

Four Case Studies (Plus One!)



Creating an inclusive approach to the development of social and emotional skills - Case Study

The Provider:

Cleveland Junior School, Redbridge

Cleveland Junior School is a thriving community school and it is at the heart of a diverse multi-cultural neighbourhood, close to the centre of Ilford. Most pupils come from the surrounding wards which are more economically disadvantaged and violent than most. There are 537 pupils on role, 45% receive free school dinners, 91.2% have English as an additional language and there are about 30 different spoken languages. Pupils join the school in year three with lower than average attainment and close liaison with feeder infant schools confirm the range of social issues. There is a high level of pupil mobility (20% - 30%) as many of its children live in temporary accommodation.

Summary:

The introduction and adaptation of the SEAL (Social and emotional aspects of learning) materials has led to a better learning environment. There has been a reduction in the number of incidents at playtime / lunchtimes. The midday assistants now only need one central book to record problems as there are fewer children misbehaving; previously they had a book each. The Senior Leadership Team (SLT) book of lunchtime incidents has fewer names listed. This has resulted in improved behaviour in class and more time spent on learning which can only lead to higher achievement. Positive behaviour is promoted together with the tolerance and acceptance of its differences. Children's self- esteem has been developed and they are better equipped to manage conflict and their feelings.

The Aim:

The school believes that better learning will take place by ensuring that children have the skills to manage their feelings and the ability to relate to each other. For children with severe emotional and social problems there are support groups or individual work. This can be the local authority's behaviour outreach service or with the therapeutic counsellor employed by the school for one day a week. The school recognises the importance of a healthy mind and how mental issues can affect a child's ability to learn.

What do you see in the school?

- Whole School approach as highlighted by school vision statement, which all contribute to
- Recognition of the importance to develop pupils social/emotional skills by pupils, staff, governors and parents
- Whole School inclusive ethos as portrayed in extra-curricular clubs
- SEAL introduction and development as an objective on the School Learning Plan
- Improved behaviour at playtimes and in the classroom which give less interrupted for

- learning and play
- Introduction of a Therapeutic Counsellor on to the staff and trained TA's re building self esteem
- Senior Leadership Team commitment to release Deputy Headteacher and PSHE co-ordinator to plan scheme of work for whole school using SEAL materials
- SLT commitment for quality professional development for all staff to enable SEAL curriculum to be understood by all, and delivered with high quality teaching
- Whole school approached introduced for calming down techniques/peaceful problem solving
- SEAL lessons adapted to meet the needs of Cleveland Junior as many are not emotionally literate initially
- Themed assemblies to introduce topic and raise questions prior to teaching
- Pupils all involved in lessons to manage their feelings and become self aware
- Pupil, teachers and non teaching staff, self evaluations from circle times
- Outstanding tracking of pupils with behaviour issues that through early intervention great improvement shown
- Involvement in Learning Network Community re inclusion
- Pilot SEAL school within the authority, additional support
- Associate Headteacher shared SEAL developments with other Headteachers in LA
- PSHCE Co-ordinator disseminates to other Co-ordinator's in the authority
- RNLC Newsletter article sent to all schools in LA

What difference does it make?

- Improved learning opportunities as less interruption to teaching hence improved standards
- Children more aware of feelings through SEAL lessons, work with behaviour outreach and therapist
- Fewer problems in the playground as children are able to express themselves better
- School judged 'outstanding' with satisfactory standards. Long waiting list to get into school
- Reduction in the number of lunchtime issues that have to be dealt with by SLT

From where is evidence collected to prove the Leading Aspect?

- Assembly File
- Associate Headteacher interview
- Behaviour management file
- Club programme
- Completed self evaluation forms
- Evidence of feedbacks
- Improvement in KS2 results
- Interview of pupil with statement for behaviour
- Interviews with staff and pupils
- Lesson observations
- Lesson plans from all year groups, which have been evaluated
- Letter informing parents re clubs
- Letters and evaluation of project
- Observation of an assembly re anti bullying
- Observation re clubs
- Ofsted Report 'Outstanding well being'

- Playground incident book
- Posters around school
- Power point presentation
- PSHCE interview
- Pupil interviews
- Pupils with outstanding emotional vocabulary
- Record of work of Learning Network Community
- Records in the lunchtime file
- Revised behaviour plan and new reward policy
- RNLC Newsletter
- Scheme of work
- School Learning Plan
- School Prospectus
- School Vision Statement displayed around school
- Staff Structure and timetables, interviews
- Statemented pupil able to give an example

The Verifiers Comment

- *Inclusive approach to developing social and emotional skills is embedded with the school. This has been supported by intensive CPD staff training. The pupils interviewed displayed outstanding emotional vocabulary and understanding*
- *Outstanding tracking of pupils including those with behaviour and emotional needs. Allows early intervention and implementation of a variety of resources including Therapeutic Counsellor for individual and group therapy, class and group circle times, assemblies to support the pupils.*
- *Excellent organisation to cascade SEAL teaching, materials and resources to support the learning in school*
- *Pupils are able to use their knowledge and understanding to control / manage their own behaviour and support others.*

Provider:	Cleveland Junior School, Redbridge	Date achieved:	February 2008
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Empowering parents, staff and other professionals to develop the communication skills of young people with social and learning difficulties. - Case Study

The Provider:

Hatton School, Redbridge

Hatton School caters for primary aged pupils who have a statement of special education needs. Hatton also has an Outreach Service which supports pupils in mainstream schools. The majority of pupils live in the London Borough of Redbridge. Many pupils have social communication difficulties, some with an Autistic Spectrum Disorder, with additional moderate to severe learning difficulties. Within the school there are a high percentage of boys and a wide range of ethnic groups. Class groups are small (between 6-8 per class) and are supported by one teacher and two learning support assistants.

The school follows the national curriculum. However, there is a clear focus on the development of meaningful functional communication including social relationships and interactions within school and home environment.

The school take a long term view to working with parents and are aiming towards giving them the skills needed to manage their child's communication difficulties beyond their time at Hatton School. Therefore, it aims to transfer strategies, skills and knowledge to parents through a structured 'Expert Parent' programme. This consists of child centred Communication and Learning Packages which co-ordinate the involvement of parents, teaching staff and other professionals close home school liaison, parent/carer workshops and home visits.

Summary:

Hatton School has developed an innovative intervention approach to supporting staff and parents, in identifying communication breakdown and managing this more effectively. There are three levels of communication & learning packages tailored to meet the individual needs of pupils. The school has developed a Communication and Learning Team which supports and monitors the packages. This team consists of Speech and Language Therapists, Speech and Language Assistants, a Senior Specialist Teacher, Specialist Education Psychologist, and Early Years Specialist Workers. Linked to the school based communication and learning packages there are eight parent training workshops run by Speech and Language Therapists and other specialist staff which help parents to develop their child's functional communication.

The Aim:

The communication needs of pupils were becoming increasingly complex. The speech and language therapy allocation was insufficient to meet these needs and a more flexible and

needs led model of intervention was needed. This model has given those who manage student's communication difficulties on a day to day basis the skills to provide an environment which optimises a student's communication skills and pre-empts communication breakdown. This flexibility would also ensure an increase in opportunities to develop functional communication skills across the whole school environment. The provision also needed to be a 'best practice' model which includes an ongoing programme of staff development with a simultaneous package to support parents and carers in developing their skills.

What do you see in the school?

- Evidence based best practice built into a professional infrastructure of environment, curriculum, teaching and learning methods and links with agencies and parents.
- Programmes led by a team of Speech and Language Therapists.
- Holistic Children's Services approach adopted by school six years ago and developed to its present stage.
- Head teacher expresses quality as "consistency of approach and continuity across the curriculum, differentiated according to each child's individual needs".
- School has made budgetary commitment to programme originally part funded by LA.
- Carefully matched and integrated health authority and education principles to develop the "Expert Parent" concept.
- Utilisation of Pyramid Educational Consultants UK Ltd materials and approaches such as Picture Exchange Communication (PECS), Critical Communication Skills and the pyramid approach to education; Additional specialist strategies to support communication and learning include the use of Makaton, Intensive Interaction, TEACCH, Behaviour Analysis, Social stories, visual schedules and play scripts.
- All staff have performance management targets linked to communications training. All to receive 2-days training this year on PECs.
- Strong senior leadership supported by governors
- Project being used to change and develop the ethos of the school;
- Termly multi-disciplinary case load meetings to discuss complex learning needs of individual young people;
- Well-developed induction support programme for new staff.
- Specialist EP from LA linked to the school.
- Developing symbols and picture cues to support multi-culturalism and multi-ethnicity as school has a significant number of Asian, Black British, African and Caribbean young people.
- Current development also by Outreach Teacher on developing play skills in mainstream schools.
- Assessment via the programme supports all areas of the curriculum and aids the young person to participate as fully as they can, showing by their responses their levels of understanding and emotional involvement
- Use of ICT to facilitate home visits records
- Use of photography and videoing of processes
- Performance management of communication and learning team targets
- Parent feedback of course training and annual reviews that show significant reduction in anxiety.
- Parents value the school's use of the home-school booklet as two-way communication making staff accessible
- School has been asked to share its way of working with other Redbridge schools
- Sharing practice is taking place with the local health authority and other mainstream and special schools within Essex.
- Staff induction package so all involved

- Transparent working so parents and teachers have a clear overview of the communication and learning programme and provision,

What difference does it make?

- Reduction in SEN Tribunal requests for more speech and language therapy.
- School buys into a wide range of complementary specialist approaches.
- Raised professional awareness by staff and good basis for practical understanding by parents.
- Better allocation of resources using the teacher-led referral system.
- whole school approach to raising standards.

From where is evidence collected to prove the Leading Aspect?

Well documented systems using:

1. feedback from staff and parent training programmes
 2. request forms for speech and language intervention for individual young people.
 3. Communication and Learning Guides.
 4. ICT based shared resources
 5. Network and communications target catalogue
 6. Specialist curriculum policy including:
 7. PECs scheme
 8. Intervention Pathways linked to communication targets
 9. A prioritisation system incorporating 3 Avenues of intervention
 10. Action plans and timetables for training programmes
- Clear staffing structure and roles
 - Clear links between provision and outcomes with regard to performance management of staff and young people's achievement.
 - Intervention Pathways scheme seen on laptop
 - PECs approach well document in DVD clip of Dean selecting fruit choice.
 - Ofsted Report July 2006
 - Young people's progress reports
 - Profiles that show how skill building should function.
 - Video Profile DVD demonstrating school's use of PECs with a young person
 - Ofsted evaluation of foundation stage and outreach work.
 - Feedback records
 - Returned referral forms from teachers identifying student's communication needs
 - Target setting forms
 - 3 Avenues of intervention flowcharts
 - Presentation given to NAHT regional group
 - Contribution of support to the PCT, Social Services and Children and Adolescents Mental Health Service
 - Presentations given to the governing body, the National Autistic Society and the PCT

The Verifiers Comment

- ***To meet the increasingly complex communication needs of the young people, the programme provides a flexible and needs led model of intervention.***
- ***This flexibility, aided by having a speech and language therapist in-house,***

optimises a young person's communication skills and pre-empts communication breakdown.

- *Training is provided to develop functional communication skills across the whole school environment and in the home.*
- *The provision is a best practice model which includes an on-going programme of staff development with a simultaneous package to support parents and carers in developing their skills.*

Provider: Hatton School, Redbridge

Date achieved: February 2008

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Multi-agency working to promote positive links between parents and schools - Case Study

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The Provider:

Little Heath School Specialist Support Service, Redbridge

- 3 services are: Parentlink/Parents in Partnership & Afasic & Little Heath School Specialist Support Service
- All 3 work are based in the London Borough of Redbridge
- Support Service: Support 100 statemented pupils in 16 secondary mainstream schools. Attached to Little Heath School – (currently preparing a bid to become a Specialist Special School in Communication and Interaction), LA training provider for SEN. Support those with Autistic Spectrum Disorders (ASD) including Asperger's Syndrome, and Specific and General Learning Difficulties – see leaflet
- Parentlink: Support 150 families/year, 40 contacts/month. Local parent network, links to many voluntary sector groups
- Afasic: Parent-led organization, and increasingly involved with young people. Working in 6 London Boroughs. Secondary transfer courses

Summary:

- Through shared projects the above three services have accomplished and collaborated at improving relationships between schools and parents. These have been aimed at improving relationships between schools and parents.
- A pack to support pupils and their parents during transfer from primary to secondary school ('Moving On Moving Up' - now published by London Borough of Redbridge)
- Training presentations and activities for Teachers and Support Assistants on how to work well with parents – jointly delivered
- A Service Evaluation Form for parents to complete
- Planning, advice and development of ideas for the Afasic Youth Group project
- Better practice and information on transfer to secondary school, more informed planning, greater awareness in schools of the needs of parents and improved communication, development of the Youth Project, increased confidence / trust of parents and rewarding joint working.

The Aim:

Working together in a meaningful way can provide better outcomes for the children, families and schools supported. This in turn develops trust in all of the above services, enabling the services to promote change and to show that how to lead by example in multi-agency working and demonstrate best practice. It also recognises the effort and commitment that the people involved have made.

What do you see in the school?

- The 3 managers work closely together, sharing knowledge and expertise e.g. to create the Y6-7 transfer pack.
- Materials are produced through consultation with parents and professionals and are trialled before publication
- Close work with the LA e.g. through the SEN review
- Feedback is used to plan training e.g. for SENCOs and support assistants on working with parents
- The group's work supports the policies of the Service, promoting inclusion and the involvement of parents. The multi agency working links to the development of the children's trust. One of the principles is that special schools act as a source of expertise, advice and professional development.
- There are strong links to the developing LA SEN strategy and review group; two of the project managers are on the panel developing the vision statement for the SEN review (this group also includes parents). The workstream

from the review includes further development of the links between special and mainstream schools. There is also an action plan. Parents are involved in all groups.

- The 3 managers are all leaders in their own areas and work together to integrate their work.
- The project leader brings special school expertise into mainstream; She works with the secondary SENCO cluster groups and helps them to develop better links with parents.
- She is also an adviser for the youth project and thus sees young people in a holistic way.
- Parents are central to the organisation; one of the three managers is the Parentlink coordinator and manages parent workers. She founded the Parents in Partnership group in 1992 to support parents ; she is still involved in the group which holds regular meetings for parents and professionals.
- At PIP meetings a parent friendly leaflet on how parents can help their children at home was produced; on parent explained how she had used some of the suggestions such as colour coding different subjects to help pupils organise themselves. The leaflet is now part of the transition pack.
- The group support teaching and learning in a range of ways:
- Primary HT: Much of what is given to schools is developed through Parentlink. As mainstream schools get more children with complex needs, the support of Parentlink in review meetings is invaluable; it makes sure that meetings are focused and that dialogue is constructive
- The primary HT identified the managers as key members of the SEN review and also as supporting and developing the role of parents. The parents' forum (two of the managers are on this) gives head teachers insight into what parents need.
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- Supporting schools e.g. training for SENCOs and for headteachers on the Disability Discrimination Act.
- Monitoring takes place in a range of ways e.g. via the Local Authority – contract monitoring quarterly. There is also an annual review – to AEO and her line manager. Guidelines for monitoring will be in action plans, which will be the vehicle for monitoring by the children's trust. The review of the action plan and workstreams has involved parents
- Involvement with Inclusion Network
- Parentlink – quarterly monitoring and regular liaison with LA personnel. Afasic – feedback from families and support services
- Inset feedback and requests through SEN inset planning.
- There is feedback from users of materials at each stage via Parentlink, primary Outreach service and secondary SENCO cluster group. Also Year 7 Annual Reviews establish whether materials are used and how useful they were.
- Networking and partnerships with schools and the community - the SEN review brings out all the work which is going on in schools
- Improved primary/ secondary links
- Multi-agency working – forming working links and sharing best practice
- Links with Enfield LEAP project – primary secondary transfer.
- Promoting more effective inclusive practice. There have been presentations to a wide range of groups including parent networks, school governors, the SEN planning group.
- Information on the transfer pack is on the website. There have been requests from round the country (the work may be used elsewhere if it is acknowledged). It is being used in other LAs eg Hackney.
- A one-week course for year 6 pupils is being rolled out across the country.
- Information disseminated through the Afasic national newsletter
- Children's network newsletter
- Presentations to various groups e.g. parents, SENCOs and senior managers, inclusion network, SEN planning group
- Parents' network

What difference does it make?

- Impact can be seen in increased confidence of parents and improved links between parents and schools, seen in interviews and evaluations from training. It can also be seen in the development of the SEN strategy.
- Year 6-7 transfer publication. This has been adopted by the LA for statemented pupils.
- It supports the need for better integration e.g. at secondary transfer, which helps pupil learning
- It supports parents directly and through INSET for those who work with them to support pupils with language and communication difficulties
- It empowers parents to work with schools and therefore enhance children's learning
- Comments from parents who had used the Y6-Y7 transfer pack in different ways e.g. one parent stated that the

pack was very useful when her daughter changed school (during Y6); it helps you to know what to ask, and the school used the information to draw up the child's IEP.

- Comments from schools e.g. the secondary SENCO said that it had been an issue getting the information on pupils from parents and primary schools (they have 40 feeder schools). The form has been very useful and the LAC team have also used it. It has been used to ensure that children had appropriate support.
- Parents said that the Parentlink coordinator attends transition review meetings with them and offers to help them fill in the profile. Some teachers in mainstream are nervous about parents' rights, but she helps the school work with parents. The project leader shows that it is better to work together than separately. Having a uniform system like the Profile is very helpful, and provides a structure. A school said that her input on disability equality was very helpful.

From where is evidence collected to prove the Leading Aspect?

- Agendas and information on transition review meetings
- Aims of Parentlink and Afasic
- Comments from schools see section 4.
- Complaints (or lack of them)
- Completed form for pupil
- Completed Y6 profiles
- Contract monitoring form
- Draft strategy materials
- Evaluation of support work
- Evidence from AEO
- Feedback from users – parents, schools, support services
- Inclusion network
- Information on youth project inc leaflet for parents
- In-service handbook for those who work in the team and for schools
- INSET and evaluations
- LA funding of transfer publication
- Leaflet for parents and parents' comments (see s3 above)
- Mapping of outcomes of Afasic Youth Project to ECM
- Membership of Local Authority groups
- Minutes of meetings of LA SEN review
- Newsletters
- Other parents said it makes the transfer process less stressful – it prepares you and makes you feel you have someone official behind you.
- Parent evaluation form sent this year for the first time to 117 families, response shared with the team and there will now be an action plan and common response. Parents will be sent a summary.
- Parent Partnership Minimum Standards showing liaison with parents and carers
- Performance Management
- Publication
- Schedule of meetings
- Service evaluation and feedback from training
- Training materials and evaluation forms for SENCO training – feedback is sent to all participants. Also materials for NVQ level 3 course for support assistants.
- Training pack for SENCOs
- Training presentations/ INSET delivery
- "Moving on, moving up" y6-7 pack

The Verifiers Comment

The group of three managers from different services in the London Borough of Redbridge (Little Heath Specialist Support Services, Afasic and Parentlink/ Parents in Partnership) have worked together for several years on a number of projects aimed at improving relationships between schools and parents. For example, they have produced "Moving On, Moving Up", a pack to support pupils and parents during primary- secondary transfer which is now published by the London Borough of Redbridge. By combining their expertise, they can enable improved outcomes for children, families and schools. This in turn allows them to develop services further.

Provider: Little Heath School Specialist Support Service, Redbridge **Date achieved:** February 2008
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Newbridge School - Healthy Hands Programme - the positive impact, on handwriting, of a fine and gross motor skills programme - Case Study

The Provider:

Newbridge School, Redbridge

Newbridge School Outreach Service is based at the Barley Lane Campus of Newbridge School. It supports a range of pupils between the ages of 2 and 19 who have physical, learning and medical difficulties in over 70 schools in the London Borough of Redbridge. The service not only works with pupils who have a Statement of Special Educational Needs but also with those at School Action + whose needs have a significant impact upon their access to the curriculum and approach to learning.

Summary:

As part of its work, the Newbridge Outreach Service has developed a Healthy Hands programme for pupils in mainstream schools at Key Stages 1, 2 and 3. This programme takes the form of a block of 6 weekly sessions delivered by Outreach Service staff. Mainstream school staff are trained in the use of the programme during this time to ensure a consistent standard of implementation and the programme packs left in schools for further use.

The programme has had an impact within Redbridge Schools and beyond and is underpinned by the belief that special schools need to act as a source of expertise, advice and professional development for mainstream colleagues.

The Aim:

This has been an extremely successful programme delivered in over 50 schools within the London Borough of Redbridge. It works closely with other professionals e.g. Occupational Therapists and Physiotherapists in the spirit of the ECM agenda.

What do you see in the school?

- The Service Manager has written the Healthy Hands Programme as a response to the needs of pupils in the Borough with the intention of preventing pupils moving through the Statementing process.
- Extension packs for the main programme have been designed and are available to staff in mainstream schools.
- Service staff have designed and delivered 6 X 1 hour sessions to pupils in mainstream schools.
- Mainstream school staff attend the pupil sessions in order to watch each element being delivered.
- 1 TA is able to attend each session
- TAs make notes at each session and have a Q&A session at the end.
- Lesson plans and resource lists are left in school with the pupils and staff
- Referral to the Healthy Hands Programme has a defined route.
- There is a clear criteria for application to the programme
- Difficulty checklist forms are supplied to schools looking for a referral of at least 1 weeks observations
- There are further criteria for pupils at School Action + for a higher level of input
- There are specific documents outlining the programme and which pupils would most benefit from it.
- Before the Healthy Hands Programme can begin in a school, the school has to complete a written commitment to the work
- An agreement to provide time, space and staffing has to be agreed for the duration of the programme
- Newbridge School has an explicit aim to provide support to mainstream schools, within the Borough, as part of its developing role in the 21st century
- The Programme is led by the Service Manager.
- The work is supported by the Head of school through the financial and service agreements

- A Senior TA/HLTA directly supports the Service Manager in the day to day work of the programme
- Other outreach staff support the programme
- Mainstream SENCOs work with the Service Manager to develop the work
- Area EPs support the programme in the Mainstream schools
- Service Manager delivers whole school INSET to participating schools to explain rationale of programme.
- Service Manager reviews and evaluates the programme
- Works with SENCOs to develop systems
- There is a clear line of intervention for the programme:
- Staff training
- Pupil referral
- Initial assessment
- Offer of place on programme
- There is accredited training for qualifications in NVQ and NQT areas.
- Some schools have asked for extension packs to meet specific pupil needs
- Some have asked for specific support for named pupils
- The Service Manager monitors the use of programmes within schools.
- Individual extension packs can be developed
- Pupils may be referred onwards for greater assessment
- INSET training can be developed dependent on the needs of staff and schools
- Evaluations from pupils, staff and parents have given insight into aspects of the programme.
- Pupil evaluations of the own abilities, skills and progress show the effect of the programme
- There is now a Borough wide understanding of the impact of motor difficulties on pupil learning.
- The work over the last 5 years has developed an understanding of the need to assess pupils and their motor skills.
- The development of training opportunities has encouraged this
- Sharing expertise with other services and Outreach teams has led to pupils with physical needs being identified earlier.
- The Early years Teams and Health Service professions in particular
- The Healthy Hands Programme has been written-up formally and published within an Inclusion document.
- All schools received a copy of the document.
- Out of Borough and agencies outside of education have asked for and received training in the Healthy Hands Programme.
- The programme model is perceived as being a working tool for all groups working with pupils with fine and gross motor issues.
- Whole school inset programme is delivered to the mainstream school in which the pupil is being supported.
- INSET is delivered to other Outreach services
- INSET is delivered to NVQ, NQT and PGCE students in the Borough
- INSET is delivered to other professional groups including Early Years and EPs.
- The Service manager has delivered training to the Institute of Education and PATHOS in Cambridge.
- It is clear that the work might be developed on a wider front through other institutions or via publications.
- The programme has the possibility to become a prestigious training vehicle for pupils with fine and gross motor issues with special reference to the development of hand writing.
- Parent support groups and Outreach Service evaluations of INSET have helped develop awareness and understanding of needs
- Parents are encouraged to participate in the training and the development of the work

What difference does it make?

- The main impact of the Healthy Hands Programme lies in its quality as a learning tool, a training tool and as an assessment vehicle for pupils with fine and gross motor issues.
- The programme has a positive impact on pupil learning
- Mainstream school staff are now confident to deliver the programme to groups of pupils throughout their schools.
- Staff feel confident to develop the programme themselves using the extension work available through the programme
- The Healthy Hands Programme is delivered in all but 2 schools in Redbridge within Key stages 1 and 2 and more schools are on the waiting list.
- Following INSET, referrals have been developed over time across the Borough

- The work is seen as a well-established part of the Borough support for pupils work.
- SEN Tribunals have endorsed the impact of the Healthy Hands Programme in their rulings.
- The Service Manager is often requested to attend such Tribunals to give evidence of support being offered and support available together with its impact on individual pupils.
- INSET is delivered to EPs and SPLTHs both to explain the programme and to seek input from other agencies.
- The development of CPD for mainstream staff is having a positive effect on the development of the programme
- Evaluation forms lead to changes in the programme as a result of staff comments
- A close and effective working relationship has developed between this team and Health professionals - Physio, SALT, OT. training is given to all groups involved in working with pupils - TAs, NQTs, NVQs, Early Years, Sp School, mainstream, SALT, EPs and Outreach teams.
- There would appear to be an increase in the number of pupils starting school with fine and gross motor issues. At the same time there is a decrease in the referrals from schools for the programme to be delivered, but there is an increase in the requests for training on the programme and for extension materials.

From where is evidence collected to prove the Leading Aspect?

- Further evaluation of the impact on pupils is needed to complete the evaluation cycle
- 5 years of records are now available
- A Healthy Hands INSET pack and programme work with the main programme.
- All sessions are recorded
- An INSET pack is available
- Checklists of identifiable needs are developed
- Documents outlining the programme, the resources, time and staff needed are sent to all schools prior to the programme beginning
- Documents are sent to the parents of participating pupils to gain their commitment to the work and the aims of the programme
- Evaluation forms are used extensively by staff, pupils and parents
- Evidence of all INSET delivered is published and kept
- Examples of pupil programmes over 3 terms show progression in learning
- INSET materials and resources are generated by the support team
- INSET is differentiated by groups
- INSET training programmes run across the Borough and are sponsored by the Outreach services and through direct funding within the Borough.
- Intervention process is documented and discussed in detail with the schools concerned
- Lectures and training courses are offered
- Multi agency working groups have spread the word and contributed to working practice
- Packs are given to interested parties
- Powerpoint of Healthy Hands Programme - used as info and as training tool
- Powerpoint presentation about the programme has been made. This can be e-mailed to schools on request
- Programme written for pupils in Key stages 1, 2 and 3
- Pupils and staff complete evaluation sheets for the programme
- Recording sheets are also available
- Referral forms are developed and refined by practice
- Requests are being made from further afield for the work to be published
- Resource lists are extensive yet simple
- Resources for the programme are developed by the team
- Session notes are used for each pupil at reviews
- The Service provision is clearly outlined
- The support criteria, further referral and input are also clearly defined
- The evaluation forms from schools, pupils and parents suggest a greater confidence in the programme and its effects
- The Healthy Hands INSET opportunities is published
- The work could withstand further exposure
- There is an increase in the number of schools requesting extension packs
- There are examples of extension packs
- There are examples of individual programmes
- There are examples of revised programmes for pupils and for staff training

- There are records of revised programmes, pupil progress and staff training
- There are examples of pupil evaluations from pupils, staff and parents
- There is evidence of input from other services from their evaluations eg. EPs, SPLTH
- There is a comprehensive list of the INSET provided around the Programme - used as part of the Borough monitoring of services and resources
- There is evidence of SEN Tribunal rulings
- There is evidence of individual pupil profiles establishing the effect of the programme
- There are records of training sessions
- There are records of evaluations from other agencies
- There is evidence of the input from other agencies in the development of the Healthy Hands Programme and its impact on their service delivery
- There is documentation to show the schools in which Healthy Hands has been delivered
- These aims can be seen in the schools Folder, Vision Statement and Strategic objectives
- Training records are kept by the service manager
- Weekly lesson plans are developed and used

The Verifiers Comment

- *The Healthy Hands Programme develops a clear, workable methodology to support younger pupils fine and gross motor needs which impinges on their ability to write.*
- *The programme provides a systematic training programme for staff and parents working with their young people*
- *The early intervention aspect of the programme together with follow-up assessments enable pupils to master fine and gross motor skills at an early age which might have hindered their educational development if not applied.*

Provider: Newbridge School, Redbridge

Date achieved: February 2008

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Promoting inclusion through the use of digital technologies - Case Study

The Provider:

Little Heath School, Redbridge

- Location: on the outskirts of London Borough of Redbridge
- Roll: 134 pupils mainly from Redbridge but also from neighbouring LAs including Barking & Dagenham, Waltham Forest, Newham
- Age: 11 – 19 yrs
- Teachers: 21
- LSAs: 27
- Outreach teachers: 11
- Needs: MLD and more complex language and communication difficulties including ASD
- FSM: 38%
- Religions represented: Christian 47%, Muslim 22%, Sikh 6%, Jewish 4%, Hindu 1%
- Pupils with home languages other than English: 31%

Summary:

Little Heath School has a changing population, catering for increasing numbers of pupils with complex language and communication needs as well as those with general learning difficulties. Digital technology is a key tool for including all pupils within the school through increasing access to learning through the curriculum and accreditation, motivating pupils, enhancing all aspects of school life and overcoming social isolation that our pupils experience. Its presence is in every learning area and its impact on pupils is enormous. The school is ahead in this field and its excellent practice has been recognized by Ofsted, BECTA, the media and the educational community.

The Aim:

The use of digital technology has brought together individuals, departments and the whole school, facilitating communication within and beyond the school, fostering creativity, enabling access to achievement and accreditation in previously unattainable areas, putting staff and students ahead of the game, boosting self-esteem and providing a common 'language' that we all use.

What do you see in the school?

- Whole school inclusive ethos
- continuing CPD for staff in ICT for inclusive activities and access
- school values played back through digital technologies
- ICT development plan for whole school
- Key school policies and procedures placed on-line - including dept. handbooks, schemes of work
- All pupils have their learning accredited via the 'intranet'
- There is a clear ICT and 'intranet' policy available for staff and pupils
- All 'intranet' activities are shared with Governors and parents
- Pupil information including attainment, behaviour, awards and literacy progress is available to the individuals concerned and all staff
- it is policy for all staff to use the 'intranet' tool to record progress, assess progress and submit schemes from each department
- Head Teacher is a member of the Specialist Schools Special Schools Committee

- Dep. Head attends all meetings of the LA Inclusion Network
- several subject leaders recognised as excellent practitioners locally and nationally
- subject leaders trained in the use of ICT to ensure inclusion and access
- network manager employed as lead person in digital technology development
- communication has improved within the school and within the LA area
- students maintain learning beyond school
- network manager is responsive to developments and the needs of the pupils and staff
- all subjects use technologies to enhance curriculum access, pupil enjoyment and achievement
- access to examinations and accreditations is enhanced
- group and individual targets are posted on and monitored through the `intranet`
- Pupils and staff can see this monitoring process
- Pupils can assess their own progress via the `intranet`
- Progress is discussed with pupils, using `intranet` at pastoral and subject meetings
- Head Teacher monitors targets and progress via the system
- Head Teacher monitors learning and teaching using the `intranet` as a tool
- progress and targets are shared with parents and carers at review meetings
- All leavers take a personal CD of their work and achievements to the next stage of their learning
- Past pupils keep contact with the school to share their successes
- Staff increase their knowledge and skills in ICT through the use of digital technologies
- Communications across the school are enhanced by using digital technologies
- Skills and knowledge is shared with colleagues outside LHS
- Inclusion work with mainstream schools showing digital technologies has been developed
- School website is used by pupils, parents and carers, other professions, external agencies and potential candidates for teaching posts
- A range of partnerships within the local community and with fundraisers has developed using the website
- The school has had publicity on regional TV
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- The school has 2 lead teachers and 2 ASTs
- Dissemination locally through SACRE, training for NQTs, demonstration lessons and presentations
- Dissemination nationally through the work of the ASTs, ICT and RE subject leaders
- Recognition through national awards
- Articles in the press and publications
- Extensive professional development for all staff

What difference does it make?

- Relationships between individuals and the whole community is enhanced
- Examinations and accreditations are facilitated and improved through digital technologies
- Pupil enjoyment, sense of achievement and self-esteem are enhanced
- pupils achieve access to national awards
- pupils use technologies to contribute to `intranet` resources which develops their needs and the needs of others
- PSHE related learning enhanced by technologies
- pupil spiritual development enhanced
- pupil understanding of the world around them is developed using digital technologies
- pupils gain independence as learners using digital technologies
- Subject areas use systems to enhance their impact on pupil learning
- The reputation of the school within the learning community and the LA has improved
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From where is evidence collected to prove the Leading Aspect?

- `end of year review` dvd seen by all pupils and staff confirming achievements and participation

- `intranet` pages clearly show inclusion policy, schemes of work and pupil assessments
- 2 ASTs, lead teacher and senior staff work with staff on CPD
- A wide variety of communication skills are developed for individuals and groups within shared digital experiences
- all `intranet` resources are developed by pupils and staff
- all classrooms are equipped with whiteboards and networked computers
- all external accreditation outcomes are posted on-line
- all pupil attainment information is available on the `intranet` for their use, the use of staff and for parental informationa
- all school forms for assessment and recording are on-line to all staff
- all teachers have laptop computers to access `intranet` at school and from home
- Articles: BECTA website, TES, Guardian, Podcast by Re teacher and Yr 10 and 11 pupils to raise awareness for pupils with Aspergers` Syndrome
- ASTs appointed as commitment to quality and development
- behaviour support plans developed using the `intranet` are seen to support the developemnt of positive behaviour and effect performances
- Chapter in book re digital technologies
- Design technology portfolios are stored on-line
- Digital technology supports pupils during personal and social development sessions within individual and group work
- digital technologies are used as part of whole school self evaluation
- feedback from exam boards support value of technologies work within the school
- festivals, celebrations, visits are all recorded using digital technologies to support learning and teaching throughout the school
- financial support for `intranet` and ICT work recorded in SLG, Governor and Department notes
- financial support for technologies seen as high priority within SLG and Governors
- ICT coordinator presents at BETT exhibitions, LA training and Specialist Schools events
- ICT developments highlighted in SDP and SEF
- ICT developments mentioned in Ofsted Report
- ICT fun club is accessed by SLD pupils with the support of more able pupils
- ICT presentations at BETT
- ICT training programme supported through SLG and Governors
- Impact on behaviour is marked when digital systems are employed
- LA adviser support for developments
- LA officers have noted the schools` success with digital technologies
- LA specialist support services have used LHS systems on laptops to support pupil in mainstream schools
- LHS has been involved with e-mail projects with mainstream and special schools in the LA and other parts of the world
- LHS pupils have supported pupils in mainstream school around ICT and digital technologies
- Local press have carried articles about the school
- Many subjects use on-line pupil tests on regular basis to assess levels of understanding and progress over time
- Maths HOD giving presentations to local mainstream teachers
- MFL HOD is leader of primary cluster group for MFL
- minutes of meetings reflect CPD and departmental developments using digital technology
- More able pupils support less able pupils using digital technology systems
- national awards reflect technologies work eg. Spirited Arts Award
- Photographic records in the form of picture galleries are stored and are accessible by staff and pupils
- post school pupils go onto ICT College based courses
- Pupils can monitor progress from home
- Pupils have password entry into their own files
- RE coordinator placed in National Teacher of the Year Awards
- RE presentation to local SACRE
- schemes of work include the use of digital technologies across most subjects
- school `intranet` developed over time uses banks of pictures, videos, and ideas from pupils
- school vision is strong for pupil achievement
- Science HOD demonstration lessons to local mainstream staff
- senior staff use `intranet` vidos for counselling purposes in either group or individual work
- Spirited Arts award

- Staff access digital systems to monitor group and individual progress within subjects by reviewing schemes of work and group and individual progress
- staff also use `intranet` for subject development, as assessment tool and as a training tool
- study support policy is in place and available to all pupils and staff
- Target setting and assessments are linked to Annual reviews via the systems
- technologies included in NQT training
- The school has been part of ICT network conferences and displayed work at national ICT events
- The school has produced a training video
- The school's ASTs have been involved in local NQT training
- The sharing of experiences and success develops personal awareness of success for the individuals concerned
- The use of video records of pupil achievements and activities within assemblies enables all pupils to share experiences
- Year 11 and 6th Form outcomes reflect digital experiences in learning
- Yr 11 and 6th Form accreditation within ICT and Core subjects is enhanced via specific courses and targeted modules

The Verifiers Comment

- *the main element of leading practice is the development of the school `intranet` to which all pupils and staff contribute and have access.*
- *The `intranet` provides a safe `my space` for pupils to voice their feelings, achievements and experiences over time. Pupils and staff are encouraged to develop individual and group `web sites` which provide shared resources, assessment objectives, schemes of work, recollections of activities and shared experiences.*

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