



Headteacher: Sean Trimble

## WHAT WE KNOW ABOUT OURSELVES-LARWOOD SCHOOL SELF EVALUATION SERIES 2019-20

### 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 2019-20, we added to our capacity from 80 to 86 pupils. This was due to the revamping of a previous space called the Playbarn, which enabled one pupil to join our school and reduce lost time away from education. This was in direct response to the placement crisis that Hertfordshire has been experiencing with special needs pupils.
- 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
- Like other schools across the country our provision was effected by Covid 19. We took the decision to close down at the start of the crisis (March) due to a lack of staff and the high infection rate. During the Easter holidays we opened for Key Worker pupils, then slowly but carefully expanded numbers over a period of weeks. By June we had all pupils experiencing some physically based provision, except those that needed to shield, and those whereby parents choose to keep children at home for a variety of reasons. Therefore, we had half of the year effected by Covid 19, which impacted upon our attendance, progress and curriculum model.
- We adapted our provision in light of Covid 19 to provide a physical school and virtual school.
- We continued to support a local secondary SEMH School (Brandles) that had gone into Special Measures following inspection in 2018. In Feb 2020, they were formally adopted in Larwood Academy Trust.
- We were inspected by Ofsted in October 2019 and it concluded that:

*Larwood School continues to be a good school.*

*There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now.*

*Pupils thrive at this school. They learn in a stimulating environment where adults deliver curriculum that is exciting and helps pupils learn well. Pupils' needs are often met through carefully planned activities from specialist teachers. Staff organise learning to get the very best from pupils.*

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.

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 2019-20

Year	Number of pupils and % change over the year	Boy/girl	% Autistic Spectrum Condition	% 2years plus at Larwood	Profile Low/Mid/High
1	0-	NA		0	
2	6-50%	Boys	67%	0	80/20/0
3	10-50%	Boys	60%	40%	90/10/0
4	17-53%	16 B 1G	67%	41%	78/22/0
5	25-28%	23B 2G	44%	50%	92/8/0
6	26-35%	20B 6G	50%	11-46%	84/16/0

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

1. The biggest 'in year' pupil variation took place for across three year groups this year, whilst we have tended to have one year that stands out. Therefore, Years 2, 3 and 4 all had 50%+ variation. Our systems have refined to such an extent that this is our 'norm' and I have challenged many an external visitor (including Ofsted in October 2019) to identify new pupils in the class. None have been successful so far!
2. We remain heavily boy orientated however, we did have our highest number of girls for some time- 7. Curriculum adjustments were made to reflect this, including some topics and groupings being for girls only.
3. The Space Hub evolved and much of its practice refined to assist pupils with autism. This was noted via our 2019 inspection.
4. As with many other schools and the rest of the UK, we only had what can be described as a 'normal' six months of provision. From March onwards, we had to rapidly adapt due to Covid 19. This led to a restructuring of staff roles and a vast range of video/online learning resources being used for our pupils. We maintained a Key Worker/most vulnerable group throughout the pandemic, and then gradually extended numbers when safe to do so. Therefore, by July, we had approx. two thirds of the pupil population accessing at least two days of physically taught curriculum per week.



## POSITIVE OUTCOMES FOR 2019/20

### OUTREACH

- Entering the second year as tier 3 behaviour outreach service lead, I increased the number of children supported when compared to the mid-year point last year from 18 individuals across 11 schools covering the age ranges R – Y6 inclusive of each year group in year one to 21 individuals across 13 schools again inclusive of all age ranges. This consisted of 129 visits to the above mentioned children in addition to 12 further monitoring visits to ensure continuation of progression (compared to last year's 74 visits by this stage). Monitoring visits are an addition to the service that I was able to implement once my Outreach timetable increased towards the end of last year. I have used the mid-point data for comparison rather than end of year figures due to limited capacity achievable through the Covid 19 pandemic. Offering some form of end of year comparative data is difficult, however it is clear that the service has grown and supported more children, conducted many more visits and supported more schools even with Covid19 (outlined in the table below).

Supported	Mid-Year 18-19	Mid-Year 19-20	EOY 18-19	Potential EOY 19-20
Schools	11	13 (+2)	12	13+
Pupils	18	21 (+3)	26	Up to 42
Visits	74	129 (+55)	136	Up to 210

- Last year I led on, and subsequently restructured, the behaviour panel format. This year the behaviour panel forms part of a behaviour board consisting of the DSPL Lead School Head Teacher, Larwood Head Teacher, Outreach Lead, Tier 4 Provision Lead, DSPL Manager, Tier 2 Hub Head Teacher, DSPL Head Teacher, ISL Area Manager and Lead Practitioner, Behaviour Steering Group, Integration Manager and where appropriate an SEN Officer. Conducting a panel in this format offers invaluable experience and insight to children we are supporting, ensuring they receive the appropriate support and provision required.
- The original pro-forma and process from last year has proven beneficial so still stands. This was 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 (see Joe Scales for examples of pro-forma etc). Results from feedback surveys (offered to all schools who received support) evidenced this by 100% of those who answered stating the communication throughout was effective and 100% of those who answered also stating the service offered practical strategies to support the child.
- One of the main aims of the service was to increase pupil attendance. This year there was a 77% increase in attendance figures for those supported through the outreach work, with a further 70% increasing the duration they were in school and by the end of the work 82% of the children that were supported finished on full time, or at least increased, timetables.



- The other main aim of the service was to reduce the risk of permanent exclusion. This year there was a 67% reduction in the risk of permanent exclusion (based on those that received some form of tier 3 support and remembering that every child supported began as a risk of permanent exclusion). Speaking in terms of children there were 6 who were not at a reduced risk of permanent exclusion following tier 3 support and of those 6, 1 was permanently excluded and 5 remained on our active case load to continue receiving weekly support to try and reduce this risk. I currently do not have access to final end of year figures and although I could hypothesize about the numbers permanent exclusions that are upheld is still an area that will need further work for next year as I am aware some are upheld, whilst others are rescinded or downgraded to 'managed moves' so the data does require further clarification. Furthermore, the gap in tier 4 provision also impacted on the data but this should not be the case next year.
- All of the individual cases continue to be 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). This has already led to a better handover from the, slowly increasing, tier 2 support up to tier 3 but also, more recently, the opportunity to hand up information to a tier 4 provision, which in turn should lead to reduced permanent exclusions and the tiered service being used more effectively both up and down the tiers.
- Outreach now consists of a team with a capacity to support 14 children per half term (the maximum we are funded for) by utilizing a member of teaching staff here at Larwood – Stuart Jacobs, as well as a joint effort from our KS1 teacher Dawn Osborne and our nurture lead Emma Jack. I assigned them their cases and relevant paperwork following the panel decision and we met weekly as a team to discuss the cases and offer our input to one another where appropriate. This has offered the opportunity to discuss cases as a team and gain different perspectives on scenarios as well as hand cases over to another member in the team who may be able to offer a greater insight to the case – particularly beneficial when the child requires more than one block of support. In addition to this, adding the team members above has meant that as a service we continue to grow to meet the need and are running at maximum funded capacity supporting up to 14 children per half term rather than 10.
- Throughout the Summer term, due to Covid 19, physical visits to offer outreach support were not a viable option. However, the service continued to adapt by conducting a behaviour panel via Microsoft teams and reminders to all schools via email of how to access support via email should they require it for existing cases, historic cases or anyone displaying new crisis behaviours – potentially as a result of the ever-changing environment at school. This offer was well received and a few schools acted upon this seeking virtual support via email. Therefore, the service adapted quickly to allow for maintained support remotely for staff/pupils not only on the current caseload but also anyone who was requiring support with a child in crisis where it was needed - even during the pandemic.

## INREACH

- Building on last year's successful In-reach course aimed at LASA's, I created a three morning course focusing on Autism, Behaviour and External Agency support. The pitch of this course was different as it was aimed at SENCo's and the uptake was promising as the initial round of invitations saw over half of the DSPL area's schools looking to take a place and many of them asking for an additional adult space. Furthermore, for the external agency morning we had 16 external agencies confirmed ready to contribute to the course content by sending a member of their team to the morning. However, the three mornings were scheduled one per half term; Spring 2, Summer 1 and Summer 2, which meant that all three needed to be cancelled due to the outbreak of Covid 19. The resources and efforts from all of those involved will need to be deferred to next academic year as a result of this and I am optimistic that the outcome for those that attend the course will give a greater understanding in to strategies to support autism and behaviour in mainstream settings leading to a reduction in permanent exclusions. Furthermore, the third morning should inform schools what services and support are available to them as many schools I have supported are unaware of some of the services they can access to support their children.
- Creating the aforementioned course required collaborations with Larwood staff: Marcus Mckechnie, Emma Jack, Emma Williams and Sian Ford (who's contacts when arranging the external agencies proved invaluable). However, the impact of their input and this course has yet to be determined due to the postponement of the course (COVID 19).
- In-reach 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 and I look forward to SENCo's attending the course when it can take place and improving their staff practice in their own settings as a result of this. I have undertaken many informal conversations with LASAs that have previously attended the in-reach who have shared strategies they learned at Larwood and how they have put them in place to good effect as well as hearing from LASAs who have not attended but have been supported by a LASA in their school who did. There is potential for the next round of in-reach to request a follow up that enables attendees to share what went well for them and what could be even better next time etc.

## WHAT DIDN'T GO ACCORDING TO PLAN OR AS WELL AS WE HAD HOPED IN 2019/20

Covid 19 inevitably had a large impact on the number of children we were able to support throughout the summer term so the data at the end of the year would not offer a true reflection of how this service has grown and the number of children that have received support. In addition to this, it meant that all of the work that went in to creating a 3 morning In-reach course has needed to be deferred until next academic year, which is a shame due to the reasons mentioned above.



**WHAT SHOULD LARWOOD SCHOOL DO TO ENHANCE BETTER PUPIL PROGRESSION, AS A RESULT OF THIS SELF-EVALUATION, NEXT YEAR?**

Description	Desired impact	Indicators for success	Any cost?
Continue to develop in-reach courses on offer (behaviour, autism, more shadowing opportunities).  <b>This was set to take place this year but COVID19 meant this will now take place next year.</b>	The outcome for those that attend the course will give a greater understanding in to strategies to support autism and behaviour in mainstream settings leading to a reduction in permanent exclusions. Furthermore, the third morning should inform schools what services and support are available to them as many schools I have supported are unaware of some of the services they can access to support their children.	Feedback from participants and head teachers. Pupil data (attendance/time table/risk of exclusion).	Staff cover, printed materials, refreshments.
Continued adaptation of the panels/behaviour board now that tier 4 is in place.	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. Each tier taking responsibility for the children they support.	Printed materials and time to attend panels.
Final panel to include KS3 provision.  <b>This was set to take place this year but COVID19 meant this will now take place next year.</b>	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 and time to attend panels.
Wrap around support	After care service or	Feedback from parents	Staffing, course

for the family to equip and empower them.	introductions to external agencies, support available	and schools. Pupil data (attendance/time table/risk of exclusion).	materials and time to undertake courses.
Continue to meet the need of tier 3 support required by maintaining current case load through the team (increase not possible due to funding limit reached) as we enter the third year of our three year service level agreement.	Outreach capacity to remain at 14 cases per half term to be covered by the Outreach team where necessary. Larwood to continue to lead the tier 3 outreach service after the initial three year service level agreement.	No cases refused that meet threshold of tier 3 (up to 14). Contract to be renewed at the end of the three year service level agreement.	Staffing.
Tighter data for fixed term and permanent exclusions in the DSPL2 area.	Clearer picture of the DSPL2 area and an ability to monitor the impact of the tier 3 service leading to a reduction in both fixed term and permanent exclusions.	Continued reductions in permanent and fixed term exclusions.	Obtaining reliable data from county.