apply for support and what it entails etc – more applications for support, increased	Feedback from participants and head teachers. Pupil data (attendance/time table/risk of exclusion).	Printed materials

	levels of support for those that need it.		
Wrap around support for the family to equip and empower them.	After care service or introductions to external agencies, support available	Feedback from parents and schools. Pupil data (attendance/time table/risk of exclusion).	Staffing.
Continue to meet the need of tier 3 support required.	Increase Outreach capacity and potentially formation of an Outreach team where necessary.	No cases refused that meet threshold of tier 3.	Staffing if the team needs to grow to meet an increased need.