

Open Report

 <p>City of Stoke-on-Trent</p>	<p>Schools Forum</p> <p>16 January 2017</p>
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High Needs Bid Evaluations

Report of	Director of Children and Family Services
Contact officer(s)	Jennifer Lomas
Type of Decision	For Information
Wards Affected	No Ward Implications

What is the report about? How will it fit with the Council's priorities?	
1.1	First evaluation of HNWG bids

Everything else you need to know:	
2.1	<p style="text-align: center;"><u>HNWG Information for Schools Forum</u></p> <p><u>HNWG evaluation of first tranche</u></p> <ul style="list-style-type: none">• Evidence of impact within the evaluation of the bids.• Each bid reviewed by Chris Bray (Senior Education Improvement Advisor) and 1 other member of the HNWG.• Reviews were positive: quality of the projects highlighted innovative practice and the possibility of a showcase event should be discussed.• In most reviews, Chris spoke to the Leadership Team but also the staff directly involved - mostly well prepared and kept records maintained.• The evaluation sent out by Finance, was in an excel format which people found it difficult to work with, therefore; the next evaluation will be sent out as a word document- Chris will prepare a draft.• Academic impact - some evidence of progress required but this may not always be academic progress and in some cases may be too early to see all outcomes.• The money agreed as second tranche to schools will go forward as planned. <p>Evaluation process:</p> <ul style="list-style-type: none">• Sharper outcomes required.• New evaluation form to be approved.• Showcase event to be discussed further. <p><u>Schools/ Provision Involved</u></p> <p>Abbey Hill, Ball Green, Crescent, Portland, Encore, Star, Summerbank, Thistleyhough</p>

Kemball start delayed due to delay in staff appointments.

Attached copies of reports to give examples of the reviews which have taken place.

Abbey Hill Assessors' Report

Occupational therapists were appointed before the project began, however, the occupational therapy champion was not appointed until after Easter. The school gained autism accreditation in November 2012 and this was renewed in April 2016. These reports taken together celebrate the improvements made by access to occupational therapy. 16 parents, representing 15 pupils attended a recent meeting and all returned a questionnaire showing that the session had informed them about strategies used in school which could be transferred to the home setting. Funding is used for staffing, training and support and school funds resourcing.

Pupil welfare forum takes place weekly and all agencies discuss the needs of specific pupils. Occupational Therapists attend and have an input. Staff increasingly take a solutions focussed approach to these meetings.

Impact on children

Case studies presented at the meeting showed the school's thorough approach to responding to needs both in house and by accessing a range of multi agency services to support families. Therapy work is included as part of the detailed care plan for each pupil. Behaviour monitoring forms submitted by the school detail very positive impact on a range of children. The impact of the Champion has been restricted because of the late appointment. Occupational Therapists have changed the sensory profile so that measurement of impact can be shown more clearly. Baseline assessments were carried out and impact will be seen after 12 months. 2 pupils have not made progress by reducing behaviour report forms. One of these has involvement with CAMHS and shows inconsistent response according to whether activities are presented as assessment activities or are the outcome of incidental learning. The other pupil has not made the same level of progress as others because the staff team involved have been slow to adapt their approaches. Improvements are expected next year when the pupil is with a different class team.

Impact on staff.

Occupational therapists have distributed sensory equipment and resources and this, together with training, has changed the approach of staff in school. The equipment has not been used exclusively by target children but is now being used much more widely with other pupils. This means that resources are not only used by pupils with the highest needs but are being accessed successfully by pupils with a lower level of need. School monitors absence of behaviour monitoring forms and this shows that the wider use of resources is having a very positive impact. Multi disciplinary team is welcomed in school and generally have a positive impact on the practice of receptive staff. Next year's receiving staff have been trained as part of transition and detailed pupil profiles have been prepared to assist the process.

Sustainability.

School will reallocate funding internally to support the team of occupational therapists for a shorter time. The Champion will be used to help train current school staff so that activities continue. Impact on behaviour for learning will continue to be a whole school priority because all evidence shows that needs are being met.

Next Steps

Embed the assessment procedures

Continue informal training as occupational therapy and other support agencies work informally alongside Abbey Hill staff.

Recommendations

Follow the intended programme of monitoring and analysing outcomes for pupils and present at the next review meeting if the next tranche of funding is approved.

Ball Green Assessor's report. Visit by Christine Bray 12th July 2016.

An Inclusion Centre is to be set up. The initial service will be for Ball Green pupils but is to be extended to offer provision to pupils across City. The separate, purpose built centre has been designed to address the needs of pupils. It will be named OPUS (Outstanding provision unleashing success). The staff are currently educating parents so that they do not perceive OPUS as a place for naughty children. The intention is to support SEN, emotional and social needs, family vulnerability, CP issues and pupils at risk of exclusion. Provision will evolve over time but pupils with speech and language difficulties and a HI pupil have already been identified for a September start. The timescale is to be in response to pupils' needs. 15-20 pupils are to be provided for with the 10 most vulnerable already identified in Y3/4. The current Y5 most vulnerable are identified but can be supported in class. The building has been completed and is currently being resourced. It will be staffed by 1.5 teachers. 2 x home/school link workers will be based at the Centre and will provide a broker family support with social and emotional interventions. One staff member is a HLTA. The timetable for September has been prepared. A counsellor has also been employed on an ad hoc basis to deliver 6 week programmes. The teachers who will work in the provision are already identified as reflective practitioners

Extensive records of all work and developments have been kept and were available for the assessor. Governors are up to date with the development and endorse the proposal. The mission statement and vision are identified. A well designed and consistent rewards system is a fundamental feature of school practice and will be reflected in OPUS.

Impact on Pupils.

There are clear plans to track impact. Identification is crucial and staff are currently carrying out baseline assessments using a range of tools including BPVS, phonics, assertive mentoring targets and outcomes for mathematics. The OPUS teacher is already working with some of the most vulnerable and is liaising with the current class teachers to carry out moderation of classwork. Davis Weaver from SENSS is to provide support for the development of an alternative assessment tools in September.

Plans are in place for a speech and language therapist and extra hours from the educational psychology team will be purchased as it is anticipated that some pupils will require assessment for EHCPs. 2 x pupils currently await placement at a special school. Physiotherapy and occupational therapy will also be commissioned. A need for consistent educational psychology support has been identified as the school is currently being supported by locums so that 3 separate staff have been provided by the team this year leading to inconsistencies in support for pupils.

School expects improvements in attendance and readiness to learn leading to academic attainment and progress. The school's SEN tracking tool for basic skills will be used to record these improvements as well as the other data described and will be updated half termly. Case studies will be prepared.

Impact on staff.

The pupils will be based in OPUS for the first half term and will be visited by support and teaching staff so that their needs and responses can be observed. The structured reward time will involve the pupils inviting a peer or a staff member on Friday afternoons to engage with them in their reward activities. The centre will develop a whole school behaviour management strategy to embed consistency of approach across the whole school. Staff will use successful strategies when pupils reintegrate into class.

Sustainability.

When processes have been embedded with Ball Green pupils, an offer will be made to other schools so that their pupils will be able to access the centre via a traded service.

Next steps

Establish the provision and all of the associated tracking and improvement systems.

Recommendation

Liaise with Crescent Academy and Portland School to discuss their provision and their approaches to assessing and tracking the progress of pupils, particularly regarding tracking of emotional wellbeing

Crescent Academy Assessors' report. Visit was made by Jonathon May and Christine Bray on 1st July 2016.

A number of staff have been involved in delivery and the funding has been used in a variety of ways. One use has been to fund the Pupil and Families Welfare Officer who has now been in post for a year, and a Wellbeing Officer who has a background in CAMHS. These postholders work with other team members including a speech and language specialist, family support worker and learning mentors. The academy has also allocated £45,000 of its own funding towards building the Wellbeing Centre on site and this is due for completion by September 2016. This is to enable a suitable space to be available to support children and families. The academy will also fund resources for the Centre.

Projects currently running include a peer parent support group as well as wellbeing programmes for vulnerable pupils. The academy will interview for a school nurse next week so that access to that service is constantly available from the same individual. A need for administrative support has also been identified as essential so that the team can spend time on target activities. The estimated staffing cost for the Wellbeing Centre is £150,000 per annum.

Impact on Pupils

The Wellbeing Officer runs an emotional support programme with identified children. Following intensive one to one support, these children then attend peer support groups. The children identify wellness tools which they are able to use as necessary, for example to diffuse tensions and support anger management. Identification by class teachers has been successful and the impact on children has been such that they are now beginning to self-refer for support following conversations with their peers. This indicates that the support given is highly valued by children and also shows a lack of stigma in accessing support of this nature. 52 pupils have now received one to one support and cases are not closed immediately as happens in community based support because a "step-down" approach is used by the Wellbeing Officer who maintains her relationship with the pupils following intensive support. Some referrals have been made to CAMHS but long waiting times for appointments mean that support is not forthcoming. Strategies have been used to ensure that receiving secondary schools are well aware of both the needs and the support strategies applicable to current Y6 pupils.

The Pupil and Families Welfare Officer leads actions arising from safeguarding concerns. There is a robust referral process in place and class teachers attend regular briefings. The Pupil and Families Welfare Officer filters referrals to other agencies such as social care, the LA CWAP team and the Early Help champion. She links to Educational Welfare, family support and health teams. Her role is one of so-ordinating support for children and families from these teams. The academy has developed its own thresholds for support from the EWS to use with the additional time they have purchased to counteract the high thresholds in place for the allocated time available from the team.

Persistent absence has reduced and attendance has improved. 15/19 PA pupils were rewarded with a day's visit to Port Vale FC and further incentives were offered to the other 4 who had not made the necessary improvements. 13 pupils who attended for under 90% of the time last school year are no longer classed as PA as the outcome of using a range of support strategies. Whole school attendance now stands at 96%. One pupil in Y5 has attended for over 90% of the time this year for the first year in his school career and will transfer to Abbey Hill school in September. Attendance improvement strategies will be used in YN next year so that children start their journey in the academy with embedded good attendance habits.

Pupils who arrive at the academy late will enter via the Wellbeing Centre and those who leave early will also leave the premises via that route, so that they can be both supported and tracked effectively. The nurse will be available for 2 days per week. The work carried out is breaking barriers which have existed for vulnerable parents, for example a support group for mothers meets on Wednesday mornings and this has had the impact of enabling them to forge new relationships within the community as well as building positive links and attitudes

towards academy staff.

The project has strengthened links with the PCSO who is addressing antisocial behaviour within the community. This has varying success depending on the PCSO who is allocated to the academy.

Pupil exclusions are very rare because extreme behaviours are managed within the academy.

Impact on staff

CPD has been accessed by the support staff who run the project. The Wellbeing Officer intends completing a mindfulness course by Christmas and this involves a great deal of personal preparation prior to accessing the course. Strategies for understanding and supporting cognitive development of pupils who have accessed support from the team are given to class teachers to enable support to be continued during whole class teaching time so that all teachers are developing their understanding of supporting the emotional needs of pupils. The Wellbeing Officer has been extensively involved in transition between classes within the academy so that next year's receiving class teacher has strategies to use to meet the needs of individual pupils who will move to their class next September.

Sustainability

The stated intention on the bid was to extend the team to support other local schools. However, the holistic approach of co-ordinating multi agency working with the child, the family and the class teacher means that the original intention may not be practicable. The academy is very willing to share its model with other schools and this deserves further consideration. The Wellbeing Officer has requested a comprehensive list of other services which can be accessed and awaits a response from the CWAP team.

An optional wellbeing group will run during the school summer holiday for a limited number of sessions and will take place at the Children's Centre.

Recommendations

In addition to the requested documents, the academy also provided a number of additional documents giving helpful details of impact and practice. These will be presented to the funding group at the evaluation meeting.

If the next tranche of funding is approved, academy staff should provide:

- An attendance register of children at the nurture provision which indicates how much access they have had to funded support
- An analysis of attendance for all children involved, together with an indication of any exclusions which may have taken place
- An analysis of the academic progress made by children using the academy's tracking system and using a range of assessment tool.

Star Academy – assessor's report. Visit was made by Jonathon May and Christine Bray on 29th June 2016.

A nurture teacher has been employed to run the initial phase of the project. The teacher has a secondary background so Star have provided CPD to allow her to understand the EY context and expectations.

Most children in the target group are currently in Early Years. The academy used both Boxall profiles and also a GL Assessment tool (which links to the EY profile) to baseline the children and to measure their progress.

Most work done with children has been on a one to one basis, some delivered in the main classroom. This has been intensive, reducing over time.

The nurture teacher has coached classroom teachers in reflecting the nurture activities with the children when they are in their main classroom. She has also monitored how well this practice is being applied. Additional monitoring has been carried out by Pat Hunt (SEN specialist advisor for ATT). The Educational Psychologist has

advised. Best practice visits have also taken place to other settings.

Links have been made with health and social care, and 3 mothers have accessed a family links course. The academy employs a therapist and some families have accessed family therapy.

Impact on children.

All children are well known to the staff involved and staff also have extensive knowledge of family context for the children.

Leaders asserted that all children had made progress on their Boxall profiles and this was more significant for some than others. The child who had made least progress is currently being assessed for an EHCP. 2/7 had made limited academic progress with the other 5 children making more progress. 3/7 already have an EHCP, this will rise to 4/8 next week. All children in the project have individual learning plans which are based on their Boxall profiles. There was no discernible impact on attendance for the children. There have been no exclusions of any pupils from the academy since the project started in January. Last academic year there were 7 exclusions involving 3 pupils, the previous academic year there were 13 exclusions involving 2 pupils. During autumn 2015 3 pupils were excluded for half a day each.

Impact on staff

Staff skills and approach to a nurturing approach have been improved both by the project and by the academy's work towards gaining the Inclusion Quality Mark. The academy was awarded national centre of excellence status for the award in September 2015. Staff have better understanding of the emotional needs of children.

CPD was brokered from the LA SENSS. Social and emotional coaching was seen as constructive and developed circle time approaches which were geared towards individuals. However, some SENSS support took too long to access, for example there was an 8 week wait to access support for dyslexia.

Sustainability.

The nurture teacher will remain in school and will teach in YR next year as she has mainly worked with YN children this year. The SENCO will be in class for 2 days per week and spend the rest of her timetable in the nurture provision.

The academy was also involved in the Edge of Care project. Actions taken as a result of funding under each project have been combined. As a result of collaborative and co-operative working, the services of a speech and language therapist have been brokered. The academy has engaged with the Tiny Talkers project and 6 children are supported jointly by the Children's Centre, Star and Rosy Cheeks. Some academy staff have been trained in developing speech and language. The Early Years Professional is following the training for level 6 of Stoke Speaks Out and another EYP has gained the Nuffield qualification.

All staff have received attachment awareness training which has been delivered by the Educational Psychology Service to academy staff, social care providers and PVI providers. The Edge of Care project has also involved training on emotion coaching for staff.

Development areas for the academy.

Some staff need to develop their ownership of children's progress when they attend the nurture provision.

There is a need to improve communication and links between the nurture teacher and the child's class teacher in some instances.

Recommendations

If the next tranche of funding is approved, academy staff should provide:

- An attendance register of children at the nurture provision which indicates how much access they have

had to funded support

- An analysis of attendance for all children involved, together with an indication of any exclusions which may have taken place
- An analysis of the academic progress made by children using the academy's tracking system and using a range of assessment tools.

Summerbank Primary School Assessor's report. Visit by Rowena Blencowe and Christine Bray
13.07.16

- School was aware of the speech, language and communication needs of the current YN (Nursery). These needs must be addressed to avoid the frustration of children leading to poor behaviour as they pass through the school. Early intervention is needed. Staff have carried out a pilot of "talk boost" with YR(Reception) and Y1/Y2 with good impact and outcomes which had followed through as children matured. The new SENCO approached ICAN for some resources and training suitable for YN. The focus was agreed as to enhance the learning environment and understand how practitioners and parents/carers should talk to children pre YN. The school has a good relationship with local PVI and the collaborative organises a transition meeting to support the move from the PVI to school. Home visits make staff aware of the pre-school education and environment experienced by children before they enter YN. For last year's cohort, 43% of the children had no pre-school experience in a setting and had been at home until entry to YN. A Health Visitor alerted YN staff to a child who had no language acquisition. Needs of children prior to entry into YN are discussed at collaborative meetings. Some parents don't engage with their Health Visitor and this has led to difficulties in the children's ability to access speech and language therapy but this will now take place in school. The first intention of bid was to access 2 x ICAN programmes and this intention has been reviewed and adjusted according to outcomes.
 - **Impact on children**
 - Staff identified the use of the early communication screen tracker as unsuitable. 12 children were identified, using other means, as requiring support. Their progress was tracked and the end of year assessments which are due next week will be sent to support this review. Developmental progress has been clearly identified by the school (see separate document which identifies accelerated progress for the children since the programme started in February. Improvements to the learning environment have had an impact on outcomes for the whole cohort.
 - Children now present as more confident and other MAT schools are beginning to emulate the techniques in their schools.
 - Parental engagement has increased and story time sessions are now attended by parents so that reading stories with children in an appropriately engaging way is being modelled for them by staff.
 - **Impact on staff.**
 - The second phase was to build on FS practice in the rest of the school. In school review has identified EY staff having the necessary skills to be able to train other staff.
 - The externally provided training has improved staff confidence and although much good practice already existed in school, staff have had their practice endorsed and fine tuning has been implemented. A new YN lead has been identified for next year – an EYP will take over as unqualified teacher and has benefitted from the training.
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 - **Sustainability.**
 - The impact of the training is expected to be seen in children's progression through school. Summerbank staff are sharing their practice within Societas. School to school support will focus on training for practitioners.
 - Roll out will now begin from the start of the academic year. Staff now have strategies to act as soon as children's needs are identified.
 - **Next steps**
 - The MAT is to identify the impact of the project by giving attainment and progress data as the outcomes training received.
- Children with speech, language and communication needs are registered as having SEN. (20/104 of

current cohort). Assessment and monitoring takes place for children with less severe needs (16 in phase 1 and 11 in phase 2). The children's home language is not taken into account in assessments because the requirement is for proficiency in English. Leaders are considering whether to have an external assessor from SENSS then access training, model this and give advice. Staffing of TAs is currently stable.

- The collaborative runs a school readiness programme and works with children's centres and health visitors to try to address needs. A new venture is an Asian drop in centre at the local library run by a Muslim health visitor who is new in the area. Development of multi agency working is a priority for the school and staff aim to increase their involvement in facilitating Early Help.

Thistley Hough Academy Assessors' report. Date of visit 20.07.16. Assessors – Jonathon May and Christine Bray

- The financial situation in school means that they can't commit unless funding is secured, so the project couldn't start until funding was received. The decision was taken to recruit quality staff for a September 2016 start. Staffing has been secured. There is confidence in a leader from Australia who has highly relevant experience and is prepared to start the project immediately in September. Some overseas students have not accessed formal education before entering Thistley – they have attended LILAC at Thistley but still are unable to access the curriculum fully as they have issues with social engagement and other needs.
- The TH INC Centre will address these needs and combines a number of projects. Loquela is the name of the HNB project and caters for SEND students. Staffing structure is fully recruited and overlaps other funding streams – LA funding (AU5) for 5 students with no English and LILAC. 4 students are currently in this provision – all unaccompanied asylum seekers and LAC – some transfer to other City schools. This facility will remain and funding is secured for next year. Admin support is allocated to the department and will increase as the facility expands. Vacancies in Loquela reflect future plans for expansion. HLTA has supported HI students and has BSL as well as expertise in the English department over the last year. Centre will explore the use of Makaton in future. Leaders are considering the most cost efficient way of using the funding. Some of the staff are at least bilingual. College links have facilitated appropriate recruitment.
- **Impact on students.**
- School knows students well. Some difficulties in accessing paperwork from other countries – bilingual TSA is helping identify previously SEN students. School has developed own screening tool under a number of headings and uses a range of assessment tools for the whole school population. Students are screened regularly so that impact of actions can be assessed. Current focus is on Y7, 8 and 9 and forms part of the transfer conversations for the incoming Y7 cohort. Upper school groups are likely to access LILAC with ESOL curriculum input. Intent is to use Boxall, CAT tests and GL assessment to baseline as well as other school assessments. There is a possibility of developing a tool and leaders are very willing to engage with other schools working on similar projects to do this. Every student will have a personal passport and will use Munford wheel as well as ladder approach. Impact on attendance is being tracked. PCC funding will supplement a 6 week programme for family intervention to inform families how to access local facilities – LA support and libraries/police. Some students present to school who have uncertain age and will be age assessed. The Loquela curriculum will have a primary topic focus rather than discrete subject focus to enable access to the full secondary curriculum. Links have been made with The Willows and Harpfield to explore primary approaches to the curriculum. Whole school will focus on cross curricular links. Forest School approach will be explored.
- **Intended impact on staff.** Whole school – Quality First teaching has improved but the wide range of abilities and needs within groups still can cause difficulties for differentiation. Support from Loquela will support the ability of staff to cater for the needs of all. TH INC will enable assessment techniques and teaching approaches used to address EAL and SEND to interlink. This will be extended as the facility becomes available to other schools in the City. This will include primary pupils. Discussions will take place with School Transport and Jonathon May to enable transport planning to take place quickly. Thistley will be invited to attend the SSSLT SEND working group meeting next term. The next SENCO secondary forum should include this as an agenda item.

	<ul style="list-style-type: none">• Sustainability will be via a traded service.• Development areas• Develop appropriate assessment tools to track impact of actions on students. Full range of materials is being used currently.• Further development areas will be identified by the next evaluation meeting.• Funding is accounted for separately. 2 year project will start fully in September 2016. Most of the budget will be spent on staff salaries. Costing details will be prepared by Thistley Hough and forecast budget will be submitted to C Bray by September to present to the HNB.
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Technical Appendix:

The following sources of information were used for this report:

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The following appendices are included as part of this report:

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Implications taken into consideration in this report:

Financial:

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Legal:

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Public Health, Human Resources and Public Services (Social Value) Act 2012:

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Equality Impact or Environmental Impact Assessments:

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Existing Council Policies:

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Key Risks:

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Technical Appendix Part 2 - Executive Decisions*:

Options Considered:	
1.	
2.	

Reason for Decision:

* In accordance with the Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012