

Larwood School

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

FOCUS: INTERVENTIONS

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

- Early identification of pupils needing interventions and linking up pupil with outside services
- Buddy the dog (PAT assessed) Pets As Therapy started coming to the school 3 times a week and has worked with over 10 pupils. Emotional benefits – pupils' talk to Buddy and tell their worries to him-'It was one of the only times that I saw him smile' LASA discussing impact on a pupil. Mental health benefits – take the dog on walks, pet him and feel supported. 'one morning he [pupil] came in to school heightened and screaming, threw himself down on the floor and covered his face. Buddy backed up onto his lap and the pupil immediately calmed down.' FSW discussing impact on a pupil with severe mental health diagnosis.



- End of term Friday meeting to discuss which pupils were going to be receiving interventions – everyone’s knowledge/view on the impact of the intervention could be triangulated with data and reports and future decisions are better informed.
- More sessions were provided with counsellors meaning more pupils were able to access this service which leads to a more individualised support package for the pupil, better outcomes for the individual, reduction in behavior incidents and also better outcomes for the class because of the support. 6 pupils in total completed work with Nick Beasley and 8 with Chris Lodder.
- Speech and language continued – 1 pupil was seen based on need.
- Art therapist comes 2 times a week and works with three pupils a week targeting past trauma and DV – saw altogether 5 pupils in the academic year. As an example, one pupil has been able to better engage with school, points have gone up and art therapy has been a huge motivator for coming to school. Another parent reports that their child talks about the art therapy all the time at home and their relationship has improved as a result.
- Continued to work with PAWs for animal assisted therapy – 5 pupils accessed this in total
- Introduction of protective behaviours – keeping safe, resilience, recognizing emotions

An effective tier down service from counselling or art therapy. It’s an effective tool in being able to make a more robust referral to children’s services, have more information to build better relationships with parents and provide invaluable safeguarding information.

Used with children to keep themselves safe in the school/community etc. when they are unknowingly making themselves a target of negative attention.

- Continued good internal practice of interventions including academic, brain gym, gymnastics, physical interventions, sand therapy (new)

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?
Intervention list of pupils to be a live form	shows how long a pupil has had the intervention and the effect of the impact	Will inform tracking of progress – emotionally, mental health, academically – does the child need to continue? Have a step down/up intervention	Nil
Graded support	So that pupils don’t go from having a high	Rag rating of intervention list –	Ongoing cost of external agencies and



	level of support to none – a tiered/step down. Some may be school based some will be with external agencies	internal data	internal training of Larwood staff
Consistent delivery of interventions	Pupils can expect their interventions to be delivered when they should be. Staffing absence not to draw from the intervention team	Data will indicate the amount of progress a pupil has been able to make with consistent delivery of the interventions – will also have a positive impact on behavior	Nil

