



Inclusion Programme Report 2012-2013

Orrets Meadow Pilot Programme Year 2 -£33,470 inclusion money towards this

Aims

- Pilot programme for the lowest achieving children in Literacy at end of Key Stage 1 across Wirral to access Orrets Meadow for one year
- To offer mainstream pupils a free full-time place at Orrets Meadow
- Children to receive specialist literacy teaching for one year in small classes with 1.5 Teaching Assistant support
- Children to make rapid progress in reading and writing and to return to their mainstream with the gap in attainment closed.
- Children to be assessed for additional needs while at Orrets Meadow and barriers to learning identified and met.
- To enable successful teaching strategies to transfer to the mainstream school with the child on their return
- To offer parent workshops on supporting their child's literacy at home

Costs

- 14 mainstream schools accessed the programme in the second year
- The places were provided free of charge and mainstream schools retained the AWPU and any Pupil Premium.
- A charge of £2000 was made by the LA to cover transport costs
- Small classes with high adult pupil ratio 1:12. Each class 1 specialist teacher and 1.5 Teaching assistants - staffing costs - £65,000 plus.

Outline of the programme

- Key Stage 1 results across the authority were analysed and the lowest achievers in reading and writing were invited to attend a one year pilot programme at Orrets Meadow – all were identified as W (working towards level 1) in both reading and writing
- In the first year of the pilot programme, 2011-12, 27 children accessed the programme and in the second year, 2012-13, 14 children accessed it.
- Children received specialist literacy teaching and were assessed for whether they had additional needs.
- An Educational Psychologist carried out cognitive assessments on each child to see if they met the requirements for statutory assessment, which could lead to a statement, either to remain at Orrets Meadow or at another special school.
- Children were baselined on their arrival. The assessment outcomes were used as a starting point from which progress was measured.
- Parents and children were surveyed at the start and the end of the programme about eg self confidence, attitudes to learning etc.
- Transition visits were arranged between Orrets and the mainstream school for the child and parents and class teachers/Sencos were invited in to discuss progress made and strategies to continue when they returned to mainstream.
- Each term a summary of progress was sent to mainstream school and to parents. Parents were also invited to parents evenings and to support and information sessions.

- Parent workshops on Dyslexia, Dyscalculia, Reading, Behaviour and ASD were offered and were well attended, to support their child's learning at home.
- Children were encouraged to attend events happening back at their mainstream school to help maintain friendships
- After the children returned to their mainstream schools, follow up phone calls were made and surveys sent out to the schools to find out how the children had settled back in and whether any further support was required.

Impact of programme for pupils in both settings

- Rapid progress was made in Reading, Writing and Maths in a year.

On average progress in a term: Reading – 1.4 sublevels
 Writing – 1.4 sublevels
 Maths – 0.6 sublevels

On average progress in a year: Reading – 3 sublevels
 Writing – 2.5 sublevels
 Maths – 2 sublevels

- Pupil self confidence and self esteem was raised in all children by the end of the programme - evidenced by pupil, parent and mainstream surveys
- Teachers from the mainstream schools felt they had strategies to support the pupils on their return - school transition surveys
- Parents felt they understood their child's needs more and were more able to support them with their learning at home - parent surveys
- 8 children were out forward for Statutory Assessment and all received a statement -7 met the criteria to remain at Orrets Meadow and one to transfer to an MLD base. Six children returned to mainstream having made progress so that the gap in their attainment was closed between them and their peers.
- Orrets Meadow has a sterling reputation as a special school and is well positioned to diversify the range of SEN that it could meet and which the LA needs commission.
- Orrets Meadow was inspected by Ofsted in May 2012. The report stated:
 “For pupils on the Year 4 pilot, attainment in reading and writing is among the lowest within the authority at the end of KS1 at age seven. All pupils, regardless of their starting points and their additional SEN needs, make outstanding progress”

Barriers faced and overcome

- Some children found it difficult to maintain progress on their return to mainstream without the intensive support provided by Orrets Meadow. Many schools suggested in their surveys that a two year placement would have been more beneficial.
- The pilot was initially intended to explore and shape different options for Orrets Meadow to meet the needs of children with literacy difficulties. The pilot showed that impressive short – term gains can be secured for children with literacy difficulties. Since then the national agenda for SEN has altered dramatically with proposed changes to the SEN framework and for SEN funding. In the new system, the role of the LA as a commissioner rather than provider is to be developed.
- What has become evident as the pilot ran is the changing nature of specialist provision required as the authority is facing mounting pressure for other types of SEN to be met in specialist provision. The pressure is for specialist places for pupils who have social communication difficulties. To meet this pressure Orrets Meadow has opened up two KS2 classes for pupils with social communication difficulties and SpLD. A further 2 KS1 classes are intended to open in the near future.

Orrets Meadow Services

SENAAT – SEN Assessment and Advice Team

Senaat supports most schools in Wirral (101 schools).

- Qualified to undertake a wide range of diagnostic tests in identifying pupils with SEN.
- Provide written reports with advice regarding appropriate support and provision
- 1:1 assessment or whole class/group screening
- Liaison with Parents/Carers and other agencies
- Access arrangements for external exams

Quality assurance systems similar to those used for the Outreach service, is used to evaluate the impact.

Outreach Teaching Service

Orrets Meadow Outreach specialist teachers are highly regarded in the local area by schools and parents. They work in schools across the Borough teaching pupils on a 1:1 basis as well as providing a mentoring service for T.A.s who then continue to teach the pupils for the rest of the week. They also provide advice and support for Head teachers, SENCOs and teachers on strategies to support teaching and learning in English and more recently Maths.

A number of Headteachers, SENCOs and class teachers requested Dyscalculia support. These requests were acted upon and a Numeracy team has been established with 4 specialist teachers providing this service. 18 schools buy into OMS Numeracy support.

Outreach teachers are often asked to work with pupils who have made very little progress in reading, writing and more recently, Maths. Some of these pupils have specific learning difficulties, others more generalised learning difficulties.

Last year pupils made an average of 1.9 sublevels of progress in reading and 1.8 sub levels in writing. We believe this is good progress given the starting point of these children and the nature of their difficulties.

Some children make outstanding progress. For example one child made 6 sublevels (2 levels) of progress in reading in a year and increased their reading age by over 5 years (D.R.A.) The same child made 3 sublevels (1 level) of progress in writing and increased their spelling age by 19 months (SWST)

Over 70 primary and secondary schools buy into the Outreach Teaching Service. All schools are asked to complete evaluations on the Service. (July 2013).

Key Findings

- Headteachers and SENCOs reported a 100% success rate with regard to accessibility, clear assessment and satisfaction with the service.
- Clear monitorin/assessment has helped schools to track the progress made by each pupil.
- INSET requested on Reading, Phonics, Handwriting and Maths has been successfully completed.

Comments have included:

'I find the service invaluable in providing specialist support for pupils here. The progress they make is outstanding' (Headteacher)

'This is a service that works.' (Headteacher)

'We are always thrilled with the support we receive from your committed staff. I cannot fault your team.' (SENCo)

'This service is always 100% professional, 100% committed to pupil learning and a service we could not do without'. (SENCo)

'Orrets Meadow support is valued by both the school and parents. Our OMS Teacher is always willing to give / share her expertise with everyone – so well informed and competent. (Class teacher)

'OMS has been invaluable. You cannot put a price on this service. Once in a lifetime opportunity for any child who needs this support. A specialist service that has changed my child's life.' (Parent)

Next Steps

- Continue to offer Outreach Service for Literacy and Numeracy, ensuring that the highest standards of resources and strategies are used with the children.
- Develop classroom support for pupils exiting the main OMS programme.
- Continue to offer opportunities for mainstream members of staff to come into Orrets Meadow and observe specialist teaching and resources.
- Develop further opportunities for Orrets Meadow pupils and mainstream pupils to interact in educational and social activities through school to school networks
- Offer SEN training to mainstream schools' teachers and Training Assistants using the training room at Orrets Meadow.
- Continue to support mainstream schools gaining their Dyslexia Friendly Award.
- Offer ASD support to mainstream schools, including pupil observations, observing current practice, offering advice to improve practice and opportunities to observe good practice at Orrets Meadow.

