

# Larwood School

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

### FOCUS: SAFEGUARDING

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 ore pupils 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

- Continuation of the Monday morning meeting with the safeguarding team to discuss any safeguarding matters that had arisen over the weekend. Monday afternoon catch up via email with actions and updates from the meeting and other developments that have been raised especially via circle time on a Monday in each class. This has had a really positive impact on our practices because we are ensuring that we all have the same knowledge/viewpoint on a child/circumstances meaning that nothing is able to slip through the gaps, we always have someone to attend meetings with other professionals or on the rare occasion when this is not possible, send a detailed report. We are also able to identify a member of the team that contact parents if this needs a change of personnel for any reason. We can also ensure that any necessary information is passed on to the class team.
- Adding all children who are supported by a CP or a CIN plan to Friday SLT/behavior meeting to CCC list to help triangulate information. Again, this practice ensures that because of effective communication nothing slips through the gaps, actions are swiftly taken when a need is identified in this meeting and the safeguarding team is held to account to ensure best practice from our staff, holding other professionals accountable and guaranteeing the best possible outcomes for the pupils at our school.
- Marcs Mckechnie joined the Safeguarding team and has attended Level 2 Training and several Monday morning meetings – having another member on the safeguarding team means that we can action concerns from record of concerns faster because we are a bigger team. It also means that when the Lead DSL is offsite there is someone to action ROCs in the case of Sian being otherwise occupied/meetings etc.
- Handover to all secondary schools occurred in July - Better practice for exiting pupils so new school can put in strategies to support the pupil and family and makes safeguarding staff at Larwood available at the new school year
- CP handovers occurred with all teachers and LASAs in preparation for class changes in September. This occurred in the final 2 weeks of term.
- Sian Ford attended all core group meeting, CIN meetings and conferences held over the summer holidays to deliver a really invaluable in person viewpoint from school.
- During Lockdown all children who were on our CP or CCC list were called initially daily by Bianca Osobu and Sian Ford. The calls then went to weekly minimum. All CIN/CP meetings took place over teleconference. Meetings with families took place over Microsoft Teams and at home garden visits for children/families who chose not to send their child into school during the lockdown period.
- Staff continued to make ROC's via email or telephone if necessary during lockdown and the above changes to practice were included in the updated CP Policy. Changes to the policy also included how to keep safe online for our staff and pupils as much of our communication and teaching took place online.



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

Marcus needs more on hands experience as he promptly went on paternity leave and then lockdown occurred.

Pierre Van De Merwe was due to do his Level 2 training and this was cancelled due to COVID-19. Will take place next academic year.

| Description  | Desired impact  | Indicators for success   | Any cost? |
|--|---|--|-----------|
| Following involvement in a serious or traumatic safeguarding issue ie. A child being removed from parent/suffering serious injury etc – staff involved to have debrief of the occurrence | Staff involved will be able to emotionally offload as well as discuss practice of Larwood staff – develop areas for improvement if necessary and feedback to outside agencies any concerns if appropriate | staff will be better equipped to deal with similar issues in the future and our pupils will benefit<br><br>Emotional well-being of staff | nil       |

