

## **SPECIAL SCHOOL OUTREACH REVIEW**

School Name: Durants School.

The funding for the Special School Outreach programme remains the same for each school: £112,000. The format below is designed to measure the impact of the Outreach programme from each school.

### **ACADEMIC YEAR 2019-2020**

| <b>Outreach Activities</b>   | <b>Description of Activity/Intervention and no. of mainstream schools supported</b>  | <b>Detail Outcomes/Impact<br/>(Data/Evidence showing quantifiable impact of activities)</b>   |
|--|--|---|
| <b>Advice and Information</b><br>(Telephone contact/Visits/Meetings/ Assessments/Information Packs)  | <ul style="list-style-type: none"><li>• Telephone/ email consultations – multiple schools</li><li>• Drop in sessions – multiple schools</li><li>• Action plan meetings – multiple schools</li><li>• Telephone/ email consultations – parents</li></ul><br>In-person advice and support to:<br>Chace Community- developing ARP provision<br>Bushey Meads (Herts) – developing SEN provision<br>Support for two students at Highlands school, one who was E-BSNA<br><b>Covid</b> | <ul style="list-style-type: none"><li>• Sharing of key documents and signposting to relevant services</li><li>• Ongoing emails outlining advice and guidance</li></ul>  |
| <b>Training</b><br>(Twilight sessions in school/LA/Parents. INSET days in schools/Courses in Schools/LA/Parents. Work shadowing/Placement. Resource Packs) | Afterschool training for Winchmore staff on Autism and emotional regulation  | <ul style="list-style-type: none"><li>• Support staff provided with resources and skills in supporting autistic student's emotional regulation.</li><li>• Set up further training on zones of regulation.</li></ul> |

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| <b>Interventions</b><br>(Support in class/Team Teaching/Project work/ Pupil Placement In reach- individual-group/ Outreach individual/group) | Mentoring mainstream students who are struggling or school refusers. Allow time in ARP class to nurture and develop coping skills. | <ul style="list-style-type: none"> <li>• Individuals coming into school more frequently, engaging in their mainstream lessons</li> <li>• Individuals and groups of pupils supported by observing pupils/provisions and giving advice and strategies on how to improve provision for specific pupils and groups of pupils.</li> </ul> |
| <b>Other</b><br>(LA Steering Groups/Support for Designated Units of ARPs)  | Advice and guidance on secondary transfer for Autistic pupils for some primary schools (George Spicer, Freezywater, Eldon).        | Attendance at Annual reviews, signposting to relevant services, transition programme,  |

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### **ACADEMIC YEAR 2020-21**

| <b>Outreach Activities</b>  | <b>Description of Activity/Intervention and no. of mainstream schools supported</b>  | <b>Detail Outcomes/Impact</b><br>(Data/Evidence showing quantifiable impact of activities)   |
|---|--|--|
| <b>Advice and Information</b><br>(Telephone contact/Visits/Meetings/ Assessments/Information Packs)                   | <ul style="list-style-type: none"> <li>• Telephone/ email consultations – multiple schools</li> <li>• Drop in sessions – multiple schools</li> <li>• Action plan meetings – multiple schools</li> <li>• Telephone/ email consultations – parents</li> <li>• Bespoke Google classroom training focusing on SEND students and engagement</li> <li>• Fern house – advice and guidance for new AHT. Sharing of documents, practice and supporting set up of curriculum.</li> </ul> | Training booklets/ PPTs<br>Register/ logs of online attendance, communications between school/ home,   |
| <b>Training</b><br>(Twilight sessions in school/LA/Parents. INSET days in schools/Courses in Schools/LA/Parents. Work | PBS/ Quality of Life Measures to identify areas for improvement and support for Winchmore School   | <ul style="list-style-type: none"> <li>• PBS training distributed to support school with their ASC/ SEMH understanding and provisions</li> </ul> |

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| shadowing/Placement. Resource Packs)  |  |  |
| <b>Interventions</b><br>(Support in class/Team Teaching/Project work/ Pupil Placement In reach-individual-group/ Outreach individual/group) | Environmental checklist for autism guidance to reduce sensory overload and enhance engagement<br><br>Mentoring mainstream students who are struggling or school refusers. Allow time in ARP class to nurture and develop coping skills | <ul style="list-style-type: none"> <li>• Individuals coming into school more frequently, engaging in their mainstream lessons</li> <li>• Individuals and groups of pupils supported by observing pupils/provisions and giving advice and strategies on how to improve provision for specific pupils and groups of pupils.</li> </ul> |
| <b>Other</b><br>(LA Steering Groups/Support for Designated Units of ARPs)   | resources to be used mainly for parents & other schools  |  |

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### ACADEMIC YEAR 2021-22

| Outreach Activities   | Description of Activity/Intervention  | Detail Outcomes/Impact<br>(Data/Evidence showing quantifiable impact of activities)  |
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| <b>Advice and Information</b><br>(Telephone contact/Visits/Meetings/ Assessments/Information Packs) | <ul style="list-style-type: none"> <li>• Telephone/ email consultations – multiple schools</li> <li>• Drop in sessions – multiple schools</li> <li>• Action plan meetings – multiple schools</li> <li>• Telephone/ email consultations – parents</li> </ul> <p>Support students who have difficulty accessing mainstream lessons</p> <p>Supported in person, by phone and by email the development of Salmons Brook school as an SEMH specialist provider. Advice and guidance on a range of areas from curriculum development,</p> | <ul style="list-style-type: none"> <li>• Advice and strategies given to advise individuals and groups of pupils.</li> <li>• Sharing of guidance, services and resources</li> </ul> |

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|  | qualification pathways and SEND support to MIS, Therapeutic provision and behaviour support.   |   |
| <b>Training</b><br>(Twilight sessions in school/LA/Parents. INSET days in schools/Courses in Schools/LA/Parents. Work shadowing/Placement. Resource Packs) | Makaton Taster<br><br>Introduction to Autism training for new staff<br><br>CPOMS for new staff<br><br>Online learning platform e.g. Lexia, Mathletics etc  | <ul style="list-style-type: none"> <li>• Training distributed to support schools with their ASC understanding and provisions</li> </ul>   |
| <b>Interventions</b><br>(Support in class/Team Teaching/Project work/ Pupil Placement In reach-individual-group/ Outreach individual/group)                | Home support of a student who was an Emotionally based school non-attender<br><br>In-class specialist support for young people with Additional needs who are unable to manage a mainstream environment.<br><br>Utilising Online learning platform e.g. Lexia, Mathletics etc<br><br>Strategy plans/ person centred planning for SEND<br><br>Case studies for SEND<br><br>Mentoring | Individuals and groups of pupils supported by observing pupils/provisions and giving advice and strategies on how to improve provision for specific pupils and groups of pupils<br><br>Observation and advice for group of students who present behaviours of concern.<br><br>Development of Individual Risk Assessments for highlighted students<br><br>Emergency behaviour plan for identified students using PBS principles. |
| <b>Other</b><br>(LA Steering Groups/Support for Designated Units of ARPs)  | Advice and guidance given on the development of post-16 provision for students with additional needs<br><br>ASD specific resources to support access to mainstream education e.g. Handbook addendum, schedules, break cards etc.   | Four students with different additional needs now have an educational placement for the next academic year at post-16. Two of whom would be NEET without this support.  |

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|  | <p>Student presentations, parent presentations, information booklets created and delivered to support the development of the post-16 provision.</p> <p>EP service research contribution</p> | <p>Qualifications and pathways for progression identified.</p> <p>Enhanced opportunities for meeting careers/ Gatsby Benchmarks for SEND</p> |
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### **PLANNED OUTREACH FOR Academic Year 2022-23**

| <b>Outreach Activities</b>  | <b>Description of Activity/Intervention</b>  | <b>Detail Outcomes/Impact</b><br>(Data/Evidence showing quantifiable impact of activities) |
|---|--|--|
| <b>Advice and Information</b><br>(Telephone contact/Visits/Meetings/ Assessments/Information Packs)                   | <ul style="list-style-type: none"> <li>• Telephone/ email consultations – multiple schools</li> <li>• Drop in sessions – multiple schools</li> <li>• Action plan meetings – multiple schools</li> <li>• Telephone/ email consultations – parents</li> </ul> <p>Winchmore SEND Sixth form provision development</p> |  |
| <b>Training</b><br>(Twilight sessions in school/LA/Parents. INSET days in schools/Courses in Schools/LA/Parents. Work | <p>SEND environments and HQT for Winchmore Schools Studio provision.</p> <p>Parents workshop in supporting student choice (transition points, preparing for adulthood).</p>  |  |

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| shadowing/Placement. Resource Packs)  | Resource packs: Makaton, Zones of regulation,  |  |
| <b>Interventions</b><br>(Support in class/Team Teaching/Project work/ Pupil Placement In reach-individual-group/ Outreach individual/group) | <p>Team Teaching- new SEND teacher</p> <p>In-class specialist support for young people with Additional needs who are unable to manage a mainstream environment.</p> <p>Strategy plans/ person centred planning for SEND</p> <p>Case studies for SEND</p> <p>Mentoring</p> <p>PBS/ Behaviour support for Winchmore Studio provision</p> |  |
| <b>Other</b><br>(LA Steering Groups/Support for Designated Units of ARPs)   | <p>resources to be used mainly for parents &amp; other schools</p> <p>Advice and guidance given on the development of post-16 provision for students with additional needs</p> <p>ASD specific resources to support access to mainstream education e.g. Handbook addendum, schedules, break cards etc.</p>                             |  |
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Name: Rachel Carli

Job Title: Head teacher Durants School

Date: 31.1.22