



Larwood Academy Trust

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Larwood School

Deputy Headteacher: Mr Pierre Van Der Merwe | BA, NPQH |

Brandles School

Headteacher: Mr David Pearce | BA (hons), PGCE, NPQH |

What We Know About Ourselves-Larwood School Self Evaluation Series 2020-21

Larwood School Context and Generic Profile-Please see separate document.

NB-This year we have introduced the use of **KISS** to assist our self-evaluation review process:

K-Keep it

I-Improve (by doing what and what would be the expected outcome)

Start-a different way of working or project to assist this area, outlining the reasons and outcomes

Stop it! With reasons for this.

Outreach Service

NB-This is a contracted service that Larwood School provides for the 28 primary schools within Stevenage. We work collaboratively with the Developing Specialist Provision Locally (DSPL) group to provide this. It has been in operation for three years.

What has been working well and therefore we will Keep!

- **Standard individual support** continues to work well with a 5-week, 1 hour per week format (see outcomes below)
- **Timetabling format for myself and the team** remaining efficient and flexible throughout the year and the pandemic (switching to MS Teams where necessary) led to an increased number of: **IMPACT**-children supported (35 vs 25 last year), schools supported (18 vs 13 last year) and inevitably the total number of visits conducted (295 vs 147 last year).
- **Attendance increase** per pupil overall for the year was difficult to monitor due to the impact of COVID, however, the aforementioned support led to the **IMPACT** of increase of time in school 83% (up from 70% last year) for those on reduced timetables and no supported pupil had a reduction in their timetable. Furthermore,

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89% (up from 82% last year) of all of those supported saw their timetable increase or attended school full time by the end of the support.

- **Exclusion data (requested but this will not be available until November)**
- **New Phase Support format** has been well received and although this will be caseload dependent, it has helped to reduce individual caseload and support entire cohorts through the provision they can offer. Examples of this have included an ongoing project with Featherstone Wood that supports a known cohort, support at Roebuck resulting in a reduction from the recommended 4 individual cases stepped up from tier 2 to 2 and support at Giles Infants that reduced the recommended 4 individual cases stepped up from tier 2 to 0 through 3 mornings of year group support adjusting provision and practice across the year group.
- **Improved communication between tiers** has led to more efficient transition for children requiring support, particularly from tier 3 up to tier 4 where joint observations and discussions occurred prior to the panel so that the relevant support could begin quicker than previously. Furthermore, the panel format continues to lead to a greater understanding of the children throughout the tiers due to reporting of support between tier 2, 3 and 4.

What didn't go according to plan with reference to Improve/Start/Stop

- **Improve:** In-reach SENCo 3-morning course to ensure it takes place next academic year (COVID prohibited this previously). This will build on the numerous courses delivered face to face to colleagues in our primary schools up until the pandemic took grip
- **Start:** In-reach LASA focus revisited due to its initial success but potentially combining remote elements during the school day and physical elements after school hours to avoid risks of disruption (COVID-based, anxiety-based) to our staff and students.
- **Stop:** Covering 10+ cases personally by adding additional capacity to the team through recruitment of at least one additional team member. It was only possible to take on this due to the nature of visits via Teams resulting in a reduction of appointment time and travel time. However, with a return to physical visits I will not

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be able to conduct over 10 visits myself and we must maintain a full working capacity of 14 cases at any one time. Stuart Jacobs will continue to support 2, Emma Wood will initially shadow me and then support 2 cases independently totaling the 14 with the view to further support from the team reducing my personal caseload further to offer support in-house at Larwood from a behavioural analysis perspective.

Next Steps for 2021-22.

Description	Desired impact	Indicators for success	Any cost?
3 Morning In-reach course (SENCo) focusing on Autism, Behaviour, External Agency Support	Upskill SENCo staff in the area in the three areas mentioned ensuring better provision for the children in the DSPL2 area	Attendance of the course, feedback, reduction in fixed term and permanent exclusions, increase in attendance (Outreach targets)	Venue (previously Oak Suite – no cost) Refreshments Staff Cover for 3 mornings e.g. Behaviour (MM), Autism (EWi), External Agency (SFo)
In-reach (LASA) virtual/physical combination	Re-introduce the LASA focused in-reach but through a combination of physical and virtual format	Attendance of the course, feedback, reduction in fixed term and permanent exclusions, increase in attendance (Outreach targets)	Staff overtime for after school tour/support e.g. LASA (LH), Intervention (JL), Nurture (EJ), Space Hub (EWi) could combat this by above staff pre-recording input

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Develop the team, adding additional member(s)	Maintain capacity of 14 cases whilst allowing me to step back from leading on 10+ case	Additional team member(s) supporting, reduced personal case load allowing me to undertake Larwood project, maintaining capacity of 14	Staff cover for outreach team members whilst they conduct outreach support
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