



PensMeadowSchool

Living, Growing, Learning

Provision

IMPACT REPORT: SEPTEMBER 2022

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PENS MEADOW SCHOOL

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Assessment

Universal Provision

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

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

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

Group Specific Provision

Provision meetings – scheduled for the latter part of this half term.

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

Occupational Therapy (Lucy Bates) – focus on Reception pupils to establish the needs, emotional regulation trial in Yellow class

Educational Psychology (Aaron Anderson) – group observation in Green class, establishing the needs of the new pupils

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.

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.

Individual Provision

Occupational Therapy (NHS) – addressing sensory needs, functional skills and postural management

Occupational Therapy (Lucy Bates) – sensory integration support

Dysphasia (Philippa Sames – NHS) – review and implementation of dysphasia plans

Hearing Impairment (Dawn Wellington) - advice on any assessment, teaching provision and equipment to access learning

Visual Impairment (Clair Warrington) - advice on any assessment, teaching provision and equipment to access learning

Educational Psychology (Aaron Anderson) – advice on appropriate strategies to address behavioural and emotional issues

Provision Monitoring

Due to the increased capacity in Senior Leadership Team, the responsibilities have been divided between Deputy Headteacher – Provision, and Assistant Headteacher – Curriculum. This has allowed

the enhanced development of planning and monitoring strategies for external provision. In the past there have been situations when the specialists revisited the group to find out that some strategies may not have worked or these had not been tried for long enough, if at all.

The first staff meeting in September 2022 focused on the assessment of the clipboard information for all pupils as well as team discussion about pupils' needs.

Attendance

New guidance from Department for Education came into force In September 2022.

Analysis of Attendance Report will be presented in the School Improvement Committee meeting.

Intent – School Improvement Priorities

School Improvement 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.

School Improvement 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

Implementation

Speech and Language Therapy (Soundswell) – 1 day a week and a training day

Speech and Language Therapy (NHS) – 1 day a week until April 2022 focused only on Education Health and Care Plans' outcomes reviews

Occupational Therapy (NHS) – ½ day a week

Occupational Therapy (Lucy Bates) – 1 day a week

Deputy Headteacher conducted meetings with therapists that included all NHS as well as privately commissioned ones. Through these meetings all specialists have been informed about the development of the provision monitoring strategies. These meetings also allowed for the development of the clear plans of support – Appendixes 1-3.

Regular meetings scheduled to review case loads of the therapists on a half termly basis.

Regular meetings with NHS workers that include Physiotherapists, Occupational Therapists, Speech and Language Therapists and Nursing team.

Deputy Headteacher attended SENCO Forum, where NHS Speech and Language Therapy Service outlined their latest developments – Appendix 4

In addition to this Deputy Headteacher developed number of strategies to monitor the provision. This included:

- Interventions Referral Form that must be completed by staff in order to get support in specialised area – Appendix 5
- Visiting specialist feedback form completed after each visit – Appendix 6

Impact

School Improvement Priority 2:

All staff have increased knowledge about various communication methods that are used to enhance pupils' expressive communication. These include:

- Aided Language Displays – universal approach to communication that is tailored to the cognitive ability of individual and enables staff to model language with a pupil
- Talking Mats – used to establish pupils' choices and preferences
- Colourful Semantics – colour-coded sentence building that can be tailored to cognitive ability of a pupil
- Development of tailored communication books (lower school)
- Enhanced use of communication devices (Grid Player and PODD¹)

School Improvement Priority 3:

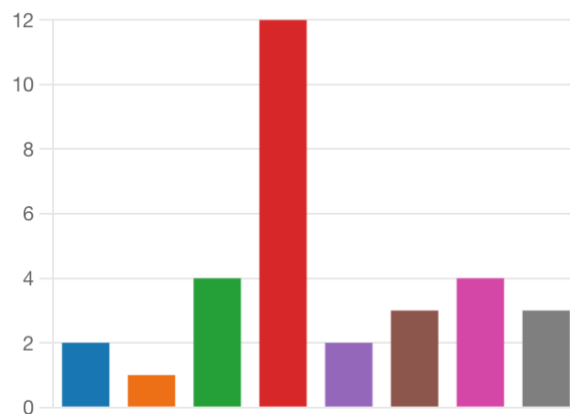
Employment of the Assistant Headteacher has had a huge impact on the capacity of the Leadership Team as well as the development of curriculum and consistency across the school.

Intervention's referral forms are based on the reflection of current practice, review of appropriate documents as well as establishing the desired outcomes.

Therapists feedback forms:

Specialism:

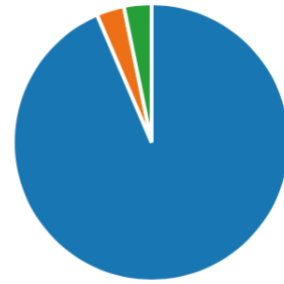
● Speech and Language Therapy	2
● Dysphagia	1
● Occupational Therapy	4
● Physiotherapy	12
● Education Psychology	2
● Visual Impairment	3
● Hearing Impairment	4
● Other	3



¹ Pragmatic Organisation Dynamic Display

Was the visit booked with school?

● Yes	29
● No	1
● Other	1



Reason for the visit?

● New referral	6
● Ongoing support	25
● Urgent referral	0



Safeguarding Issues?

● Yes	0
● No	31



Were planned outcomes achieved?

● Yes	30
● No	1



* Physiotherapist was unable to fit lateral pads onto chair as supporting strap was not cut and not secured onto the pads before delivery. Physiotherapist will contact company engineer and liaise with school. – completed by 21/09/2022

Next steps

Provision Development Meetings scheduled from 10 th October 2022	Termly
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.	Termly
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	Termly
All staff to be aware of the Intervention Referral Form	Ongoing
All referrals for external therapists to be made through the Intervention Referral Form	Ongoing
To continue to engage in professional dialogue with Speech and language Therapy Service.	Ongoing

Appendix 1 – Soundswell

This year Soundswell Therapists, Denise Charnock and Beatrice Klee, will work alternate weeks on a rotational basis. They will conduct their support in two dimensions:

1 – CPD for staff, developing strategies they can use in classrooms and beyond to address the speech and language communication needs

2 – support individual pupils in their development of receptive and expressive communication

Term	Denise Charnock	Beatrice Klee
Autumn 1	Red Class	Green Class
Autumn 2	Pink Class	Pensnett
Spring 1	Blue Class	Purple Class
Spring 2	Pink Class	Pensnett
Summer 1	Yellow Class	Orange Class
Summer 2	Pink Class	Pensnett

Each therapist will follow Assess-Plan-Do-Review programme in line with SEND Code of Practice.

Each therapist will provide a detailed report outlining desired outcomes for the staff or individual pupils.

Appendix 2 – Lucy Bates OT

Following a trial of supporting the individual pupils on a needs led basis, we agreed to return to whole class approach in order to fulfil the Assess-Plan-Do-Review programme as well as to provide equal access to support for all pupils.

Lucy will continue to support individual pupils whenever it is needed.

Term	Class
Autumn 1	Green, Yellow
Autumn 2	Pensnett
Spring 1	Orange, Purple
Spring 2	Red, Blue
Summer 1	Pensnett
Summer 2	Pink (feeding)

In addition to scheduled support in classes, Lucy will be working on development Emotional Regulation Programme in Autumn Term with Yellow class group.

Appendix 3 – NHS Occupational Therapy

Lucy Burton will focus the initial part of the academic year on supporting pupils in development their fine motor skills in preparation to handwriting. This will include Continuous Professional Development of staff. She will follow Assess-Plan-Do-Review programme with each class. This will be a regular occurrence during Autumn Term and Spring. Later on she will focus on development of functional and independence skills. In addition to this Lucy will continue to review individual pupils' needs as outlined in Education, Health and Care Plan.

Plan for weekly visits:

Session 1 – Middle and Upper Phase

Session 2 – Lower Phase and Complex Needs

Appendix 4 – SALT Update Meeting

This meeting has taken place during SENCO forum on 9th September 2022.

Lead: Juliet Ridgway – Designated Clinical Officer for SEND

Slides from the meeting are available.

Main discussion points:

- There will be lots of changes in the coming months
- The service is struggling with staff recruitment and retention
- Speech and language Therapy service will follow Assess-Plan-Do-Review programme in line with SEND Code of Practice
- There will be no link therapist to the school
- There is a named Speech and Language Therapist
- Referral process:
 - o New paperwork accessible to schools
 - o Assess-Plan-Do-Review process must be completed prior to submitting the referral (by school staff)
 - o Complete referral to be sent to generic email address
 - o There will be a triage process to prioritise referrals
- Currently there is no provision for the review of the Speech and Language outcomes in EHCPs

I proposed to meet with Julia Ridgway to establish a working relationship between Pens Meadow and Speech and Language Therapy Service. I share d my email address and to date I have not received any communication regarding this.

Appendix 5 – Intervention Referral Form

Please follow this link to access the form online:

<https://forms.office.com/r/sKXZHw7vz0>

Appendix 6 – Specialist Support Feedback Form

Please follow this link to access the form online:

<https://forms.office.com/r/i3XarfnXVi>