Rotherham
Metropolitan
Borough Council
Where Everyone Matters

Children &
Young People's Services

Newman Additional Resource

Review of Provision for Young People with Special Educational Needs and Disabilities

September - December 2015

Caroline Wheatley *Acting Service Leader: Inclusion Support Services*

Helen Bacon *Acting Service Leader: Learning Support Service*

Lianne Morewood *Team Leader: Autism Communication Team*

Jemma Wilkinson *Educational Psychologist: Educational Psychology Service*

The Young People at Newman Additional Resource (NAR) have used Lego to describe their setting

A Heart
To symbolise the love and care that the young people feel when they are at NAR

A pyramid of bricks
To represent the staff at NAR who support the Young People by building them up and getting them to the top. The different colours and sizes show that we are all different, with different needs and strengths

A Rainbow
The schools logo: representing the future

A Pen
To show that the young people complete work and learn when they are at NAR

Stick People
To symbolise that every young person who attends NAR is different, each person is an individual and everybody is accepted for who they are

Remit of work

The Head Teacher of Newman School and Newman Additional Resource (NAR), Julie Mott, commissioned the Inclusion Support Services, working alongside the Educational Psychologist who works regularly in NAR, to look at the SEND provision currently available within the resource, in order to identify established good practice and to signpost areas for further development and/or gaps in provision.

This work should be viewed in conjunction with the implementation of the Children and Families Act Part 3 and in particular, the new Special Educational Needs and Disability Code of Practice, September 2014.

The key areas of focus for this review comprise:

- o Attainment and progress
- o Life skills
- o Social skills
- o Independence
- o Pathways beyond NAR, e.g. return to mainstream, college, work

Range of work completed for the review (September 2015 – December 2015)

- 5 pupil case studies, accessing both hard and soft data, pupil voice and anecdotal and observational information
  - o Work scrutiny included samples of pupils' work, Learning Journeys, Long/medium/short term planning and examples of personalised planning, IEP/Care Plans/Behaviour Plans/Pupil Profiles
- Interviews held with:
  - o Parents/carers of identified young people
  - o NAR Staff
  - o Service representatives
- Reference to publically based information such as the Newman School website and Rotherham Local Offer

School context

Newman Additional Resource opened in May 2014 and is designated as "*a provision to support young people (ten to nineteen years of age) with significant and complex learning needs. The young people may experience neuro development conditions with social, emotional and communication needs, pervasive developmental disorders, Autism Spectrum Condition (ASC); resulting in high social and emotional vulnerability. The Resource is for young people who cannot access a mainstream provision, when bespoke individual learning/personalised interventions have been exhausted.*" (NAR website)

NAR is a 25 place provision, with 20 young people currently on roll. A Statement or Education, Health and Care Plan is required as part of the referral criteria.

The resource team works holistically with Local Authority Education, Health and Social Care professionals and other organisations/ agencies and is intended to further develop each pupil's independence and life skills, providing work experience alongside academic qualifications, nationally accredited courses and onward pathways for Post 19 provisions. (NAR Statement)

Environment

The site is located adjacent to Newman Main School. In Spring 2014 and subsequently Summer 2015 NAR has undergone extensive refurbishment to create further bespoke facilities. These include: a gym used for daily sensory circuit work along with personalised exercise programmes including rebound therapy, catering kitchen and two dining areas, common room, two sensory rooms, an art room and outdoor spaces, as well as a number of bespoke and flexible teaching and learning areas designed to meet individual needs within a low sensory environment. An initial impression for the visitor is of a secure and slightly 'clinical' setting where much of what would typically be expected to be present in a teaching classroom being stripped out. However as the provision is explained by staff it is highly evident that the rooms are set up in terms of physical structure and furnishing to meet the particular needs of individuals. This might take into account the need for a separate entrance, particular sensory needs, personal interests etc. Personalised notices, resources, visual time tables etc were evident in each of the young people's work spaces. The outdoor provision currently offers opportunities for outdoor recreation in a small enclosed yard where 'graffiti work' in chalk takes place, along with gardening and the garages provide potential for hands on activities. There is a boat being renovated currently.

A further development has been identified in that the young people and their families would benefit from an on-site medical room to enable NHS services to meet need within a familiar environment and with familiar and trusted staff, with opportunities to prepare/rehearse for visits etc as necessary. An Occupational Therapist visits weekly. Further therapy opportunities have been identified, including music therapy which is due to start in January and the intention is to strengthen links with the Main school to facilitate social skills work, work experience opportunities etc.

Staff have been recruited from a range of backgrounds to ensure that the needs of the young people can be appropriately catered for. Whilst all have been Team Teach trained, the ethos is to limit the occasions when physical handling of young people is necessary through the provision of alternative means of supporting them when in crisis.

Teacher in Charge: Reflection on the development of Newman Additional Resource

In discussion with the Teacher in Charge (TiC) as part of the SEND Review, the following information was obtained.

Over the last eighteen months there has been fairly continual change in terms of the physical environment, pupil cohort and staffing. The challenge remains to retain the vision of this

provision alongside the day to day reality. The fundamental ethos of NAR is to respond holistically to pupils' complex needs, adapting the environment and approach to meet need. It would appear evident for a number of the young people transferred into NAR that there had not been a sufficiently robust and graduated response to their Special Educational Need and Disability in previous educational settings. This may have also contributed to their current circumstances. There is recognition too that the NAR provision must take account of the wider needs of the young person's family and over time the needs of the wider family and the barriers that these needs can create have had a bigger impact within NAR than initially anticipated. The Family Support Worker post has been extended to a full time position from October 2015 in recognition of this. NAR has also recently signed up to the Rotherham Charter which supports settings to work in genuine partnership with young people and their families.

Timescales have proved challenging in terms of managing Annual Review documentation, meetings and consultations. In addition to this 14 members of new staff have required induction. This has stretched the TiC role tremendously and in October 2015, in recognition of this, direct teaching time has been substantially reduced for the TiC, to reflect the managerial demands of the role. This should ensure a greater consistency of practice and enable the resource to be effectively run. The TiC is a member of the Senior Leadership Team and leads on 2 School Improvement Priorities within the Developing Excellence Plan (DEP). One is NAR specific the other is across whole school; both involve leading driver groups of teachers and associate staff in establishing and delivering action plans. This will aid consistency of ethos, a shared understanding of all staff and clear lines of communication.

As the provision began to establish itself, transition beyond NAR was not an immediate priority because the individual needs of each pupil required addressing first to engage them in their new setting. Exit pathways are now beginning to be addressed, with one pupil identified on a pathway that includes access to day release provision at Hutton Park, a vocational training provision. It is intended to look for appropriate bespoke pathways for pupils that will require full risk assessments.

Future potential developments already identified include the following:

- Signposting families to other services, sources of advice etc
- Links to be made with local colleges and providers for off-site post 16 provision. This will require additional risk assessing.
- Utilising links with Local Authority services, e.g. dyslexia screening with the Learning Support Service
- Ensuring that schools and appropriate Local Authority personnel have clarity regarding the purpose and remit of NAR. A number of service leaders from education and social care visited the provision in its early days.
- Continue to monitor an appropriate level of capacity for the TiC in order to both manage and develop the provision effectively
- Consideration of a more vertical staffing structure to ensure shared decision making, deputising and succession planning capacity. Now more staff are in post and settled, this becomes more feasible to explore.
- En-skill teaching staff to be able to contribute more proactively to the Annual Review process, including chairing reviews.

- Further development of publically available information about the resource, to include key policies, both on the main school website and also, for example, on Rotherham's Local Offer.
- Consideration of setting up a separate email address.
- Establishing a balance at all levels between the need for tight organisational oversight as new staff settle into role versus creating opportunity for staff to reflect on the existing practise and adapt, as is best suited for the specific remit of the provision and the young people it is supporting.
- Enable supporting staff to fully contribute to the provision through appropriate CPD and consistent expectation.
- Ensure systems support all staff to be fully briefed on students' individual needs in terms of safety, taxi arrangements, day to day organisation etc.
- Further development of recording pupil progress in both academic subjects and life skills, capturing the very small increments of progress typically demonstrated for less cognitively able pupils through to GCSE and post 16 qualifications alongside the equally important areas of social communication and interaction necessary for life in the 21st century.
- Use of a vulnerability audit tool to fully capture the range of need for individual pupils in order to signpost families effectively.
- Opportunity for staff to visit other local specialist provisions within and beyond Rotherham
- Further opportunity for the TiC to be able to access peer support and appropriate networking opportunities

Pupil case studies

Service involvement prior to NAR placement:

Pupil	Current Year Group	ACT	LSS	BST	EPS	Children's Disability Team
HS	6	Yes	Jan 2016	Yes	Yes	
RH	8	Yes	Yes		Yes	
AS	7		Yes	Yes	Yes	
BM	13				Yes	Yes
MH	9	Yes	Jan 2016		Yes	

Support in place during NAR placement:

Pupil	Year	Child in Need	Free School Meals	Family Support Worker	1 to 1 support	Speech & Language	Rebound Therapy	Sensory Integration	CAMHS	IYSS	SEND IASS
HLS	6						Yes	Yes			
RH	8				Yes	Yes					
AS	7						Yes	Yes			
BM	13	Yes			Yes	Yes	Yes				
MH	9	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes

Attendance since attending NAR for all of the 5 sample pupils stands at 100% of their allocated timetable at NAR. Good attendance is also referenced and valued in the parent questionnaire responses.

Pupil Progress

Tracking methods currently used include: Performance Indicators for Value Added Target Setting (PIVATS); BKSB – levelling for Key Stage 3-4; Teacher Assessment + compulsory SATs for Y6 inform Y7; Assessments from Special Schools feed into the NAR tracking systems

The SCERTS monitoring tool is also going to be used and the Speech and Language Therapist is going to support with piloting it initially. A pilot is planned for 2 pupils to start in January 2016.

Attainment progress (historical) provided demonstrates the following levels for the sample pupils:

2014	Speaking	Listening	Reading	Writing	Using & Applying Mathematics	Number Mathematics	Shape, Space & Measure Mathematics	Interaction	independence	Attention
HS	2Bd	2Bd	2Ae	2Ae	2Ab	3C	3Bc	2Bb	2Ba	2Bc
RH	2Cc	1Cb	2Ad	2Ae	2Ab	3C	3C	-	-	-
AS	-	-	-	-	-	-	-	-	-	-
BM	P7d	P6d	1Bc	1Aa	1Ba	2Bb	1Ab	-	-	-
MH	2Cb	2Bb	2Ba	2Bb	4C	4B	4C	2Ba	2Ba	-

It is evident that despite NAR originally being a provision for students of mainstream ability, there are pupils whose needs may be better described as commensurate with moderate learning difficulties. Consequently the staff are catering for an extremely wide range of abilities. The TiC describes the challenge of receiving pupils with a range of data sets from their previous settings and the need to establish a consistent understanding for staff of what appropriate progress and attainment for the individual pupils needs to look like, taking into account their SEND and previous educational experiences.

In interviews, it was identified that there should be greater emphasis upon developing skills for learning more strongly through pupil interests and that there needed to be a greater match of learning through differentiation and refining of teaching on an individual basis that also takes into account gaps in pupil learning. As also evidenced in the pupil and parent voice sections of this report, the students do not always know what they are learning or why, as the links are not made explicitly and there are limited metacognitive opportunities.

Timetabling constraints, along with meeting the social/sensory needs of the current individual pupils, means there are currently more limited opportunities for paired or small group

teaching. This then restricts the interaction between teaching and support staff, resulting in some of the support staff feeling unsure as to deviating from planning and some of the teaching staff recognising they do not fully understand the individual needs of the pupils they plan for. There is potential to address this not only through CPD as appropriate, but through identifying further opportunities for teaching and support staff to liaise and share planning together on a regular, preferably daily basis, e.g. a daily briefing session.

The TiC would benefit from additional opportunities to network to discuss how the measuring and tracking of progress within the new 'assessing without levels' and GCSE curriculum can be further developed to ensure accuracy and consistency.

Work Scrutiny

The medium term planning provided demonstrated a broad curriculum designed to meet the particular needs of the pupils accessing the NAR provision. In addition to subject specific planning, e.g. literacy, maths and humanities, the PSHE curriculum addresses specific areas of need including: talking to people, using eye contact, body language, manners, social conventions, social situations, conversation, questions, taking turns. The 'people who help us' Key Stage 4 and 5 PSHE lower ability planning evidenced the need to make teaching and learning explicit through the use of videos, photographs and role play etc, reflecting the needs of the pupils against the requirements of the curriculum and differentiating appropriately.

Short term planning demonstrated learning being enhanced through the provision of a range of kinaesthetic materials, e.g. in maths, first hand experiences and personal interests being utilised, (e.g. cars) and opportunities for a creative response using art resources (e.g. collage). Some peer assessment is identified for the small group teaching sessions. A number of pupils follow an individual timetable and planning is adapted accordingly to reflect this.

A selection of work books was examined for subjects such as RE, Maths and Literacy. The targeted pupils' work showed clear evidence of differentiated tasks to match ability, much of which was topic based. The tasks were differentiated by the adult acting as a scribe, simplifying the language, drawing, labelling and cutting and sticking as alternatives to writing. On some occasions where practical work had been incorporated into lessons, photographs of the students participating in the activity or the finished product were included. Much of the work revolved around a central topic or concept and then a sequence of different activities was used to reinforce the learning objective.

Several work books included activities to develop pupils' reading comprehension and vocabulary. These included: matching words or sentences to pictures; circling the appropriate word; circling 'true or false' statements; following instructions; re-ordering cut up sentences; drawing pictures to match descriptions and cloze procedure. To develop understanding of a concept there was evidence of the pupil being involved in following a game and doing several short practical activities to further reinforce. There were several examples of the activities having a purpose to motivate and make the learning relevant, such as writing down coordinates to make a video game and creating a written Twitter account as part of an RE

topic. In several books an approach was used where the objectives for the lessons were written as 'I can' statements as a child centred approach.

On several pieces of work the CSA had written feedback on the lesson. This tended to comment on whether the pupil had enjoyed the task, worked independently, concentrated well or had a good discussion, but did not generally include comments about development of skills/understanding or details of misconceptions.

There was a sheet used in two of the work books designed to give feedback to the Class Teacher, for when pupils were working on a one to one basis with a CSA. This included: a description of the task; learning objective; whether it was achieved; 'next steps' and three statements completed or scribed for the student. The following was an example:
I learned - *how to order and round up 3 digit numbers*
I liked - *playing the game*
I want - *happy to move on, I understand this*

The sheet also included a further element of self-assessment with three symbols down the edge of the page, a green 'thumbs up' symbol, for *"I can do this!",* an amber 'thumb across' symbol, for *"I'm getting there!"* and a red 'thumb down' symbol, for *"I need help!"* The student then ticked the appropriate symbol. This sheet presented as a positive strategy to enable the young person to focus both on learning outcomes and feelings of enjoyment and achievement about their work.

Evidence was observed of making learning relevant by starting with something that was known to the student, such as drawing a map of their own area before learning about maps in other areas.

There was a clear emphasis on using visual symbols and pictures to reinforce learning in all work books examined.

The pupil timetables sampled are bespoke and balance the teaching of academic subjects, with a particular focus on mathematics and literacy, along with therapies, vocational and life skills such as cooking, gardening and reward times.

NAR Review – Young People's Voice

In order to gather the views of the young people at NAR five randomly selected students were identified to talk to us. All five young people were male. The time that they had been attending the setting ranged from two to eighteen months. The students ranged in age from eleven years old to seventeen years old. Four of the students engaged in verbal interviews and one student provided responses using a traffic light system and symbols.

The young people were asked about the things that they liked and disliked at school, what they were learning, what would make the school better and if they had friends in school. These questions were asked in a variety of ways depending on the individual's level of understanding. Three of the interviews were recorded using a dictaphone and one was recorded on paper.

All of the young people were able to identify aspects of school that they enjoyed, including PE, the fun activities, break times and the staff. All of the young people who gave verbal interviews used the word '*fun*' when describing NAR and the activities that they do. The students spoke highly about the staff; there was no differentiation between teachers/teaching assistants, with one child describing how "*some are calm, some are jokey, there's a mixture of different ones so you can have a different mixture everyday*". Whilst the students said that there were some staff that you "*can't have a laugh with*" and who "*don't help me*", this did not change their overall opinion that school was good.

The young people were not able to identify any targets that they had (based around any area including interaction, communication, friendships or learning) and when asked if they knew if they were learning, they said they were not sure. Nevertheless, they did go on to talk about the learning that they were doing. Although the young people did not know if they were learning, this is not necessarily a negative point. The young people enjoyed coming to school and felt that it was fun; learning was not a main focus for them, however, it is something that is taking place, suggesting that NAR are engaging the young people with their learning in a personalised and enjoyable way.

The young people did not recognise that they had needs in relation to friendships; suggesting that they had friends and didn't need any help in this area. Nevertheless, only one young person was able to name a friend and when the students spoke about 'negatives' these included "*other people touching your things*" and "*other children getting all the help*".

Young people commented that they preferred NAR to their previous schools, with one student stating that he liked doing "*everything! Nowt's bad, it's all fun*". Most of the young people spoke about staff helping them with their learning, although they could not describe how they did this. One student commented that "*you can't get bullied here*" whilst another said that there was "*lots of different stuff to do*". When asked what the young people would change about school, whilst one response included spending the day "*eating a barrel of chocolate and flying*", two of the young people said that they wouldn't change anything, with one student saying "*there are all sorts of different people* [at NAR], *friendly types, 50/50 types, I don't think I would change anything*".

NAR review – Parent/Carer Voice

All the parents reported that their child felt positively about NAR. They all said that their children were settled and went happily in the mornings.

All the parents felt that their children had activities that they enjoyed in NAR. Both the trampoline and gardening were specifically mentioned as enjoyed activities. One parent felt that their child enjoyed everything and another said their son would do whatever he was asked.

Three parents identified named adults at school that their child liked in NAR, stating that they were the adults their children had particularly good relationships with. Two parents reported that their child liked or seemed happy with all the staff. Only one parent mentioned that their child had a friend, another stated that their son can work alongside peers. One parent felt

that their child preferred adults based more upon the activities they supported with, e.g. he preferred those who did gardening to those who set literacy work.

Parents were not clear, in terms of detail, of what support their child received. They all felt that it was delivered flexibly based on what was needed at any given time. They believed that this was appropriate and three parents said 'one to one support' was part of their child's package. One parent said that NAR catered for their child's needs as a 'whole package' taking into account needs concerning short bursts of concentration and considering his social needs when placing him with peers. They also referred to a gradual transition with continuous adaptations based on fortnightly reviews.

Four of the parents interviewed observed that they could see their child was making progress by the fact that they were calmer at home and able to cope with things better. Evidence that these parents identified from NAR included photographs, work sent home and their children talking about what they had learned that day. One parent did not identify progress but did mention that their child was learning life skills.

When parents want to discuss anything they all identified that they would speak to Michaela, (Teacher in Charge) or Jane (CSA Manager). One parent also contacted Liz as she is now supporting them as a Family Support Worker. They felt that this contact is very helpful to them. All parents said that if they couldn't speak to anyone immediately at NAR, staff always rang back.

When asked how NAR could be improved, all the parents initially commented that they didn't think it could. One parent said that '*they have gone out of the way to make it right*' for their child. Another parent said '*they are doing their best*'. One parent felt that it would be good to have some further face to face contact but also recognised that there had been a coffee morning arranged that they missed. One parent did describe feeling let down by the delay in some work being delivered that had been identified as essential. This work is now happening but that parent thought one improvement might be for staff to be realistic and more specific about when things would be put in place and who would be responsible for that.

All parents interviewed felt that through their child attending NAR it has made a difference to their family life. Three parents said both their child and their home life was much calmer since they had been attending NAR. One parent said that their child is now happy to go out as a family now rather than staying in the house all the time. Three parents said that their child showed a lot less aggression since attending NAR. One parent felt that her child was '*a shell*' before moving to NAR and now he is no longer like this, '*I don't know where we would be if it wasn't for NAR*'.

Parents interviewed had varying experiences regarding their children accessing out of school activities. One child does Parkour, one attends Chat n Chill, a youth group for young people with Autism, one child attended a theatre to see a pantomime for the first time last January and is now appearing in it next January. Two young people do not attend any out of school activities, one because he will not let his mum leave him and the other because parents felt it unsafe.

Parents interviewed had received limited external support in most cases. One parent has contacted Parents Forum and become involved with them, one parent went to Kimberworth Place. One parent accesses direct payments and employs two people to give parents a break. One parent has received no other support. One parent has a range of input from Child and Adolescent Mental Health Service (CAMHS), Adult Mental Health services and Hallam Caring Services through school. SENDIASS have also supported one family.

Parents' further comments were:
- *'The transition from the previous setting to NAR has been seamless.'*
- *'He is getting the support that he needs.'*
- *'He's proud that he goes to Newman and can't wait to get back after a holiday.'*
- *'They've been brilliant; it's a pleasure to hear how good he's doing.'*
- *'Carry on what you are doing. Don't stop.'*

Communication

One key theme running through these interviews was the quality of the contact from NAR staff, particularly from Michaela and Jane.

Regular meetings were mentioned positively by two parents as a good way of keeping in touch and up to date with their child's progress and developments. These were personalised to the individual pupil and ranged from fortnightly to half termly. One parent has regular conversations each morning with staff.

Telephone contact was reported to be regular and any phone calls made by parents were always returned if the individual was not available at the time. One parent said that '*if there has been an incident, whoever has dealt with it will phone me or put a note in his home school diary to tell me and say phone me*'. One parent reported that Michaela even rang up to see how he'd been over the summer.

One parent said that they would prefer to speak to the Family Support Worker, as they felt that information was not always shared accurately between staff and sometimes misunderstandings had occurred as a result.

Views of Staff

Three Class Teachers and four Classroom Support Assistants (CSA) were interviewed. In addition to their role working with pupils, one of the CSA also has a management responsibility for the other CSAs and another works as a Family Support Worker (FSW).

1. **How well do you feel NAR meets the needs of its pupils?**

- Bespoke provision
  - Pupils have very diverse and complex needs
  - Needs are met very well due to a holistic approach and pupil led learning
- Important factors include teaching them life skills, e.g. manners, teaching about empathy
- Communication

- o Communication is good between staff and parents; this includes: building relationships with parents who have had previous negative relationships with schools; phoning parents to let them know positives – parents are often surprised by this; parent participation with individual care plans that are regularly updated
  - o A staged response to incidents in NAR with clear demarcation of roles
  - o Staff meetings –staff are able to bring issues so that everyone is aware of any safety issues
- Environment
  - o The physical environment is adaptable to meet need; some pupils like to work with their peers, others prefer to work on their own and this can be facilitated
  - o A protective environment; pupils need to be safe and NAR succeeds in doing this
  - o The outdoor space provides opportunities to build pupils' feeling of ownership through looking after the garden and growing produce

2. **How would you rate your knowledge of individual pupil's needs on a scale of 1- 5?** (1 being good)

- Four staff gave a score of 2 out of 5, two members of staff gave 1 out of 5 and one member of staff gave 2/3 out of 5
- Additional comments
  - o Limited knowledge of some of the medical issues which the pupils have
  - o Always things to learn
  - o Know almost all the students
  - o Know something about all of them
  - o Getting to know the families has raised knowledge of how home impacts on school and knowing the whole picture

3. **How confident are you to meet these needs and adapting approaches and styles?**

- More confident – subject knowledge is becoming easier
- Very confident because of personal life experiences
- Fairly confident with pupils I work 1:1 with
- Finding out what works and does not work – this can be challenging as the pupils are complex
- Quite confident on changing things and adapting

4. **Please explain some of the approaches you take to meet needs**

- Approaches
  - o Information presented visually and use of visual aids, e.g. visual timetables, 'Now and Next' boards
  - o Social stories
  - o Pupils can write on a wipe board when reluctant to speak
  - o Not too much talking in lessons
  - o Organising everything so that it is ready to go. Pupils each have a box containing everything needed prior to the beginning of the lesson
  - o Use of Pen Portraits for all pupils with in depth information passed on to staff
  - o Home/school books containing positives and negatives

- Resources
  - Use of videos
  - Lots of separate rooms for 1:1 work – there is always an area free to facilitate this
  - Use of multi-sensory materials such as Numicon and blocks to support mathematics
- Teaching
  - Basing lessons and activities on pupils' interests/hooking them into learning; finding motivators, adaption to work in response to pupils' reaction to certain topics
  - Learning presented in clear steps and in small chunks
  - Gaps in learning are addressed through age appropriate and generally interest based learning, matched and refined to the individual pupil.
  - Pupils working in different groups e.g. by ability, similar ability grouping (not age related), with complementary personalities or on an individual basis
  - The class teacher works in large groups, with some work one to one or with small groups
  - Providing hands on/practical opportunities
  - Overlearning opportunities to learn concepts
  - Starting them off with a favourite activity such as Lego and then moving on to learning
  - Work sheet marked off with a motivator or use of tokens; using incentives for one pupil has had a really positive impact on their engagement
  - Promoting life skills, such as shopping, to support pupils into adult life
- Pupil support
  - Chat with students at the beginning of the day to off-load any anxieties
  - Matching appropriate staff to pupils to enable them to open up more easily and create freedom to express their opinions
  - Making pupils feel settled, including taking pupils outside
  - Use of peer support
  - Managing pupils' behaviour in a low-key way
  - Lowering demand and leaving the environment for a period of time if the pupil is being aggressive as pupils will often communicate through their behaviour
- Pupil voice
  - Encourage pupils to expand on what they would change, including pupils asking to speak to certain staff whom the pupil views as being open and approachable
  - Listening to pupils' views and adapting approaches and the environment where possible in response
  - Giving pupils a choice, e.g. if they don't like writing, the choices could include writing on the computer/ reduction of formal writing

5. **How do you know your pupils are making progress?**

- Formal assessment
  - APP statements for maths and science
  - National Curriculum levels for subjects; other means of assessment are being investigated.
  - Use of Performance Indicators for Value Added Target Setting (PIVATS)
  - Examining writing
  - Feedback forms completed at the end of lessons

- - - Dating work and giving pupils a levelled task each half term
    - Small steps for lower ability pupils
    - Individual Education Plan goals met
    - Annual Review meetings and documentation (CSAs will sometimes attend these if there is a particular issue)
  - Personal and social progress
    - Improvements in social interaction with staff
    - Pupils' behaviour is less aggressive
    - Fewer incidents of ripping work up
    - Students holding the door open
    - Reduction in aggression
    - Students smiling
    - Pupils not self-harming
    - Pupils verbalising more
    - Pupils' ability to do more things – taking a more holistic approach

6. **Who do you go to for support?**

- Michaela, Jane, fellow CSAs, Kathryn or Julie, Toni Smith (Family Support Worker) in 'Main School'
- Everyone in the team, all staff support each other – lots of talking and thinking of different strategies; depends on the problem; always feel there is someone you can go to; feel that managers listen and do something

7. **Do you feel that you have received the appropriate training for your role?**

- Elklan speech and language training was very useful; Primary Assessment Training; Parent Charter Training; Team Teach; autism; Sensory Integration training; Level 3 in Teaching and Education; Health and Hygiene; Safeguarding; Banksman Training for dealing with taxis, Basic training in maths and science; Accessing 'Main School' events – lots of links
- Training identified through appraisal
- Training Courses are advertised on the staff board and staff are able to communicate their interest in attending
- *"A lot of effort is going in to training staff"*
- Being released for training is sometimes difficult

8. **Is there further training you require around your role?**

- Always need more as the pupils are so complex
- Curriculum subject knowledge; including maths and science; including visiting other schools to see excellent practice; lack of curriculum knowledge in subjects such as science makes delivering lessons difficult.
- More autism training
- Being paired with another CSA – buddy system
- Revisiting Team Teach Training
- Counselling

9. **Is there anything else you would like to add?**

- All staff are really good at getting to know the students, every student has a bond with particular members of staff. Everyone understands that the needs of individual students are important.
- Teaching staff are with the students right across the school day from breakfast club onwards
- Radios provide emergency lines of communication and serve to facilitate communication with class teacher during lessons
- Really interesting place to work; "*NAR is doing really well and is doing what other schools couldn't do in educating these children.*" "*It's a really positive environment. Staff are happy and it rubs off on the young people.*" "*Everyone is brilliant. We all work together.*" "*Parents are more positive.*"
- Really value the input from specialists such as SALT, EPS and OT
- When pupils are in crisis, staff all remain calm and in control

Areas for development identified by staff and services:

- Further CPD for CSA's around managing behaviour and also curriculum knowledge, including modern foreign languages and science; to enhance their confidence in delivering the curriculum, particularly when working 1:1 with pupils.
- Consistency of behaviour management between all staff, particularly linked to the choosing of/losing of rewards/tokens.
- Greater use of anticipatory behaviour management, rather than reacting to crisis.
- Greater opportunity to liaise regarding planning, pupil needs etc on a regular, preferably daily basis. 1:1 support is viewed as valuable but potentially isolating and staff are keen to know that what they are doing is appropriate.
- Establish systems whereby the pupils receive teacher feedback consistently following lessons and opportunity for teaching staff to work with and be familiar with the needs of each pupil.
- An opportunity to revisit the ethos and vision of NAR, now that the majority of staff are in place to ensure a common understanding, along with consistency of organisation and support
- Further development of the culture of pupil independence when staff are working with them
- Improved anxiety management through ensuring consistent staff practice in the area of de-cluttering classroom environments
- Clear lines of communication and information sharing between staff and between staff and management.
- Provision of a key worker for each pupil; this used to occur, but has not been continued. The benefits of a consistent and trusted adult are recognised as being valuable for supporting these pupils.
- Further development of life skills, including off site visits to allow pupils to face their fears and deal with anxiety when facing new environments.

Views of Services

A number of people were also interviewed who support NAR in a range of ways. They included a Speech and Language Therapist, an Educational Psychologist and an Occupational Therapist.

<u>Educational Psychologist</u>

The Educational Psychologist (EP) is a Local Authority employee and the Educational Psychology Service is bought in at 0.75 day a fortnight

<u>Educational Psychologist's views</u>

The EP has been involved throughout the establishment and initial running of NAR so is able to comment on the process from an outside perspective. There is close dialogue between the TiC and the EP regarding both the individual pupil needs and also the wider needs of the families. In half termly meetings with senior staff from the main school and NAR the provision for pupils is reviewed. Much discussion has focussed on establishing the description of need and the challenges of embedding a vision into a relatively new provision with a great many new members of staff in order for it to become a permeating ethos.

The TiC is recognised as being capable, receptive and understanding of the NAR remit with the ability, given sufficient capacity, to provide a holistic, bespoke programme for the young people who attend. On occasions when pupils do enter a crisis, all staff have been observed to remain consistently calm and in control. They work together to manage the immediate situation then to reduce and resolve it; following up appropriately and involving families as necessary.

There remains the challenge of communicating effectively between teachers and support staff, particularly when pupils are supported 1:1, therefore limiting teaching staff's opportunities to really get to know those pupils. Greater clarity regarding roles and clear systems to support good communication will be beneficial.

A clearer understanding of the provision by, for example, mainstream and special schools and EHC Panel members and the EHC Assessment Team is required and alongside this the Local Authority are currently embarking on looking at the needs of young people across Rotherham and the provision available.

Future areas for development would include providing greater opportunities for social communication and interaction between pupils attending NAR, both in structured and unstructured times. Due to the complexities that these young people present with, NAR staff need to be able to demonstrate and model new learning, particularly in this area and must possess the necessary understanding regarding the stages of development of these vital social skills.

There is recognition in NAR that the wider needs of the families, which are often also complex, need taking into account, as the pupils' SEND cannot be addressed in isolation. Family expectation and aspiration does not always match up with pupil and society's aspiration. Some families hold a very negative experience of education, potentially resulting in feelings of disengagement and disempowerment. Families need freeing to support their children to 'reach for the stars'; a view strongly shared by the TiC.

The Family Support Worker role is proving to be instrumental in supporting this broader remit but can only achieve so much within the constraints of NAR. Further developments within this role would be to increase the capacity to support a greater number of families and access to training in order to be able to offer a Family Therapy approach. It is evident that there would be significant benefits to accessing greater involvement from both the Health and Social Care sectors.

Speech and Language Therapist (SALT)

NAR access the services of a self-employed Speech and Language Therapist (SALT) who works one day per week in NAR.

<u>SALT role</u>

- The SALT spends the majority of her time observing pupils and giving advice to staff on classroom practice and modelling strategies, rather that working 1:1 with pupils
- Formal assessments are completed where necessary in order to track individual pupil progress in Speech and Language
- She picks up on previous therapy/assessments for pupils new to the Resource
- She works in partnership with the Educational Psychologist and the Autism Advisor, from Main School
- The main difficulties for pupils are around residual language and comprehension difficulties
- Pupils can sometimes be very high functioning
- Other pupils are working at a lower cognitive level and developmental language
- Staff training is to take place on using digital talking mats
- The SALT is to support school in using SCERTS Assessment tool
- The SALT works with NAR managers to plan SALT work in the setting, but frequently has to respond flexibly to support the setting following particular incidents with pupils, or difficulties in managing their behaviour or learning needs.

<u>Progress in the development of practice and in meeting pupils' needs</u>

The SALT gave advice regarding the planning the physical structure of the Resource, e.g. there were interactive screens in each room, which were moved out due to causing distraction/anxiety for certain students. The SALT feels that the physical environment is now more suited to the needs of the individual pupils in NAR

- Demonstration and training has been delivered by the SALT and she has seen evidence of this input being put into practice
- Staff have accessed a lot of other basic training and the SALT has seen an improvement of meeting needs as a result. Staff are putting into practice modelled strategies and structures

- Staff are now aware of looking for triggers to poor behaviour/anxieties
- A calm and secure environment has been created for pupils
- Spaces have been created in the Resource for 'go to' spaces where pupils can go to calm themselves
- Staff know the students and are caring

Occupational Therapist – specialist in Sensory Integration

The Occupational Therapist (OT) has recently begun working in NAR and is privately bought in for 4 hours each week.

Occupational Therapist's role

- Uses sensory circuits to prepare pupils for learning
- Trains and empowers staff to deliver the daily sensory circuits and oversees a range of programmes and activities, graded to meet individual needs
- The circuits address sensory seeking behaviours, such as difficulty in sitting still, rocking and fiddling with items
- She plans to target specific needs around sensory processing for individual pupils.

Progress in the development of practice and in meeting pupils' needs

- Has seen strategies integrated into the routine and pupils seem motivated to participate. On occasions when pupils have not chosen to engage directly with the OT, then NAR staff have been trained to deliver the work under the OT guidance.
- Flexible approach where students have come in at the end of the session
- Staff have started to ask questions and think about the sensory elements in teaching

Conclusion

This review is intended to identify the provision currently available within the resource in order to identify established good practice and to signpost areas for further development and/or gaps in provision.

It is evident that since NAR started taking in pupils five terms ago, that it has undergone a fairly continuous process of refinement in response to the needs of the current pupil cohort and as a result of a substantial staff recruitment process. What has been successfully established is a provision that offers a high level of staffing, with staff who possess a broad skill set, who are enabling a number of young people with significant and complex needs to have many of those needs recognised and met in a bespoke and caring environment. There is a clear commitment to ensuring that the pupils feel wanted and in the right 'mind set' in order to begin accessing a holistic education that is designed to equip them for life.

The Teacher in Charge requires particular recognition for her commitment to the vision and her persistence in establishing a holistic environment, adapting it as required to meet need. All involved with this review have commented favourably on her hard work and determination. It remains important to enable her the capacity to further develop the resource along with

developing senior and middle leaders within the staffing structure who can support her to achieve this effectively.

NAR is now rightly at a place in its development where it can begin to structure the curriculum more rigorously, with a particular emphasis on identifying and developing transition plans beyond NAR for many of these young people. There is further development required also to enhance opportunities for social communication and interaction, whilst recognising the needs of the peer cohort, many of whom find these social skills challenging.

Social, emotional and mental health needs are recognised for both the pupils and their families and there is much scope for further provision in this area, in conjunction with health and social care partners. Now that the foundations of the NAR offer is established, this is an aspect of provision that should now be actively pursued, for example, though joint commissioning.

Recommendations

In addition to recommendations made within the main body of this report and in the conclusion, the recommended key areas for further action are:

NAR	Greater utilisation of the outdoor environment Whilst recognising that some current pupils require robust risk assessment in terms of site security, it remains desirable to reduce building security measures as pupil anxiety levels further reduce through well matched provision Target setting system that is clear and accessible to pupils, staff and families and which ensures pupils are fully involved in the process
Pupils	Involvement in the target setting process Opportunities to learn how they learn, i.e. metacognition Receive specific feedback about their learning Consider the development of 'pupil on a page' profiles created with pupils and their families, to ensure all staff have access to detailed and consistent information Greater opportunity to develop peer relationships and friendships Further development of life skills work, both personal care and independence as well as exploring transition pathways beyond NAR to include apprenticeships, work placements, alternative provisions, college etc
Families	Staff to be realistic and specific, following though agreed actions in a timely manner Greater clarity regarding what is in place for their child in terms of support Information sharing regarding progress and targets and academic progress
Education	Schools and services need to have a clear understanding as to the remit of NAR to ensure that pupils are placed appropriately. This could be disseminated e.g. at Service and Head Teacher briefings, Senco networks, on the NAR Local Offer entry Mainstream schools should ensure a more robust graduated response to SEND to ensure that pupils do not become 'fast tracked' through to specialist resources such as NAR before all earlier means of support have been adequately utilised
Health	Further development of the medical room facilities to enable access to a wider range of health services, potentially both for the pupils and also their families

	Access to a mental health worker Greater range of therapeutic approaches available Systematic family support work
Social Care	Increased Social Care involvement including accessing the Early Help resources and support offers for the wider family. There may be potential to offer elements of this on-site.

Caroline Wheatley Acting Service Leader: Inclusion Support Services

Helen Bacon Acting Service Leader: Learning Support Service

Lianne Morewood Team Leader: Autism Communication Team

Jemma Wilkinson Educational Psychologist: Educational Psychology Service

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