



**PensMeadowSchool**

*Living, Growing, Learning*

# Provision

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IMPACT REPORT: MAY 2023

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## Provision at Pens Meadow School

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.

## Assessment – baseline including monitoring of next steps from last report

Area of focus	Completion	Evidence
Provision Monitoring meetings	Completed	Provision monitoring record sheet inform Provision Impact Report
Lesson observations with a focus on Provision	Completed	Provision Impact Report
TLRs monitoring of provision	Partially completed	Provision Impact Report
To develop Learning Walks schedules for TLRs with focus on provision and curriculum monitoring	Completed	Assistant Headteacher and Deputy Headteacher met to develop the plan. First learning walk was implemented in Spring Term.
Review of an impact of interventions	Completed	Provision Impact Report

### Universal Provision

**All About Me** – one-page profile that provides crucial information about individual pupil. This is in place and content is being monitored through lesson observations and learning walks.

**Education, Health and Care Plan** – each pupil 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.

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

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

Overall	C&S	C&L	SEMH	P&S
Met	80%	79%	74%	76%
Gaining Skills	17%	18%	20%	17%
Emerging	2%	2%	6%	7%

Additional analysis is included in Appendix 1.

**Family Outreach Team** – all families have access to the support from Family Outreach Team from the moment it is decided that their children would join Pens Meadow School. This enables the families to support their children in securing the best possible outcomes.

They offer advice regarding housing, benefits, applying for mobility vehicles, Disability Living Allowance etc. They also offer a helping hand or support with variety of family circumstances.

## Specialist Provision

### Commissioned by School

#### *Occupational Therapy (Lucy Bates)*

In Spring Term Lucy Bates supported 27 pupils with advice for staff regarding meeting their sensory or feeding needs. Lucy also supported Rachael Piotrowicz in developing Emotional Regulation programme with her class.

During the review of Occupational Therapy Provision we discussed the need to implement additional information within Lucy's visits summaries. This was further enhanced by professional conversations with Val Hill as part of her Provision Monitoring task. The summaries now include information about the area of development, current assessment, actions for staff and the therapists. Following this Lucy completes the report where she reviews the impact of actions, which form the recommendations for staff and parents to enable them to meet the needs of the young person.

Impact of the interventions is analysed on a half termly basis in Therapies Review Meeting in collaboration with Speech and Language Therapists from Soundswell.

*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.

In Spring Term they supported 18 pupils in addressing their communication needs. They also provided CPD to staff from Pink, Orange, Yellow and Purple classes on the use of ALDs and pupil specific interventions.

Communication HLTAs consult Soundswell therapists about the ideas they are planning to implement, including on-body signing and communication fans.

Both therapists commit to fortnightly visits for full day which equates, on average, to a day per week. As part of the developments of provision they have started implementing visits summaries in a similar way to the ones provided by Lucy Bates.

### Commissioned by NHS

#### *Occupational Therapy (NHS)*

Lucy Burton visits school on a weekly basis for ½ a day. She supports pupils what require additional interventions regarding sensory integration, desensitisation and specialist equipment to improve their fine and gross motor skills. Once she has completed her assessment she completes a report with her recommendations. This is then shared with school staff and parents.

In Spring Term 2023, Lucy has provided recommendations for 10 pupils in school.

#### *Speech and Language Therapy (NHS)*

In the Spring Term, Speech and Language Therapy Service, have provided assessment for one pupil at school. This was completed on parent's request. Recommendations were sent to school and parents. Staff are aware of the targets and have started implementing required provision.

### *Dysphagia*

Pupils continue to be supported by Philippa Sames regarding their eating. The referrals are made as and when needed with very quick action. Dysphagia training for all staff was delivered on 24<sup>th</sup> April 2025 to all class based staff.

### *Educational Psychology*

In Spring Term 2023, Dr Aaron Anderson conducted assessment of 4 student from Year 13 to aid their transition to Post 19 provision prior to the final EHCP review at Pens Meadow School.

### *Visual Impairment*

In Spring Term 2023, Clare Warrington, conducted assessment and review for 5 pupils in line with the ongoing monitoring of their needs.

### *Hearing Impairment*

In Spring Term 2023, Dawn Bevington, conducted assessment and review of 4 pupils in line with their ongoing monitoring of their needs.

### *Physiotherapy*

In Spring Term 2023, Kate Leung and Grace Westwood, supported 11 pupils by providing them with appropriate programmes and advice to address their physical needs as part of ongoing monitoring.

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

## Intent - 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*

### Identified areas of improvement:

*All staff use appropriate communication methods with pupils.*

- staff to be trained in pupil specific communication systems
- staff to ensure advice from specialists is implemented

*All staff support pupils in communicating their understanding, developing and sharing views, and confidently expressing their aspirations*

- staff to ensure there are appropriate resources to enable pupils' expressive communication
- staff to provide opportunities for expressive communication in lessons and other times
- staff to provide opportunities for pupils to talk about their likes and dislikes leading to expressing their aspirations

*Pens Meadow workforce has capacity to ensure all pupils are supported to achieve the best quality life outcomes*

- staff to continue to provide appropriate provision for all pupils
- staff to ensure student ratios allow all aspects of the provision to be delivered
- staff to work collaboratively with pupils and their parents to ensure they receive relevant information regarding provision at Pens Meadow School and beyond
- Family outreach Team to continue to provide the service as well continue to develop family learning programmes and workshops
- To continue to utilise IT resources to share information as well as pupils' achievements with parents

*Staff clearly understand their roles and responsibilities which demonstrate clear impact*

- Staff to continue to follow school's systems and processes regarding provision (AAM, IEP review)
- Staff to work collaboratively with other professionals to implement personalised recommendations

## Implementation – actions to date

### Provision Monitoring

#### TLR monitoring

As part of their role, TLRs have a designated management time. This session occurs fortnightly on Tuesday afternoons.

As part of this session they complete learning walks, evidence checks, provision monitoring and other responsibilities in line with SDP priorities.

Appendix 2 provides feedback from their provision monitoring.

#### Lesson Observations

In March 2023 Deputy Headteacher conducted observations of 15 staff members, teachers and HLTAs. The focus for observations was **Application of Provision within Outstanding Teaching and Learning**.

Appendix 3 presents monitoring sheet that indicates which areas of Pens Meadow Outstanding Teaching and Learning were identified as the priority for the observations.

These observations have identified following strengths:

- Incidents of behaviour do not impact on learning opportunities for other pupils
  - Throughout the lesson, all staff demonstrate their knowledge of pupils by ensuring pupils' "just-rightness" and effectively managing behaviour according to agreed strategies (BSS)
  - Clear expectations and consistent approaches by all staff, in accordance to advice given by specialists, minimise opportunities for challenging behaviour
  - Where relevant, pupils are aware of, and engage with strategies to de-escalate behaviour and re-engage with learning
  - Support to re-engage is provided at the appropriate level
  - Where incidents of challenging behaviour occur, these do not impact adversely on the learning for other pupils
  - Time lost from learning due to challenging behaviour is minimised through skilful management by all adults
- Adults contribute effectively to pupils' learning
  - Anticipate behaviour or disengagement of pupils and overcome these challenges effectively, re-engaging pupils at the appropriate time
  - Work as a team, supporting each other through being flexible to achieve the best outcomes for pupils
- Pupils receive support at the time and level it is required to optimise their learning
  - Timely support is given when pupils disengage, to re-engage them with learning, using recommended strategies where available
  - Acknowledgement is given to pupils who require processing time
  - At identified times, staff withdraw support to enable pupils to work independently



- Staff are aware of pupils preferred learning styles and opportunities to work in this way are available for all pupils throughout the lesson - Intensive interaction, story massage, sensory learning opportunities,
- Staff follow strategies recommended by OT, SALT and other specialists
  - Where available, information from other sources is incorporated into planning e.g. H.I., V.I., O.T.
- The learning environment is conducive to pupil need and is organised in a way which supports learning - pupil voice and opportunities to use vocabulary

In addition to these, it was evident that more often than not:

- Staff use appropriate and differentiated resources in lessons
- Staff are aware of pupil targets relating to communication, behaviour and independence and opportunities to work towards achieving these are promoted
- The trust evident between staff and pupils enables learning to be maximised – use of movement breaks
- Staff provide the tools for pupils to communicate their understanding at appropriate times
- Clear links are evident between pupil clipboard information and learning opportunities

Observations also identified that:

- All About Me documents have been updated to the new format
- Staff to pupils ratio is high in majority of learning groups
- Some pupils' clipboards need updating

## Provision Impact

*All staff use appropriate communication methods with pupils.*

All staff have had frequent opportunities to improve their skills in applying various communication skills. From Makaton briefings through communication training last academic year to seeking advice from Speech and Language Therapists.

Regular visits from Soundswell therapists as well as their assessment of the needs of individuals and general communication strategies are implemented and monitored regularly.

Clear visit summaries from Soundswell therapists identify the focus as well as appropriate actions that need to be taken to address communication needs of individuals.

Lesson observations identified that although there is still room for improvement in this area, most staff implement appropriate communication strategies.

*All staff support pupils in communicating their understanding, developing and sharing views, and confidently expressing their aspirations*

Lesson observations as well as provision monitoring meetings identified that, although use of appropriate communication resources is evident in most situations, we continue to develop and improve our knowledge and implementation of these resources.

Staff are very proud of the work they have put into creating communication resources and new communication fans that are currently being implemented provide further opportunities for pupils to express their views and choices outside of the classroom.

Staff consistently ask pupils about their likes and dislikes through offering choices, using motivating activities as well as asking questions related to their learning. Aided Language Displays are widely used and staff are supported to continue to improve consistency in application of these.

*Pens Meadow workforce has capacity to ensure all pupils are supported to achieve the best quality life outcomes*

Lesson observations, provision monitoring meetings as well as IEP reviews confirms consistent focus on pupils working towards their outcomes. Feedback from therapists identifies that we can still improve our consistency in getting things right for the pupil. At the same time, low level of behavioural disruption confirms the provision, that includes OT, VI, HI and SALT strategies, is right. (Appendix 3)

Where appropriate staff discuss the future provision with parents during annual reviews of EHCPs. In addition to that when, there is an additional need for extended transition time this is also accommodated.

Family Outreach Team have developed programme of workshops as well as family fun activities to enhance parent-school relationships. This enables parents to improve their knowledge about

meeting the needs of their children, which in turn will allow them to secure the best possible outcomes.

Staff share photographs and videos of pupils' achievements online, filling parents and carers with pride. Family Outreach Team continue to work on development of videocasts, short informative videos available to parents online.

*Staff clearly understand their roles and responsibilities which demonstrate clear impact*

All About Me documents, Individual Education Plans and other pupil-specific documents have been updated before February half term. Staff engage well with systems and processes at Pens Meadow.

Therapists commissioned by school provide vital information and advice on how to best support pupils. They also offer individual or team CPD with transferable knowledge and skills. This equips staff in ability to meet variety of pupils' needs across the school.

Provision monitoring strategies identify very high engagement and responsiveness to the advice given by therapists.

## Appendices

### Appendix 1 – IEP Achievement analysis

Overall	C&S	C&L	SEMH	P&S
Met-N/A	80%	79%	74%	76%
Met	74%	74%	70%	72%
GS	17%	18%	20%	17%
E	2%	2%	6%	7%
N/A	7%	6%	6%	6%

Green	C&S	C&L	SEMH	P&S
Met-N/A	43%	100%	57%	100%
Met+N/A	33%	78%	44%	78%
GS	44%	0%	33%	0%
E	0%	0%	0%	0%
N/A	22%	22%	22%	22%

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

Orange	C&S	C&L	SEMH	P&S
Met-N/A	55%	45%	55%	55%
Met+N/A	55%	45%	55%	55%
GS	36%	55%	27%	27%
E	9%	0%	18%	18%
N/A	0%	0%	0%	0%

Birch	C&S	C&L	SEMH	P&S
Met-N/A	100%	80%	70%	60%
Met+N/A	91%	73%	64%	55%
GS	0%	18%	18%	27%
E	0%	0%	9%	9%
N/A	9%	9%	9%	9%

Purple	C&S	C&L	SEMH	P&S
Met-N/A	38%	67%	50%	40%
Met+N/A	30%	60%	50%	40%
GS	40%	20%	50%	40%
E	10%	10%	0%	20%
N/A	20%	10%	0%	0%

Oak	C&S	C&L	SEMH	P&S
Met-N/A	90%	80%	70%	60%
Met+N/A	90%	80%	70%	60%
GS	0%	10%	20%	30%
E	0%	0%	0%	0%
N/A	0%	0%	0%	0%

Pink	C&S	C&L	SEMH	P&S
Met-N/A	100%	78%	78%	78%
Met+N/A	82%	64%	64%	64%
GS	0%	9%	9%	9%
E	0%	9%	9%	9%
N/A	18%	18%	18%	18%

Maple	C&S	C&L	SEMH	P&S
Met-N/A	100%	90%	80%	90%
Met+N/A	100%	90%	80%	90%
GS	0%	11%	11%	0%
E	0%	0%	0%	0%
N/A	0%	0%	0%	0%

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

Red	C&S	C&L	SEMH	P&S
Met-N/A	60%	80%	70%	80%
Met+N/A	60%	80%	70%	80%
GS	40%	20%	20%	20%
E	0%	0%	10%	0%
N/A	0%	0%	0%	0%

Blue	C&S	C&L	SEMH	P&S
Met-N/A	67%	78%	67%	89%
Met+N/A	60%	70%	60%	80%
GS	30%	20%	30%	10%
E	0%	0%	0%	0%
N/A	10%	10%	10%	10%

## Appendix 2 – TLR Provision Monitoring

### *Val – Educational Psychology, OT*

The information on the AAM matched what was recommended in the EP and OT reports. My initial conclusion is that all pupils in yellow class are getting the provision that has been recommended - for most of the pupils I know there is a positive impact. However, with one particular pupil (TH) getting the recommended provision is not always having a positive impact, as it appears to be mood dependent for if he engages with the strategies. I also had a conversation with Lucy after I had completed my monitoring, regarding the impact of OT provision on yellow class pupils . I informed her that all pupils she had seen were getting the provision she had suggested. Lucy agreed that from what she has observed, this is the case for yellow class pupils. However, she talked about consistency, or lack of it across school. I will need to complete monitoring in all classes before I can comment on this.

### *Gavin Lees – Physiotherapy*

Pupil	Report On Clipboard	Is Report followed	Evidence	Notes
E	Y	Recommendations are clearly followed for Emelia. Physio is recorded on her sheet then filed in her physio book	Physio book completed and up to date.  Observed Emilia in her Acheeva bed wearing her V shorts.	Clear report and recommendations are followed.  Exercises are always recorded and filed.
E	Y	Yes the recommendations are followed and a record is kept on her physio sheet which is filed in her physio book	Physio book completed and up to date.  Observed Esther in her standing frame	Physio report is not up to date.  High kneeling is recommended on the report, but, physio have verbally said not to do this Physio have verbally said to use a standing frame , but, this is not on the report  There is was an issue with her walker not being suitable which has now been addressed.

H	Y	His recommendations are followed and are recorded onto his record sheet, this is then filed in his physio book	Physio book completed and up to date.  Observed Hammad in his work chair	Clear report and recommendations are followed.  Exercises are always recorded and filed.
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Sarah Sparkes – Visual and Hearing Impairment

Pensnett site

### Hearing Impairment

Name	Report	Frequency	Impact
L	July 22	termly	Staff know that she is worse in poor acoustic rooms such as Willow and that her hearing is worse if she has a cold. Highlighted on clipboard.
R	1.1.22	monthly	Hearing aids are a necessity, as without these Rida hears no speech. Roger radio aid makes a tremendous difference to Rida's learning.

Laura and Rida are both on termly monitoring, although Rida is seen far more regularly (3-6 per year). The Health TAs report that the service they get from HI is incredible. They cannot find fault. "If all services were like the Hearing Impaired, the world would be a happier place". They always get an immediate response from Dawn or Louise who also attend EHCP meetings and give great advice.

Dawn has come in and given refresher training to Sara and Kezia regarding checking and connecting Roger radio device (Rida).

Their reports are on clipboards and their advice is transferred to AAMs. Both students have PEEPs.

### Visual Impairment

Name	Report	Frequency	Impact
D	Jan 22	termly	Provision of equipment. Staff aware of need for enlarged print on yellow paper Use of writing slope and adapted keyboard for computer
Z	23.1.23	annually	VI report reflected on AAM. Staff aware of him holding head to one side, and requirement for a writing slope.
E	Nov 22	annually	VI report reflected on clipboard.
E	Jan 22	termly	Clipboard has On body signs clearly attached with descriptions. VI advice is limited on AAM
J	Jan 22	termly	Advice from report is stated on AAM. Advice for him to hold paper himself to allow for his head tilt appears to be being followed, as it sitting directly in front of him.
R	15/11/22	termly	Staff aware that Rida has no sight, and KS trained to help Rida 'trail around school'; Rida is amazing, considering she has no light perception. She relies on on body signing. Her AAM reflects this. She has a PEEP

Clare is conscientious and sees the students according to her plan. Response for an assessment for K was very prompt. She is being assessed on 8.3.23 as staff have concern about her vision. Certainly, if staff magnify her work to D's N24 size, she finds the work easier to access.

Clare is pleased with the provision at Pens Meadow. Students are provided with the equipment she has suggested.

D has the most detailed report according to provision and equipment. School has provided everything that has been suggested. (Writing slope, daylight lamp, I-pad for RNIB book share, alongside the dome magnifier and symbol cane provided by VI) Maths and English work is enlarged to font N24 on yellow paper. Advice and equipment for the others is followed.

Clare attends EHCP meetings and adds input from her reports. Whilst great at attending reviews, staff ideally would like further advice from her to aid writing IEP targets for E and E, pointing them in the direction to go. Clare was previously coming into school more regularly to support R, but these visits are now also monitoring, so she attends termly. Clare is now very much in a monitoring role. Her termly visits tend to be observations of the lessons and staff report that they haven't had any feedback recently. This is particularly noticeable with E and E. Reports suggest using light emitting toys, tracking and gazing activities but this does reflect how staff engage them in learning. Staff report that service from VI used to be brilliant, and this has only reduced as Clare now comes in less frequently to monitor rather than assess or teach skills as she has done in the past.

#### Ridge Hill Site

#### Hearing Impairment

	Report	Frequency	Impact
T	March 21	Half termly	AAM refers to hearing band, but that he isn't willing to wear this. 'Sensory Learner' VI
M		annually	AAM referred to as a Sensory Learner (no reference to HI or VI)
J	Aug 22		Report says hearing is normal.
E	May 22	Half termly	AAM Hearing aid in right ear and a Roger Radio aid
H	4.6.20	Half termly	AAM refers to his headband. Visually aware

#### Visual Impairment

Name	Report	Frequency	Impact
T	May 22	Half termly	AAM – sensory learner
M	March 22	Annually	AAM – sensory learner

Staff feel that the advice given by VI and HI is most suitable and relevant to students learning.

In particular, the service from Clare Warrington is amazing, particularly the Positive Looking which she has introduced for A, H, O and R. This was described to me as brilliant.

Staff have seen things these students can do for the first time due to them looking with 1:1 support at objects on a dark background.

Dawn too is very good, especially at checking the tuning of hearing aids.



### Appendix 3 – Outstanding teaching and learning

Leaders of Learning:		Observer:
Date / Time:		
Pupil / Class information:		
Agreed Purpose of Observation: <b>Application of Provision within Outstanding Teaching and Learning</b>		
Elements of Outstanding Learning	What Went Well?	Even Better if?
<p><b>All adults in the room contribute effectively to pupil learning</b></p> <p><i>Are aware of pupils abilities, ways of communicating and behaviour support strategies and demonstrate this knowledge</i></p> <p><i>Understand the purpose of the learning and the methods that will be used to achieve outcomes – What a good lesson looks like</i></p> <p><i>Anticipate behaviour or disengagement of pupils and overcome these challenges effectively, re-engaging pupils at the appropriate time</i></p> <p><i>Work as a team, supporting each other through being flexible to achieve the best outcomes for pupils</i></p> <p><i>Recognise learning and contribute to assessment throughout the lesson</i></p> <p><i>Demonstrate skills necessary to support learning for individual pupils, e.g. variety of communication styles, behaviour management techniques</i></p> <p><i>Utilise available resources effectively to support all pupils</i></p> <p><i>Provide the tools pupils require to communicate effectively</i></p> <p><i>Demonstrate positive relationships with pupils</i></p> <p><i>Use initiative to follow pupil lead when it provides the opportunity to promote learning</i></p> <p><i>Are a role model of how we expect pupils to behave at Pens Meadow</i></p>		
<p><b>Information from assessments is used to set tasks that are perfectly matched to the pupils' prior attainment</b></p> <p><i>Learning opportunities match pupils abilities and interests – linked to prior knowledge and next steps, use of outcomes and assessment opportunities to create adaptive success criteria, blank level questioning, vocabulary,</i></p>		

<p><i>Clear links are evident between pupil clipboard information and learning opportunities</i></p> <p><i>Activities include opportunities for new learning – avoidance of cognitive overload, use of reading strategies – drama, VIPERS, immersion, vocabulary</i></p> <p><i>Activities include opportunities for consolidation- revisit and review – story maps, low stake quizzes, modelling misconceptions</i></p> <p><i>Where available, information from other sources is incorporated into planning e.g. H.I., V.I.. O.T.</i></p>		
<p><b>The work is pitched at a level that is achievable if individual pupils work hard and try their very best</b></p> <p><i>Level of challenge is matched to pupil ability and emotional wellbeing i.e. balanced between behaviour and expectations</i></p> <p><i>Pupils are challenged to work to the best of their ability e.g. with reduced support or independently - modelling – my turn, our turn, your turn</i></p> <p><i>Level of challenge reflects staff knowledge of pupils at that particular time taking into account their emotional and physical wellbeing</i></p> <p><i>Pupils have a good attitude towards their learning and are willing to keep trying, presenting as good a standard of work as possible - use of presentation policy</i></p> <p><i>Staff are aware of pupils preferred learning styles and opportunities to work in this way are available for all pupils throughout the lesson - Intensive interaction, story massage, sensory learning opportunities,</i></p>		
<p><b>The lesson is resourced well, enabling all pupils to access learning, demonstrate understanding and access resources in a timely way</b></p> <p><i>Resources are well prepared, available and used effectively throughout the lesson</i></p> <p><i>The tools pupils require to communicate are available and used effectively by staff</i></p> <p><i>Resources are differentiated according to pupil need</i></p> <p><i>Resources are sufficient to ensure waiting time is minimised</i></p> <p><i>The learning environment is conducive to pupil need and is organised in a way which supports learning - pupil voice and opportunities to use vocabulary</i></p>		

<p><b>Pupils receive support at the time and level it is required to optimise their learning</b></p> <p><i>Pupils' clipboards are up to date</i></p> <p><i>Timely support is given when pupils disengage, to re-engage them with learning, using recommended strategies where available</i></p> <p><i>Acknowledgement is given to pupils who require processing time</i></p> <p><i>Staff provide the tools for pupils to communicate their understanding at appropriate times</i></p> <p><i>At identified times, staff withdraw support to enable pupils to work independently</i></p> <p><i>The trust evident between staff and pupils enables learning to be maximised – use of movement breaks</i></p>		
<p><b>Opportunities to practise skills learned in other contexts are promoted</b></p> <p><i>Staff are aware of pupil targets relating to communication, behaviour and independence and opportunities to work towards achieving these are promoted</i></p> <p><i>Staff knowledge supports learning by identifying opportunities for individuals as they arise throughout the lesson - good reading subject knowledge in all aspects of reading diagram. Multiple opportunities for overlearning</i></p> <p><i>Opportunities to develop core literacy and numeracy skills as appropriate are promoted. Development of phonics skills</i></p>		
<p><b>Incidents of behaviour do not impact on learning opportunities for other pupils</b></p> <p><i>Throughout the lesson, all staff demonstrate their knowledge of pupils by ensuring pupils' "just-rightness" and effectively managing behaviour according to agreed strategies (BSS)</i></p> <p><i>Clear expectations and consistent approaches by all staff, in accordance to advice given by specialists, minimise opportunities for challenging behaviour</i></p> <p><i>Where relevant, pupils are aware of, and engage with strategies to de-escalate behaviour and re-engage with learning</i></p> <p><i>Support to re-engage is provided at the appropriate level</i></p> <p><i>Where incidents of challenging behaviour occur, these do not impact</i></p>		

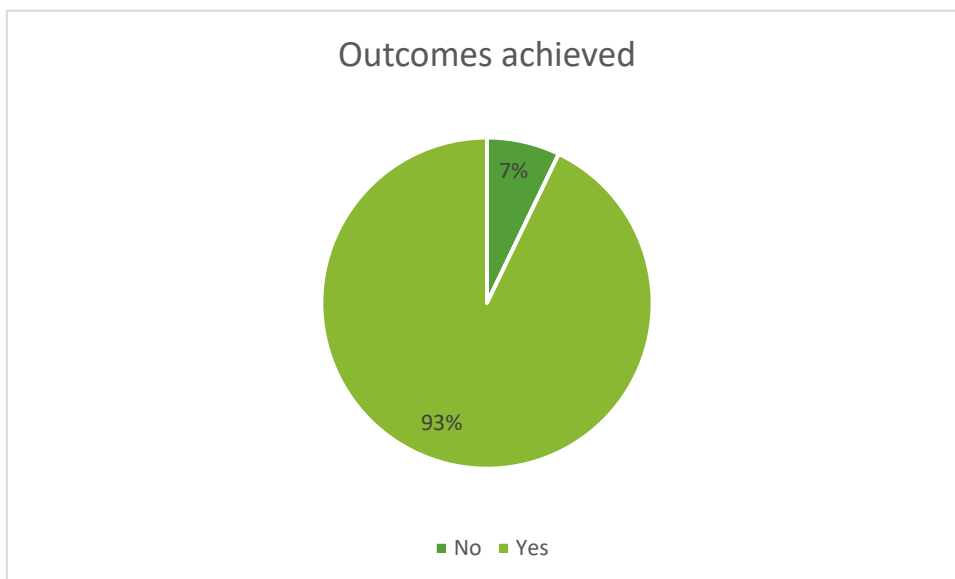
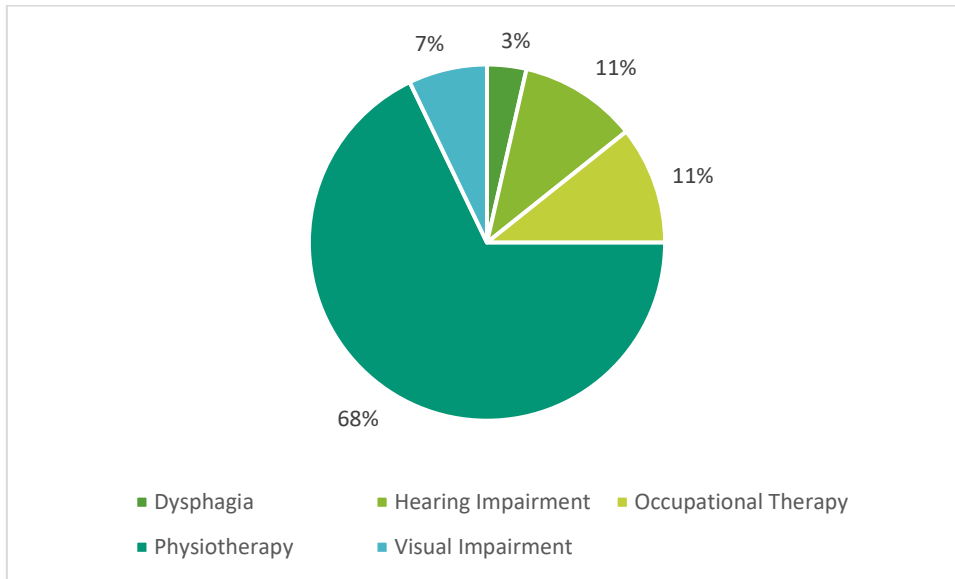
<p><i>adversely on the learning for other pupils</i> <i>Time lost from learning due to challenging behaviour is minimised through skilful management by all adults</i></p>		
<p><b>Pupils are engaged in their learning and demonstrate understanding</b> <i>Pupils willingly cooperate with expectations</i> <i>Pupils demonstrate trust in staff by engaging with activities and trying the things they have been asked to do</i> <i>Pupils utilise their preferred communication method to demonstrate understanding and communicate learning</i> <i>Pupils are active participants in their learning</i> <i>Where applicable, pupils manage their own behaviour as well as they are able, engaging with strategies to de-escalate and re-engage</i></p>		
<p><b>Staff are exceptionally aware of the levels to which pupils are secure in their knowledge, skills and understanding.</b> <i>Assessment is carried out by all staff throughout the session as they are aware of targets relating to lesson content, IEPs, behaviour, communication and independence and can comment on progress towards these</i> <i>Staff are aware of pupil misconceptions and can alter or extend lesson content to ensure pupil understanding</i> <i>Assessment is carried out in line with school expectations to provide evidence of pupil progress as an integral part of the lesson</i> <i>Where relevant and appropriate, questioning is used effectively to draw out evidence of pupil learning</i> <i>As far as they are able, pupils are involved in their learning, are aware of their progress and know what they need to do to improve</i></p>		
<p><b>Agreed Development Points:</b></p>		

## Appendix 3 – Interventions commissioned by school

External provision	Impact of intervention
<p>Occupational Therapy Lucy Bates</p> <ul style="list-style-type: none"> <li>- Weighted backpack</li>   <li>- Rocking chairs</li>   <li>- "Chewies"</li>   <li>- Compression vests</li>   <li>- Feeding advice</li>   <li>- Ear defenders</li> </ul>	<p>Pupils, who use weighted backpack during their movement breaks appear settled. Some of them use the bags independently asking staff for them when they need a movement break. "He picks it up, after having a walk with a bag they seem calm." Rocking chairs are available in every classroom in school. They help pupils regulate and remain calm for extended periods of time.</p> <p>Pupils are offered "chewies" if they seek sensory feedback from biting. They usually bite their clothing or parts of their hands or arm. They may also try to bite others. Specialist "chewies" provide appropriate alternative and help pupils remain in their "just-rightness"</p> <p>They are used when pupils seek deep sensory pressure on their bodies. When this happens they may present unsettled, fidgeting, pressing their bodies on other people or objects. Compression vests help them by providing deep tissue stimulation. "When dysregulated, when he put it on, it calms him right down"</p> <p>Some of our pupils refuse to eat or will eat only certain food provided by their parents/carers. Several pupils in school are following 32 steps feeding plan to enable them to access food in a variety of texture, consistency and taste. This has proven successful and majority will tolerate taster plates or even try some of the food items they would not eat before.</p> <p>Ear defenders have proven to have a calming effect on pupils, who use them.</p>
<p>Speech and Language Therapy Soundswell</p> <ul style="list-style-type: none"> <li>- Enhanced Intensive Interaction</li>   <li>- TASSELS – on-body signing</li> </ul>	<p>Use of objects during intensive interaction has improved pupil's attention and engagement in activities. This included pupils from Pink class as well as younger pupils in Green class.</p> <p>Commenced in an Autumn Term, pupils have shown good responses when it has been implemented consistently. Due to</p>

<ul style="list-style-type: none"> <li>- Improved use of ALDs</li> <li>- COSST</li> <li>- Alternative Augmented Communication</li> <li>- Now and Next strategy</li> <li>- Objects of Reference</li> </ul>	<p>the staffing difficulties in Spring Term, lead HLTAs were required to take on more responsibilities for the class therefore further implementation of this communication strategy should continue in Summer term.</p> <p>ALDs have had a positive impact on pupils' expressive communication skills. When appropriate use of them was evident in lessons, they allowed pupils to share their views and answer questions related to their learning. It also enabled a pupil to improve her word-finding and finish her sentences with more fluency.</p> <p>Improved writing skills to build sentences.</p> <p>Using AAC has enabled pupils to express themselves and take active part in lessons. They also allowed pupils to socially interact with staff and peers.</p> <p>Suggested strategy reduced pupils' anxiety levels, allowing them to remain regulated during lessons.</p> <p>Use of OOR enabled staff to find appropriate motivators and increase pupils' choice options. This in turs led to improved behaviour and engagement in lessons.</p>
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Appendix 4 - Interventions commissioned by NHS  
Types of external interventions provided in Autumn Term:



Two outcomes have not been achieved:

- One was followed up at the next visit and achieved
- The other required other professionals to be involved – this too has been achieved