

Use of the Inclusion money at Stanley School

The inclusion project based at Stanley School is long established. We are clear that over the last 10 years significant results have been achieved in terms of the destinations of leavers, increasingly this has been along the continuum towards schools who are nearer mainstream provision. This is achieved by careful measurement of a number of factors which we believe are the building blocks of successful inclusion.

This year is a transition year as we have left our old site and a long established relationship with Thingwall School for a new building and new partners in Pensby school.

What we are trying to achieve

The overarching objectives fall into 2 categories. They are either for **Social** or **Transition** purposes.

Social. Baseline measures are taken of the child's interactions and involvement. These give a focus to sessions. For example if the baseline shows they always interact with adults the staff will encourage interactions with other pupils.

Transition. For pupils who may transfer to another school (MLD/Mainstream) the social objectives will be important and curriculum objectives will be added.

How we measure inclusion

Measures of involvement	
Level 1	No activity
Level 2	Frequently interrupted activity
Level 3	Mostly continuous activity
Level 4	Continuous with intense moments
Level 5	Sustained intense activity

Type of interaction	
TC-A	Target child interacts with adult
TC-C	Target child interacts with child
TC-GC	Target child interacts with group
A-TC	Adult interacts with target child
C-TC	Child interacts with target child
GC-TC	Group interacts with target child
TC	No interaction

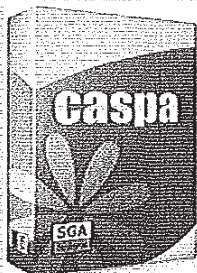
The levels of **pupil involvement** and **type of interaction** are measured at the beginning and end of the year. The scales used are shown below.

These are then benchmarked against an average mainstream pupil. From these first observations, sessions are tailored to address the profile observed. An action plan is written.

Each pupil has an individual file. This has the objectives, week by week analysis of progress and their reaction to the visit. These are shared with parents. An example of an action plan can be found in Appendix A.

In addition a careful watch is kept on **Progress** and **Attainment** as measured by **CASPA**.

We are particularly focussed on **Personal** and **social skills**.



Academic progress is monitored using **CASPA**
www.caspaonline.co.uk/

What we do

The schools look for every opportunity to integrate the pupils. We have only moved into our new building in September and so are developing a number of exciting new initiatives. Those currently underway are

- Joint sports sessions with an external coach
- Joint swimming session with an external coach
- Joint music session
- Lunch time integration where 12-14 pupils go over for lunch (the majority of Stanley pupils eat in their class rooms)
- Integrating into lessons
- Integrating into playtimes
- Joint play sessions (Early Years)
- Joint Lessons (Early Years)
- Joint cubs sessions
- PPA at 2 hours per week for recording and preparation of Action Plans.

There are also a wide range of activities not costed here such as participation in the **Merseyside School Council** organisation and the **Merseyside Enterprise** scheme.

Photo's
removed

How we spend money

The allocation is £33470

Activity (per week)	Staffing	Stanley Pupils	Cost (per annum)
Sports coach (2 x 1 hour)- 2hr	Coach	10	2660
Swimming (2 x 1 hour)- 2hr	Coach	8	2660
Music session (1x1hour) - 1hr	Teacher +TA3	10	Peri Teacher 1368 TA3 798
Lunch sessions (5 x 1 hour)- 5hr	2xTA3	13	5320
Lessons in Pensby (21x1hour) 20hr	TA3	14	11172
Play sessions in Pensby (5x1 hour)-5hr	TA3	5	2660
Early Years Play sessions (3x1hr)- 3hr	TA3	5	1596
Early Years lessons in Pensby (4x1hr) - 4hr	TA3	8	2128
Cubs (1x1hour)-1hr	HLTA +2xTA3	8	HLTA 630 TA3 x2 1064
Admin(3x1hr)-3hr	TA3		1596
		Total	£33,652

What are the outcomes?

There are 5 Key measures of the success of the project

- Leavers destinations
- Levels of involvement
- Levels of interaction
- Academic progress
- Academic attainment

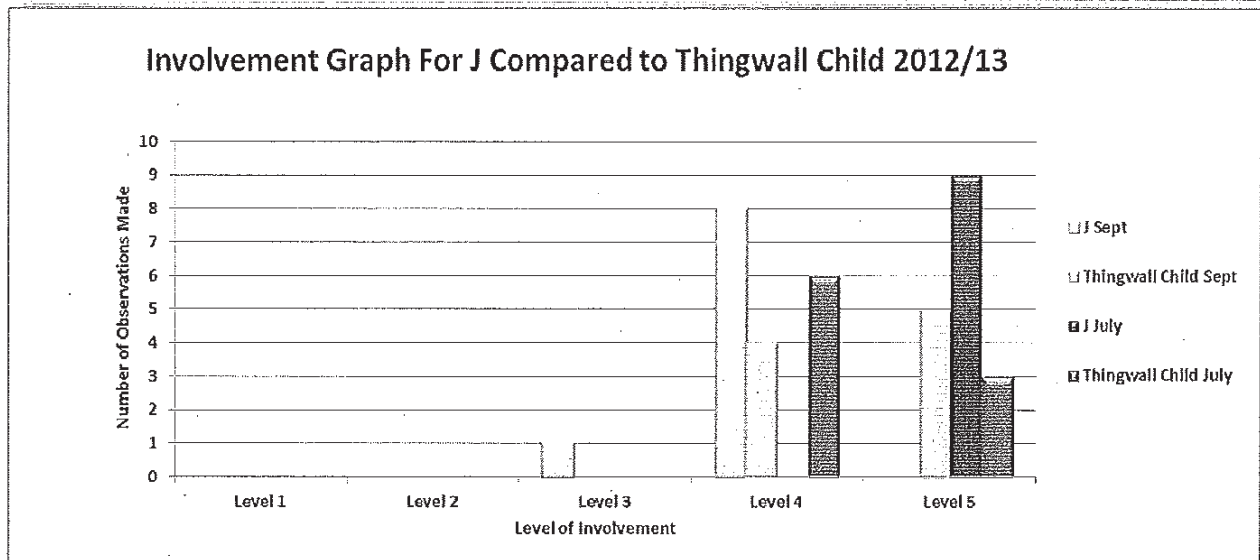
Leavers destinations

Since the project began an increasing number of pupils have begun to move to **Clare Mount** (a school for pupils with **Moderate Learning Difficulties**).

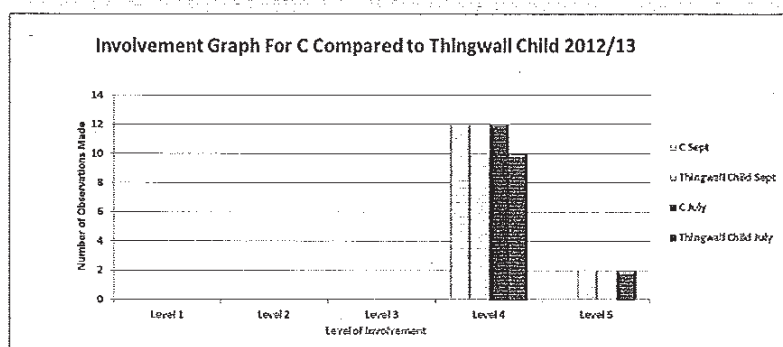
All pupils are sent to Stanley school with a statement for **Severe Learning Difficulties**. Before the project began pupils only went to secondary schools for pupils with **Severe Learning Difficulties**.

Currently between **30% and 50%**, of pupils are transferring to Clare Mount. **This year it is 50%**. This is a significant change. The work done in preparation is vital for this. This year one of our pupils was offered a place at **Wood-church High school**. All pupils who make this transition have been part of the integration project.

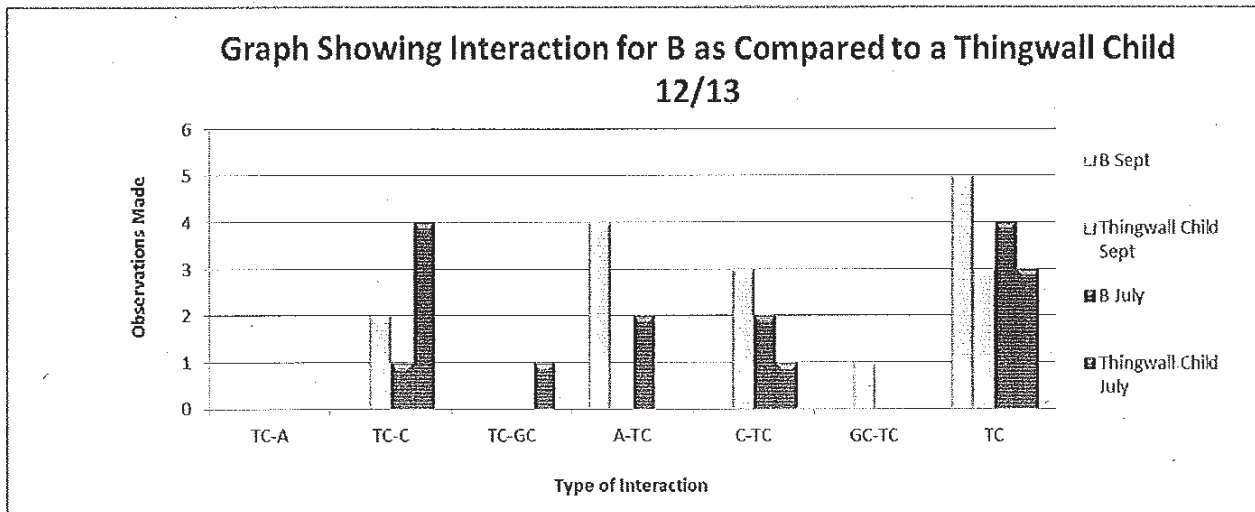
Levels of involvement



The levels of involvement are analysed for each pupil. In the case above the **Stanley** child (J) shows a clear improvement in his level of involvement. From September to July the involvement increases for the Stanley pupil and is observed in July (dark blue column) as being all intense and sustained activity (Level 5). This is a clear indication of improvement. In some cases (like the one below) the involvement begins the year at a good level in comparison with the Thingwall pupil. This pupil who has been in the scheme for a while is already at a satisfactory involvement level. It now needs to be maintained.



Type of Interaction

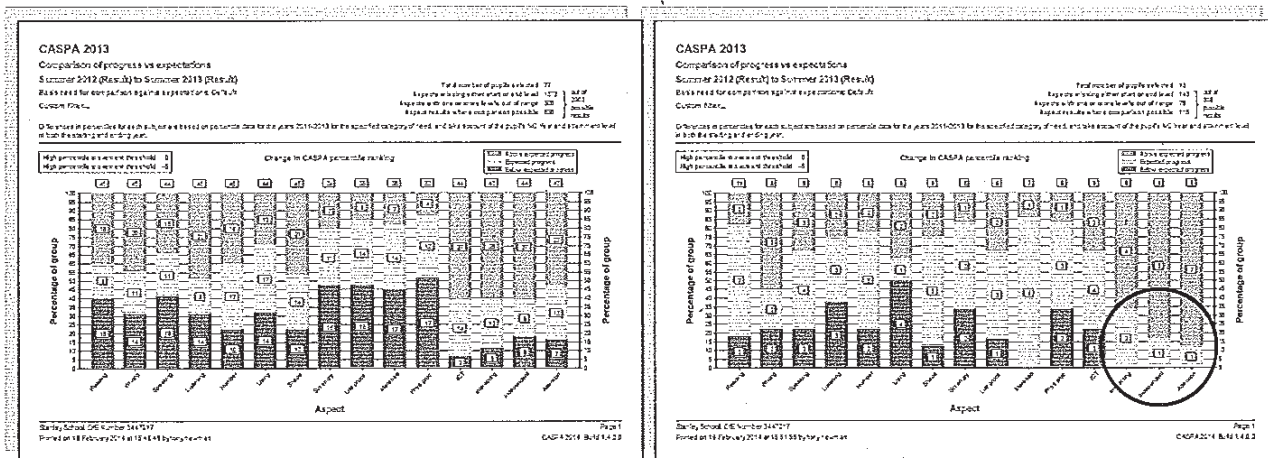


How the pupil interacts is vital. In the graph above it can be seen that at the beginning of the year the Stanley pupil

- did not interact with other pupils (TC—C)
- had considerable input from an adult (A-TC)
- Did not have other pupils interacting with him (C-TC)
- Had a high number of 'no interaction' (TC)

By July the Stanley pupil was beginning to interact with others and they with him (TC-C and C-TC), was less reliant on the Adult (A-TC) and had fewer 'no interaction' (TC).

Academic progress

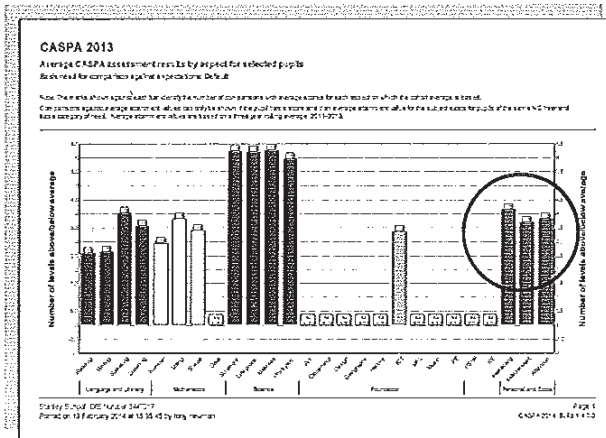
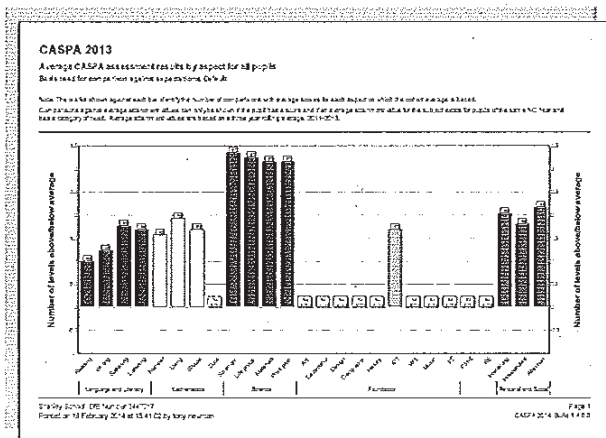


In line with direct observations of how pupils are involved and interact in the mainstream class it is important that their progress is carefully monitored. Social Skills plus academic success are vital to effective integration.

The school uses CASPA to make national comparisons.

The graphs show those pupils who exceeded targets (green), met targets (yellow) and did not meet (red). The graph on the right shows pupils involved in the project doing at least as well, and usually better than those who are not. In particular **Personal and Social skills** (highlighted) show all pupils in the project meeting targets in **Attention, Independence and Interacting with others**. These graphs are based on comparisons with similar pupils in other schools with the same age, starting place and level of disability so is a fair comparison.

Academic Attainment



A similar picture emerges with attainment. All pupils at Stanley achieve above the baseline compared to similar pupils. Those in the project (graph on the right) achieve up to 2 P levels above the other pupils in school. The school average is 2 P Levels above the national norms. The project pupils are 4 P levels above.



Year : 2012/13

NB this is an Action plan from last year when we were still at the Thingwall Site.

Issues identified from the baseline graphs

Examination of recordings made for M's interaction show 8 observations of 'no interaction' with only 5 observations made of 'no interaction' observed for Thingwall child. Additionally the Thingwall child had 5 recordings of interaction with other children, while M only had one recording of interaction with no attempt to interact with others.

Examination of involvement for M shows low levels of involvement, mostly observed at level three and four whereas the Thingwall child was observed at level four and some level fives, sustained intense involvement.

Action to address

Staff should be aware of the low levels of interaction M has with Thingwall children and therefore should actively seek to promote friendships / buddying partners to help develop interaction through building confidence. Starting with 1 Thingwall pupil and progressing to small groups. This action will also help to reduce the large amounts of 'no interaction'.

With the low levels of involvement observed staff should look to make sure the lesson and materials are differentiated and delivered in a manner that involves M and sustains her attention/involvement as much as possible.

Outcomes following Summer observations

Examination of involvement shows an improvement in involvement with M's observations largely made at level 4, continuous involvement with intense moments, which largely mirrors the observations made for the Thingwall child.

Observations for interaction shows M with increased observations made for 'no interaction' and only one observation made where another child interacts with M.

These recordings appear to reflect [redacted] personality, as she is a very quiet child and needs encouraging to interact more with her peers with increased confidence. This should be focussed on further next year

