



PensMeadowSchool

Living, Growing, Learning

Provision

IMPACT REPORT: JANUARY 2023

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PENS MEADOW SCHOOL

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School Improvement Priorities

Priority 2:

All staff use appropriate communication methods with pupils which supports them in communicating their understanding, developing and sharing views, and confidently expressing their aspirations.

Priority 3:

Pens Meadow workforce has capacity to ensure all pupils are supported to achieve the best quality life outcomes through clearly understood roles and responsibilities which demonstrate clear impact and support the school ethos of reflection, accountability, and improvement

As a result of this, evidence presented to senior leaders and governance will identify both actions and impact measures enabling effective challenge and support

At Pens Meadow School we deliver a great quality provision for each individual pupil, that is based on their outcomes of Educational Health and Care Plan. In order to ensure our pupils receive targeted support we work with many external professionals to ensure:

- appropriate and in-depth **assessment** of needs
- individualised **plan** of how to address the needs
- continuous support and improvement of the **delivery** of provision
- robust monitoring and **review** in place in order to identify next steps

All our pupils have access to universal provision from the day they start attending Pens Meadow School. It includes All About Me – one page profile describing the needs and provision, Individual Education Plan – termly steps towards outcomes of Educational Health and Care Plan. In addition to this the school staff maintain and review pupils' Educational Health and Care Plans every year, ensuring they adequately describe the individual and identify their next steps.

In addition to the universal provision, pupils have access to a specialist provision. It provides support from external professionals and specialists to meet their needs.

Review of recommendations from previous report:

Provision Development Meetings scheduled from 10 th October 2022	Completed
To continue to monitor the provision of external therapists through the development of the school staff feedback forms following a period of implementation of the strategies suggested by the external therapist.	Completed
To monitor assessment of Individual Education Plans with focus as identified at the last point of assessment: Lower Phase and Complex Needs – increased monitoring of achievement rates Middle and Upper Phase – emphasis on Physical and Sensory outcomes	Completed
All staff to be aware of the Intervention Referral Form	Completed
All referrals for external therapists to be made through the Intervention Referral Form	Completed
To continue to engage in professional dialogue with Speech and language Therapy Service.	Completed

Universal Provision

All About Me – one-page profile that provides crucial information about individual pupil

During the Autumn Term 2022/23 TLRs conducted a “Dive Deeper” exercise to check the accuracy and effectiveness of All About Me (AAM) documents. This exercise identified that some documents were not up to date, there were some inconsistencies in referencing advice from external specialists and there was a concern that they became “just a piece of paper on a clipboard”.

AAM document has now been updated. (Appendix 1).

New AAM documents will be in place by the end of this half term, in line with schools processes and timescales.

The review of AAMs will take place before Easter Holidays.

Individual Education Plan – termly targets to enable the individual to work towards their EHCP outcomes

Whole school review of IEPs took place before October half term break.

Overall	C&S	C&L	SEMH	P&S
Met	77%	85%	85%	80%
Gaining Skills	13%	13%	10%	14%
Emerging	5%	0%	3%	1%
N/A	21%	21%	22%	24%

Additional analysis is included in Appendix 2.

New targets have been written and currently all pupils are working towards these targets.

Provision review meetings have been scheduled for the week commencing on 6th February 2023.

Education, Health and Care Plan – all pupils at Pens Meadow School have an EHCP, it is reviewed every year, it is a responsibility of each class teacher to complete the relevant documentation and lead the review meeting.

Specialist Provision

Occupational Therapy (NHS) – groups work on fine motor skills in preparation for handwriting.

Lucy Burton visited classes and observed pupils' fine motor skills. She also supported several pupils within the school with their physical development and self-help skills. We are currently awaiting reports for these pupils.

Occupational Therapy (Lucy Bates)

In Autumn Term 2022/23, Lucy focused her work on Green class as well as supporting students at Pensnett site. Following the assessment period, Lucy completed a detailed report for individuals with advice of activities that should be implemented, when they should happen and the reason behind them. She also provides advice on the appropriate outcomes to aid the review of EHCPs. During TAC and BfLL meetings staff have opportunities to raise difficulties that pupils experience. The staff then, can refer children through a referral form where they review the previous advice given and comment on what has worked and what has not worked.

The impact of Lucy's support is formally monitored on a half termly basis through a review meeting. In line with a yearly programme, Lucy shall revisit the advice given throughout the year to identify next steps for the following academic year.

The impact of Lucy's support is:

- Pupils' behaviour improves through:
 - o Pupils' sensory needs are addressed
 - o Pupils' emotional regulation improves
 - o Pupils' engagement in lessons improves
- Staff feel confident in delivering appropriate provision for their pupils and can always seek additional advice throughout the year
- Parents feel reassured about the educational placement

In Spring Term, she focuses on Blue and Purple classes.

Speech and Language Therapy (NHS) – the provision has changed and there is more focus on school staff to review targets and set next steps for pupils with speech and language communication needs. Through a professional dialogue with Speech and Language Therapy Service recognised that there is not an appropriate screening tool for pupils with severe learning difficulties as well as profound multiple learning difficulties. Speech and Language therapists visited the school in January and accepted that the school works impressively well in addressing communication needs of the pupils. They agreed for the referrals to be sent based on the school's systems and processes, this includes but is not limited to review of IEPs targets, annual review process, descriptions of the difficulties based on staff knowledge. Deputy Headteacher reviewed the changes to referral process and continues to be engage in a dialogue regarding the reviews of EHCP outcomes. To date Speech and Language Therapy Service engaged with one pupil through a referral from a parent and they visited the school.

Dysphasia (Philippa Sames)

Pupils continue to be supported by Philippa regarding their eating. The referrals are made as and when needed with very quick action. Dysphasia training for all staff has been scheduled in May.

Impact:

- All pupils that present difficulties with food intake have been assessed
- These pupils have dysphagia plans
- Staff working with these pupils are aware of the difficulties and present them with appropriate meals

Speech and Language Therapy (Soundswell) – two therapists currently involved in supporting pupils and engaging in CPD for staff, Denise – Middle and Upper Phase and Complex Needs, Beatrice – Lower Phase and Post 14.

Denise Charnock has worked with Blue and Pink Classes.

Impact:

- Intensive interaction includes using objects to meet complex needs of pupils
- Updated on-body signing strategies
- Improved use of cause and effect resources with a use of switches
- Potential development of HiA's communication strategies to tech-based communicator
- New communication strategy for SD – use of texting on a mobile phone
- CK developed spontaneous communication with his peers and staff

Beatrice Clee worked with Pensnett Site pupils and staff.

Impact:

- LJC and JoG – enhanced communication strategies, including Aided Language Displays
- JE – new communication system focused on functionality and development of speech using high-tech device
- LH, KD – improved communication systems

Development of communication in Spring Term:

- Use of transition communication strategies
- Visual support for visits and outside activities
- Staff training of how to use Pod Book app for iPad

Educational Psychology (Dr Aaron Anderson)

Dr Anderson conducted group observation in Green class in September 2022, establishing the needs of the new pupils. Following that he has shared his recommendation with school, and these have been implemented.

In addition to that, he has assessed a pupil in Red class as well as 2 students at Pensnett site.

Dr Anderson's recommendations have been used to address emotional needs of pupils allowing them to be more regulated. In one case it led staff to develop effective strategies to address students' inappropriate sexualised behaviour.

Visual Impairment (Clare Warrington) – ongoing support for specific individuals:

Ridge Hill Site - HNA, RB, OB, MC, AJ, FJ, HP, MR, HS

Pensnett Site - ZA, HA, RB, JGS, DH, EM, EW

The interventions were successful to all pupils.

Impact:

- All pupils above have strategies to address their visual impairment.
- Staff know how to meet pupils' needs.

Development in Spring Term:

"Good looking" programme implemented in Pink Class.

Hearing Impairment (Dawn Bevington) – ongoing support for specific individuals:

Ridge Hill Site – RR, HS, EL, MR, TG

Pensnett Site – RB, LH

The interventions were successful to all pupils.

Impact:

- All pupils above have strategies to address their hearing impairment.
- Staff know how to meet pupils' needs.

Physiotherapy (Kate Leung, Grace Westwood) – ongoing support for specific individuals:

Ridge Hill Site – HiA, RB, OB, TG, AJ, FJ, CK, HP, LP, RM, MR, RR, HSa, CS, MV, AZ, AC

Pensnett Site – HA, EMc, EW, CJ, JT,

All pupils mentioned above have Physiotherapy plans that are followed as part of their individual provision.

Impact:

- Pupils' physical needs are addressed.
- Staff members know how to support their pupils.

Provision Monitoring

TLR monitoring

TLRs routinely monitor the impact of the provision.

In Autumn Term, they focused on the appropriateness of the All About Me Documents that resulted in further developments of them in Spring Term.

In the Spring Term TLRs will monitor the provision across the school:

Ange – Communication, dysphagia

Val – Educational Psychology, OT

Gavin – Physiotherapy

Sarah – Visual and Hearing Impairment

Staff feedback

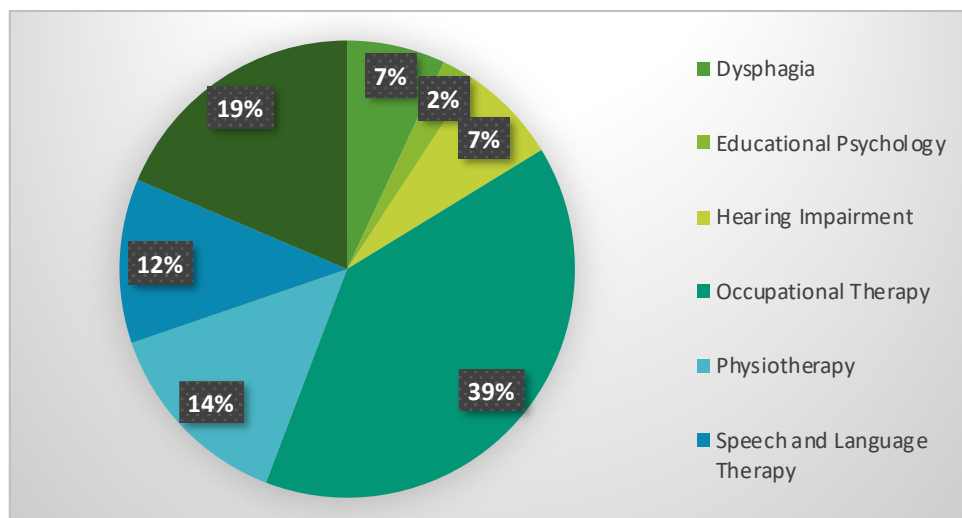
Provision monitoring meetings were completed in Autumn Term.

Spring Term Meetings scheduled for the week commencing on 6th February 2023.

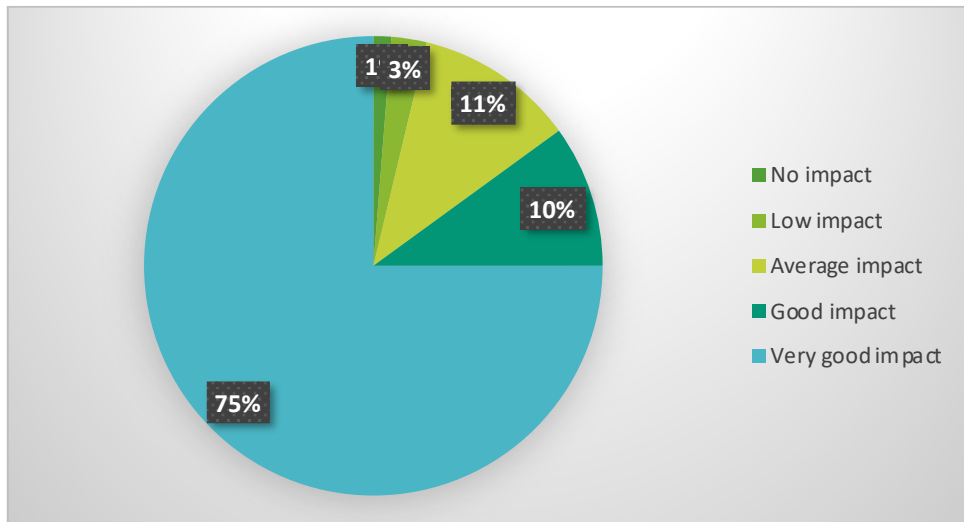
Staff will be asked to complete the provision map review prior to the meeting.

Pupil	External provision	Impact of intervention

Types of external interventions provided in Autumn Term:



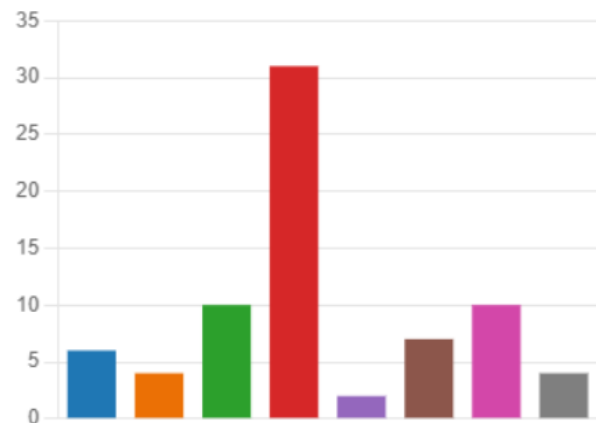
How do staff members rate the impact of interventions:



Specialists' feedback from visits

Visits:

● Speech and Language Therapy	6
● Dysphagia	4
● Occupational Therapy	10
● Physiotherapy	31
● Education Psychology	2
● Visual Impairment	7
● Hearing Impairment	10
● Other	4



Was the visit booked with school?

● Yes	70
● No	2
● Other	2



Reason for the visit?

● New referral	7
● Ongoing support	67
● Urgent referral	0



Were the outcomes of the visits achieved?

● Yes	72
● No	2



Two outcomes that were not achieved, they were addressed at the next visits.

Provision Impact

Priority 2:

All staff use appropriate communication methods with pupils which supports them in communicating their understanding, developing and sharing views, and confidently expressing their aspirations.

- NHS Speech and Language Therapy Service has an open case load for our pupils but at present there is no information of whether they will contribute to the review of EHCP.
- Soundwell SALTs provide vital information and CPD for staff that allow staff to address, in many cases, complex communication needs of our pupils. The strategies they provided are widely used in curriculum as well as wider community and allow pupils to express themselves better.




Priority 3:

Pens Meadow workforce has capacity to ensure all pupils are supported to achieve the best quality life outcomes through clearly understood roles and responsibilities which demonstrate clear impact and support the school ethos of reflection, accountability, and improvement

As a result of this, evidence presented to senior leaders and governance will identify both actions and impact measures enabling effective challenge and support

- Educational Psychology service provides support for pupils regarding their emotional regulation, which in turn, allow them to engage more in lessons enabling them to learn
- Lucy Burton supports pupils' development of fine and gross motor skills as well as contributes to the statutory assessment
- Lucy Bates support pupils' sensory needs to allow them to maintain their "just-rightness". This allows them to continuously work towards their outcomes
- Physiotherapists' support improves or maintains the quality of life for our pupils and prevent further deterioration of their medical conditions
- Dysphasia specialist assesses individual needs of pupils as well as provides training to staff.

Appendix 1



All About Me

Photo

Introduction to a pupil
Pupil voice

My learning strengths and skills
(inc. curriculum information, favourite subjects, activities and motivators)

My communication
(preferred methods of communication, pupil voice, resources)

My just-rightness
(what do I need to be regulated and well, inc. therapies, position in class, resources)

My independence
(what can I do independently and what support do I need)

Do

Don't

Appendix 2

Green	C&S	C&L	SEMH	P&S
Met-N/A	75%	75%	75%	100%
Met+N/A	33%	30%	30%	40%
GS	11%	10%	10%	0%
E	0%	0%	0%	0%
N/A	56%	60%	60%	60%

Orange	C&S	C&L	SEMH	P&S
Met-N/A	73%	55%	70%	60%
Met+N/A	73%	55%	64%	55%
GS	9%	45%	18%	27%
E	18%	0%	9%	9%
N/A	0%	0%	9%	9%

Purple	C&S	C&L	SEMH	P&S
Met-N/A	60%	90%	90%	90%
Met+N/A	60%	90%	90%	90%
GS	40%	10%	10%	10%
E	0%	0%	0%	0%
N/A	0%	0%	0%	0%

Pink	C&S	C&L	SEMH	P&S
Met-N/A	100%	100%	100%	100%
Met+N/A	73%	73%	73%	73%
GS	0%	0%	0%	0%
E	0%	0%	0%	0%
N/A	27%	27%	27%	27%

Yellow	C&S	C&L	SEMH	P&S
Met-N/A	80%	80%	80%	89%
Met+N/A	80%	80%	80%	80%
GS	10%	20%	10%	10%
E	10%	0%	10%	0%
N/A	0%	0%	0%	10%

Red	C&S	C&L	SEMH	P&S
Met-N/A	70%	90%	60%	40%
Met+N/A	70%	90%	60%	40%
GS	20%	10%	30%	60%
E	10%	0%	10%	0%
N/A	0%	0%	0%	0%

Blue	C&S	C&L	SEMH	P&S
Met-N/A	70%	90%	100%	80%
Met+N/A	70%	90%	100%	80%
GS	30%	10%	0%	10%
E	0%	0%	0%	0%
N/A	0%	0%	0%	0%

Elm	C&S	C&L	SEMH	P&S
Met-N/A	100%	100%	100%	100%
Met+N/A	90%	90%	90%	80%
GS	0%	0%	0%	0%
E	0%	0%	0%	0%
N/A	10%	10%	10%	20%

Birch	C&S	C&L	SEMH	P&S
Met-N/A	43%	71%	57%	57%
Met+N/A	27%	45%	36%	36%
GS	27%	18%	27%	27%
E	9%	0%	0%	0%
N/A	36%	36%	36%	36%

Oak	C&S	C&L	SEMH	P&S
Met-N/A	89%	89%	100%	89%
Met+N/A	80%	80%	90%	80%
GS	0%	10%	0%	10%
E	10%	0%	0%	0%
N/A	10%	10%	10%	10%

Maple	C&S	C&L	SEMH	P&S
Met-N/A	100%	90%	100%	60%
Met+N/A	100%	90%	100%	60%
GS	0%	10%	0%	40%
E	0%	0%	0%	0%
N/A	0%	0%	0%	0%

LPCN	C&S	C&L	SEMH	P&S
Met	77%	80%	84%	88%
Met+N/A	60%	62%	64%	64%
GS	15%	16%	10%	9%
E	5%	0%	2%	2%
N/A	21%	22%	24%	24%

MUP	C&S	C&L	SEMH	P&S
Met	73%	87%	80%	70%
Met+N/A	73%	87%	80%	67%
GS	20%	13%	13%	27%
E	7%	0%	7%	0%
N/A	0%	0%	0%	3%

P14	C&S	C&L	SEMH	P&S
Met-N/A	83%	88%	89%	77%
Met+N/A	74%	76%	79%	64%
GS	7%	10%	7%	19%
E	5%	0%	0%	0%
N/A	14%	14%	14%	17%

