

Larwood School

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WHAT WE KNOW ABOUT OURSELVES-BEHAVIOUR AND ATTENDANCE-2016-17

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

Due to the following information self-evaluation now rates behavior as Outstanding for our school and attendance as good.

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. We have capacity for 64 day pupils. As part of our provision, we are also a residential school and this operates from Monday through until Friday, with pupils returning home at the weekends. We are the only residential (primary) special school for SEMH pupils in the county. Our pupils display the following characteristics:

- *They have all experienced exclusion and at least 1 term away from education.*
- *2 pupils last year attended 5 schools. 1 pupil has been at 4 schools. 19 pupils had been at 3 schools and the rest of the cohort had been at 2 schools. Therefore, 36% of the cohort had been at, at least two schools before Larwood.*
- *Although all pupils have SEMH as their designated need, ASD ranged between 50% and 80% in different year groups, and those pupils with 2 or more identified needs within their statement ranged from 50%-83%. We continued to employ a Family and Community Engagement Worker (specialist work undertaken in the community), School Counsellor, and our own school based Family Support Worker.*
- *In year referrals meant that the size and dynamics of every year group changed during the year. This varied from the lowest amount of change for Year 6 with 22%, Year 5-29%, Year 4-45%, Year 3-43% and Years 1 and 2-100% of pupils were new during the year.*



OVERALL GENERAL PROFILE FOR THE SCHOOL DURING 2016-17

Year	Number of pupils and % change over the year	Boy/girl	% Autistic Spectrum Condition	% 2years plus at Larwood	Profile Low/Mid/High
1	3-100%	All boys	66%	0	66/34/0
2	2-100%	All boys	100%	0	100/0/0
3	7-43%	All boys	71%	0	85/15/0
4	13-45%	12B 1G	54%	1-8%	76/12/12
5	15-29%	14B 1G	66%	5-33%	80/13/7
6	23-22%	19B 3G	74%	12-52%	80/15/5

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

1. We experienced massive in year entry to the school with years 1/2/3 and 4 having the most change and Years 5/ 6 having the least. Our Family Support Worker, alongside the Deputy Headteacher has redesigned the induction process for pupils, however, the great change that took place with one class was dramatic (2 pupils in September, 8 pupils in December). We have now created a waiting list scenario, due to early allocation of pupils to our school, therefore during 2017-18, our in-year admissions will remain high but not as high as 2016-17. This will create a period of stability that we have not seen before. Depending on the nature of the pupils, this should have a positive impact upon relationships and the possibility of making sustainable changes.
2. We remain heavily boy orientated with the biggest proportion of girls in Year 6-3/23. 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. Every cohort has a high proportion of pupils with autism. This varies from 54% in Year 4 to - 100% in year 2. Pursuing best practice with regards to autistic children is in the best interests of all. Therefore, our determination to achieve Autism Accreditation, review and adjust our own practice and promote staff gaining Masters Qualifications is entirely appropriate. We aim to gain our accreditation by Feb 2018.
4. We had the greatest stability over time with our Year 6 cohort and this helps development and progress from every angle.
5. 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.

BEHAVIOUR SYSTEMS, STATISTICS AND ACTIONS

We continue to accept and work with the most challenging pupils in Hertfordshire. However, it has been noted by all staff that have worked within this context for a few years that the complex nature of our pupils seems to be growing ever more demanding. The following remains true:

- All have lost the equivalent of one term of education and many have lost more than this.
- Family context, lack of specialist support, exclusion, isolation, poor attendance and relationships with schools all contribute to huge gaps in progress, behavior and socialisation for our pupils.
- Every effort is made to try and turn around pupils so that quick engagement in learning is possible. Our standard systems (points, certificates, medals, ethos, Hertfordshire Steps training etc.) help with many pupils in this way
- However, for other pupils, it is very much a process of establishing how we are going to continue to provide the care, support and structure they need for their own futures, by doing things very differently, ensuring they do get access to the specialist support they need and providing a very adaptable approach to make this happen.
- During 2016-17, we trained all staff to use a new system that monitors and tracks behaviour related incidents. Behaviour Watch replaced our use of SIMs and we believe that it gives us a more accurate view of what is happening it certainly provides this a lot easier than SIMs used to.

STAFFING:

Staffing remained stable through the course of the year, with one Learning and Support Assistant leaving in December. This had very little impact upon the running of the school and additional staff were recruited as the year progressed. Due to the complex nature of a new pupil, funding was sought and agreed to provide additional support for very complex Year 1 pupil.

One major change that took place as the year came to an end, was that the Deputy Head Teacher who had been in post for 16 years, retired. As part of our approach to succession planning we had a clear plan as to what our options may be in such circumstances. We choose to advertise nationally and following a rigorous long listing, short listing, and two-day interview process an internal candidate was appointed. This also allowed for a comprehensive 'hand over' process to take place during the summer term.

CLASS GROUPS:

All classes work with a teacher and a Learning and Support Assistant (LASA). With classes sizes kept deliberately low, this affords pupils the time they need with staff for social, and emotional support as well as making rapid and improved progress. Therefore, classes are usually based on 8 pupils and two staff. Class dynamics changed considerably during the year. For example, one class grew from 2 pupils in September to 8 pupils in December! As the year progressed we also started to devise a new class ready for 2017. This has been named POD Learning and some pupils experienced this at the end of the summer term 2017.



CURRICULUM

We teach the national curriculum as prescribed but may make minor adjustments where they are needed. We place great emphasis on the following features which promote positive behavior and engagement:

- Highly differentiated work for pupils, based on needs, support and challenge
- Lessons which have been shortened to 45 minute blocks to promote concentration and focus. Where needed two 45 minute blocks can be grouped to provide longer periods of time
- Investment of time given to literacy and numeracy and implemented during the mornings
- Three assemblies per week using major social, emotional themes, singing and creativity and reflection/reward of weekly success
- Class based play with fruit snack in the morning and physical outside play during lunchtime and in the afternoon. This was altered during 2016-17, based on data to provide more sessions and less pupils at any one time. Therefore, only two classes go to afternoon play together.
- Only half of the school population eating lunch or plating during the lunch hour. Therefore, greater adult attention and ease of use for play equipment

STAFF SUPPORT

This is provided by additional staff who may support pupils outside of the classroom or provide additional support within the classroom. This allows other pupils to continue to work and make due progress. We retained the approach that all staff should be able to work with all pupils and therefore training for all staff in Hertfordshire Steps was a high priority throughout the year. We maintain a half termly approach to training, based on analyses of needs and what our pupils/data is telling us at the time.



STATISTICS

The following information is helpful when reviewing behavior over time.

Year	Number of pupils on roll	% reduction in need for physical intervention	Average number of physical interventions across the year	% reduction in number of incidents	Average number of incidents
2014-15	67	32%	7/week	No data	79/month
2015-16	61	55%	2.8/week	58%	33/month
2016-17	64	<u>27%</u>	<u>2/week</u>	<u>41%</u>	<u>20/month</u>

NB-Please note that 2014 was the first year that we introduced the use of Hertfordshire Steps as behaviour management system. Previous data is available however, all statistics are much higher and we have made the decision to only compare in school progress using the same variables i.e. the same behaviour management system.

THE FOLLOWING DATA IS ALSO WORTHY OF NOTE. SINCE HERTS STEPS HAS BEEN INTRODUCED (USING FIRST YEAR DATA AS A BASELINE), THE FOLLOWING HAS TAKEN PLACE:

1. The reduction for the need to use restrictive physical intervention from an average of 7 holds per week in 2014-15 to 2 holds per week in 2016-17
2. A reduction in the need to use restrictive physical intervention by approximately 30%. This is also worthy of note as our average number of pupils has increased year on year for the past three years, alongside the increasing complex nature of our pupils.
3. A reduction in the number of incidents taking place equivalent to 25%. Again, increasing pupil numbers, more complex children and additional incidents which have not turned into restrictive physical interventions are factors to be considered in this data.

REFLECTIONS AND ACTIONS FOR 2017-18:

- Current systems deployed are working well but our leadership and management reviews indicate that a weekly review meeting (focus: What can we do to help child X have a better hour/day/week), half termly data review and associated training sessions will be vital next year.
- A continuous plan around 'drip feeding' staff with reminders must take place as the year progresses. This includes our general ethos, safeguarding best practice, de-escalation skills, incident write up protocols, and team working best practice.
- Our CPD program will support the above but also consider the use of experts to promote best practice. Therefore, on line safeguarding, mental health related issues and review

of curriculum practice related to writing (a key area of concern for many pupils when they arrive at Larwood) will all feature during next year's training.

- Leaders need a continuous and dogmatic approach to our cycle of improvement. No stone left unturned when trying to help pupils engage (Therefore, we are trailing the use of a specialist dog therapist in 2017-18), and a rigorous and robust approach to reviewing the need for any use of restrictive physical intervention. When any such event now takes place (2017-18) staff will stay as part of the reflection process to review the event and what could have been done differently to try and avoid such an outcome.

EXCLUSIONS:

	Number of pupils	Days lost	Perm Exclusions
2014/15	6	19	1
2015/16	0	0	0
2016/17	3	8	0

One pupil had 4 days of exclusion with the total of 8 days lost. The pupil concerned experienced this during the first term of the year. He has no further exclusions and a package of support was established that led to the following changes:

- Stabilisation of behaviour and learning. The pupil concerned was able to achieve high points for the rest of the year
- The pupil concerned earned their black shirt status (at least 90+/100 points for a minimum of 6 weeks. In this case 8 weeks).
- A coveted place on the pupil wall of fame in reception. A good example of a pupil who has listened and learnt!

The other two pupils, both had **one off events** which were rooted in anxiety related to home based issues and/or transition related processes.

We continue to use exclusion as a last option and continue to review its effectiveness when used.

Attendance:

Attendance finished at 95.%. This represented a positive improvement when compared to last year, and we believe that our different approach to the year (reduced INSET days, two-week October half term, allocated Family Support worker maintaining an overview of pupils where attendance may drop, and specific reward scheme for attendance) all contributed to this.

Actions for 2017-18 related to attendance:

- Review internal practice and the use of our Family Support worker related to attendance. She has already been instrumental in supporting improved attendance this year.



- Maintain the attendance reward system for parents with Tesco voucher's

Review the schools position via SLT and the Governing Body on our approach to holidays taken during term time.

