

Drumbeat School & ASD Service Pupil premium strategy statement

School Overview

Detail	Data
School name	Drumbeat School & ASD Service
Number of pupils in school	248
Proportion(%) of pupil premium eligible pupils	49.3%
Academic year that our pupil premium strategy covers (3 year plans are recommended)	2022-2025 Academic year 2022-23
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Marie Neave Executive Headteacher
Pupil Premium lead	Denise Gallagher
Governor lead	Madeleine Gabriel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,795
Pupil premium funding carried over from previous year	£0
Total budget for academic year 2022-23	£106,795

Pupil premium strategy plan

Statement of intent

At Drumbeat School and ASD service we ensure that teaching and learning opportunities meet the needs of all pupils. We put in place the appropriate provision for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are specifically assessed and addressed. In considering provision for socially disadvantaged pupils, we recognise that not all pupils eligible for FSM will be socially disadvantaged. We also

recognise that not all pupils who are socially disadvantaged or who will have particular vulnerabilities linked to their learning needs, are eligible for free school meals. 49.3% pupils are eligible for Pupil Premium.

The strategic plan, allocation of funding, action and impact are measured by the Governing Body and the Senior Leadership Team. Impact is measured through the analysis of intervention and progress data.

In common with other Special Schools, Drumbeat School recognises that the majority of its pupils face barriers to learning far greater than those imposed by financial deprivation. Deprivation is likely to be part of the broader context for many of the school's families. Therefore the Pupil Premium is used to help pupils and their families to overcome the dual barriers of special education needs and socio-economic disadvantage. We also believe it is appropriate to use the funding to support other pupils who have significant areas of vulnerability, where this can be achieved in tandem with the provision made for Pupil Premium pupils. Significant areas of vulnerability have been found to be:

- Mental health
- EAL (21 first languages in school)
- Parents with SEN
- Literacy and the inability to claim appropriate funding for transport and housing
- Support for those most vulnerable is always a priority

The school's aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy and empowered adults who contribute and participate in society.

Wellbeing, communication, achievement and independence are areas that the school seeks to address for identified pupils, when spending Pupil Premium funding.

Research shows that many young people with a learning difficulty, experience a mental health issue. This is highlighted in the DfE's 2018 document 'Mental health and behaviour in schools: Departmental advice for school staff', which lists Low IQ and learning disabilities as risk factors for poor mental health.

Evidence suggests that mental health challenges may be higher in people with a learning disability than in those without a learning disability. Some studies suggest the rate of mental health issues in people with a learning disability is double that of the general population (Cooper 2007; Emerson & Haton, 2007; Nice 2016).

Source: Mencap

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school, where funding is spent on whole-school approaches, such as,

- Research informed practice and a shared culture of problem solving that interrogates our practice and improves outcomes for pupils.
- Multi-professional collaboration, that supports teachers, therapists and teaching assistants to identify and understand pupils' specific barriers to learning.

Context

Drumbeat wants to ensure the gap being narrowed is identified in each pupil's Learning map. These areas are:

- English & Communication
- Maths

- Preparation for adulthood/Independence
- Sensory and physical health
- Cognition and learning
- Enrichment/Careers

The Pupil Premium Funding will be used in different ways for different cohorts depending on the individual priorities that have been identified. This is to build on the impact from the previous academic year.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	High deprivation – 49.3% of pupils eligible for PP. Lewisham is in top 20% of most deprived areas in England and ranked 48th most deprived out of 326 local authorities.
2	Communication barriers - some pupils have complex social, communication and emotional needs which can result in emotional dysregulation. This lack of regulation can impact on their ability to learn effectively.
3.	Environmental barriers – some pupils’ sensory needs are negatively affected by their physical environment; this can reduce their ability to learn effectively.
4.	Parental engagement – some parents require a high level of support to engage fully in all aspects of school life.
5.	Attendance –some pupils struggle to maintain consistently high levels of attendance. This interrupted attendance pattern, leads to slower levels of progress.
6.	Starting levels – many pupils entering at early years have underdeveloped communication skills as well as poor personal, social and emotional development compared with most children of similar age

Intended outcome

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1 . Support the quality of teaching leading to improved attainment of all pupils in all subject areas.	Pupil progress tracked on Earwig with underachieving pupils identified for interventions.
2. Pupils will access a range of communication techniques to support their learning and ability to express themselves and understand others.	Use of AAC techniques has been expanded. Speech and language therapy techniques are integrated within the school curriculum and assessment framework. Targeted and specific specialist assessment and interventions are delivered across the school. Staff and parent knowledge of autism specific communication interventions has improved
3. Support pupil mental health and well – being, thereby reducing barriers to learning.	Parents and staff are provided with a psychological perspective when planning interventions and understanding behaviour. Indirect support for class teams around understanding behaviour. Targeted support for staff working with complex pupils. Parents of younger pupils are specifically supported through a parenting group. Psychological strategies form part of staff CPD offer. Reactive and proactive support is increased through the implementation of learning mentors.
4. Sustained parental engagement as a valuable part of the school community to support pupils' learning, pupils' families and wellbeing.	Strategies to empower parents to support and encourage their child's learning. Regular contact with parents. Workshops delivered by therapists and school staff to support parents to meet their child's needs Access to Family liaison officer to support parents with issues such as housing and transport.
5. Pupils will improve their literacy and reading skills.	A consistent approach to the teaching of phonics is maintained. Pupils will continue to make progress in all areas of literacy using the new Drumbeat curriculum and assessment system. Pupils to receive personalized support with

	their writing, if this is an area of need.
6. Pupils will improve in the areas of sensory and physical health.	Pupils will have access to targeted and specialist support from the Occupational therapy team. Parents and staff are provided with an Occupational Therapy perspective when planning interventions and understanding sensory needs. Indirect support for class teams around understanding physical and sensory needs. Occupational therapy strategies form part of staff CPD offer.
7. Improved and sustained attendance for all pupils.	Attendance figures for the school will be comparable to or above national averages.
8. Support the development of performing arts through increased access to music to support wellbeing, talents and interests.	Pupils will have increased opportunities to experience targeted music lessons.

These initiatives are supplementary to the high-quality teaching and learning that is critical to pupils every day.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year (2023-24)** to address the challenges listed above.

Overall Budget: £133,485

Teaching

Budgeted costs: £2,825

Activity	Evidence that supports this approach	Challenge number addressed
Maintain a consistent approach to teaching of phonics and reading.	The teaching of phonics has become embedded which is leading to better outcomes for pupils. This is particularly important as the school expands. Pupils are accessing ASD Reading	1,2

Targeted Academic support

Budgeted costs: £11,990

Activity	Evidence that supports this approach	Challenge number addressed
Expand the use of AAC Communication strategies across the 3 sites.	Pupils are able to communicate their needs more readily	2,6
Introduction of Earwig across the school to monitor progress.	Tracking pupils, highlights those pupils who are underachieving and need targeted support.	1

Wider strategies

Budgeted costs: £118,670

Activity	Evidence that supports this approach	Challenge number addressed
Embed Occupational therapy across all year groups to support sensory needs and regulation	Increased capacity has meant more staff training and that OT programmes can be delivered within class reaching a larger number of pupils. This is particularly important with the school expansion.	2/3
Sustain support for Mental health and wellbeing through the introduction of learning mentors	Increased understanding and awareness of mental health needs leads to more targeted support. This needs to be proactive and reactive so that needs can be met as soon as issues arise	2
Home school support service to be increased.	Over recent years, targeted support for families has been a useful and successful strategy in involving parents and raising the attendance and engagement of pupils	4,5
Sustain the music offer for pupils through the employment of a part time music instructor	Creative subjects such as music provide an extra pathway and provide cultural capital for pupils.	1

Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

Area	Objective	Activities	Evaluation of Impact
Reading and phonics	Consistent approach to reading and phonics	<p>Formal training for all staff using RWI portal. TA lead for phonics appointed Development days with RWI consultant 1:1 coaching capacity during live phonics sessions increased. Teaching of phonics is systematic and sequential. The quality of phonics lessons are effectively monitored and action plans written jointly with RWI consultant.</p>	<p>The teaching of phonics has become embedded leading to better outcomes for pupils. (Refer to Appendix 1: Literacy impact report)</p>
Mental health and well being	To increase access to mental health support for pupils	<p>2 assistant psychologists joined the therapy team to improve capacity for pupils. This provided the following: Weekly sessions for pupils to provide therapeutic space to explore issues. Psychology perspective for planning of interventions Support for staff teams to understand behaviours that challenge. Staff training e.g. models of behavior support Staff empowered with information they need to seek extra help as appropriate. Parent group provided for younger pupils to support parents with understanding their child's needs. Psychological support and parenting guidance on a case by case basis</p>	<p>At times, the complexity of the pupils' needs meant that the presenting difficulties were often not appropriate for level of experience and training of assistants. Review model of working that is more responsive with introduction of Learning mentors.</p> <p>Increased awareness of psychological issues in school</p> <p>Parents better equipped to understand their child's needs</p> <p>Refer to Clinical psychology report (Appendix 2)</p>
Occupational Therapy	Increased access to support pupils with OT interventions. Increased staff training	<p>OT commissioned 15 hours a week. Appointment of 2 OT assistants (6 days in total each week) Fine motor development for EYFS 16 pupils on caseload</p> <p>Sensory processing needs assessed. Individual sensory diets or using specialist equipment and</p>	<p>leading to more independence.</p> <p>leading to pupils on This impacts on better regulation.</p>

		<p>strategies. Case load: 49 (Primary) 15 (KS3) 21 (KS4/5)</p> <p>Staff training</p>	<p>leading to better understanding of specific interventions and consistency. With the addition of OT assistants, a wider variety of direct and indirect interventions have been provided. Refer to OT impact statement (Appendix 3)</p>
Music offer	Increase music offer across the school	Appointment of instructor with music specialism for 3 days a week on Downham site.	Pupils gaining more experiences with music particularly in areas of musical exploration, learning instruments on an individual basis and following simple musical notation
Home School support	Continuation of home/school support	Home school liaison officer continues to provide support 122 cases have been addressed. The main issues are housing, transport, benefits, respite and emotional support. Class rep meetings have also been set up which aids communication between parents.	Parent engagement is sustained leading to continued good attendance and pupil outcomes.
Communication Strategies (Use of AACs)	Expand the use of AAC across all Drumbeat sites	AAC chat club continued at Brockley and launched at Downham site The high tech AAC project has expanded offer to 22 pupils 14 of whom receive FSM. Smatbox AAC training for staff and parents	Pupils can use their personalized AAC system to communicate their needs Refer to SLT report (Appendix 4)

Appendix 1

Literacy impact report

Objectives	Summary of interventions	Outcomes and Impact
<p>Maintain a consistent approach to the teaching of phonics</p>	<p>Formal training carried out with all staff; teachers and TAs using RWI portal</p> <p>TA lead for phonics appointed</p> <p>Additional Phonics practice sessions launched and established</p> <p>Curriculum for phonics pathways written and embedded</p> <p>Collaborative planning meetings every half term within pathways</p> <p>Development Days with RWI: Phonics Consultant</p> <p>Phonics parent workshop</p>	<p>Online Annual Subscription Package enables all staff to receive high quality phonics training appropriate to the reading and writing needs of the pupils</p> <p>1:1 coaching capacity during live phonics lessons increased</p> <p>TA confidence in teaching phonics increased</p> <p>Read Write Inc: Phonics is embedded within curriculum documents and therefore the teaching of reading and writing is systematic and sequential. The use of RWI teaching resources is consistent. The teaching of phonics begins as soon as students are ready and all staff deliver high quality speed sound lessons and reading and writing activities related to the RWI storybooks.</p> <p>Pre and beyond phonic reading is consistent and sequential.</p> <p>Each class has scheduled sessions in their timetable where RWI sessions are delivered 4 times a week.</p> <p>The quality of phonics lessons are effectively monitored and action plans written jointly with RWI consultant</p>

		<p>Parent workshops support generalisation of skills and ensure consistency of teaching reading at home.</p>
<p>Ensure pupils continue to make progress in all areas of literacy using the new Drumbeat curriculum and assessment</p>	<p>Literacy Lead, senior leaders, expert teachers and Occupational Therapist wrote Reading and Writing and Functional English curriculum collaboratively. Literacy curriculum moderated by external professionals e.g. Educational Psychologist and RWI: Phonics consultant</p> <p>Literacy Lead studying for National Professional Qualification in Leading Literacy</p>	<p>Drumbeat’s literacy curriculum is based on up to date research and evidence based practice. Read Write Inc is a systematic and synthetic phonics teaching programme which is embedded within the curriculum and therefore the approach to teaching reading and writing is rigorous, systematic and used with fidelity. The expert curriculum and joint setting of targets means occupational therapy is integrated seamlessly into classroom practice.</p> <p>In the most recent data drop over 80% of pupils achieved the reading and writing target. Over 90% of pupils achieved their functional English target. Literacy lead has up to date and expertise knowledge in all areas of literacy</p>
<p>Offer personalised support for pupils who are learning to write or that find writing difficult</p>	<p>Individual fine motor, handwriting and tool use assessments with advice, support and programmes led by OT</p> <p>2 x OT assistants appointed</p> <p>Fine motor development packs and equipment e.g. pencil grips provided for specific pupils</p> <p>Write dance intervention sessions modelled in class</p> <p>OTA supported the Brockley KS3 fine motor intervention group</p>	<p>OT team have expertise knowledge in grading activities to support development. Accurate assessments informs pupil starting points and targets.</p> <p>Development of fine motor skills leads to improvements in functional tasks and pencil control and therefore improve pre-writing/ writing outcomes. Class based interventions supported by OT team and literacy lead enables sharing of skills and modelling to</p>

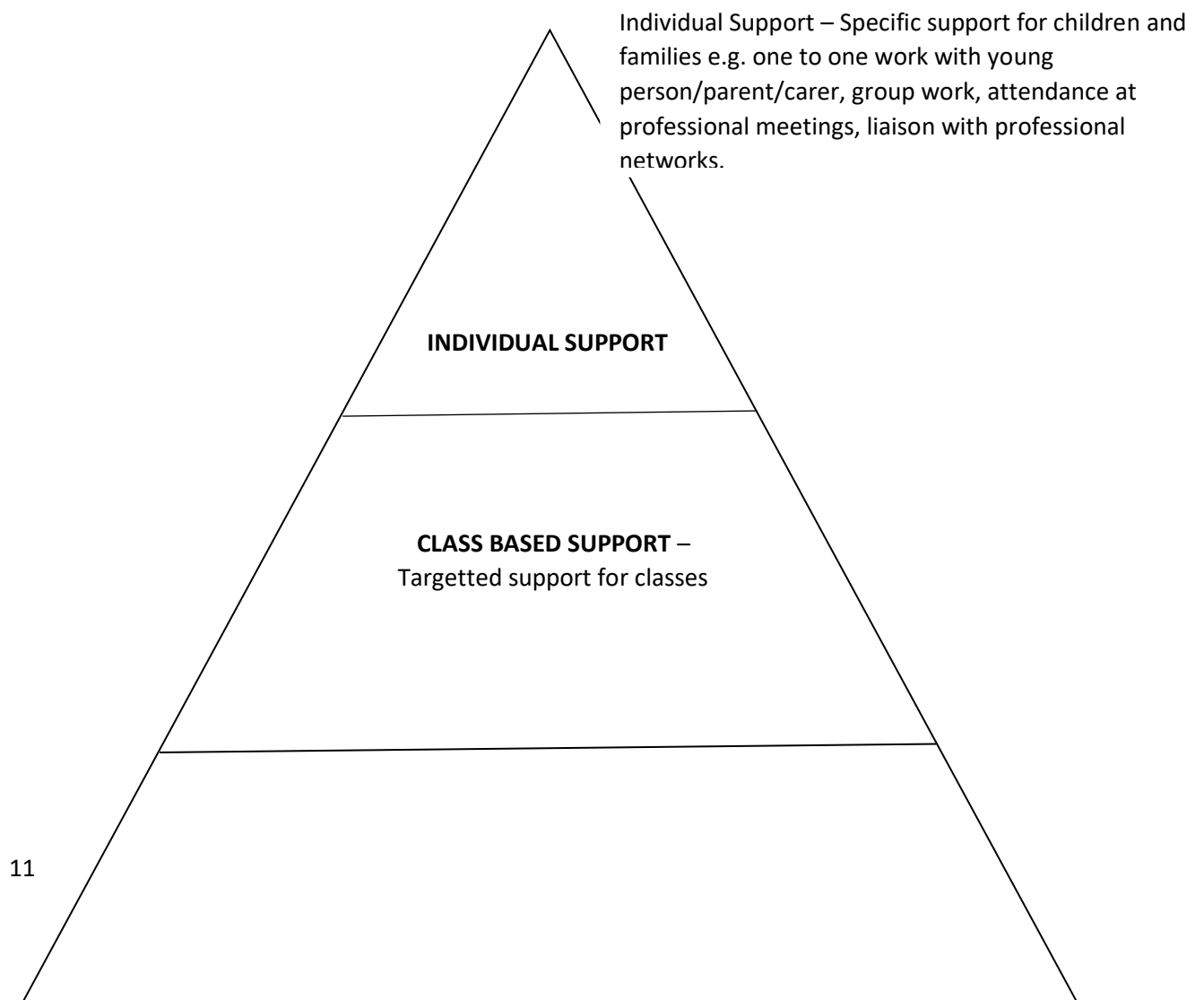
	<p>Resource packs are being created to loan to classes e.g. Fine motor kits and 'Write from the start' pencil skills development programme</p>	<p>staff. Teaching and therapeutic support is seamless and class staff confidence increases.</p> <p>Resource packs and lesson plans ensure learning activities are graded and developmentally sequenced to improve pupil writing outcomes.</p>
--	--	--

Appendix 2

Clinical Psychology Report

June 2023

The following report outlines the main areas of clinical psychology activity over the past term. Clinical psychology input is provided in a number of different ways at Drumbeat as outlined below:



UNIVERSAL - Accessible to all

e.g. staff training, parent workshops, staff support

Provision	Detail of intervention	Impact
<p>Clinical Psychologist and two Assistant Psychologists</p>	<p>Direct work with students:</p> <ul style="list-style-type: none"> • One to one psychological sessions with students • Group work with students e.g. Transitions group 	<ul style="list-style-type: none"> • and parent • Providing a psychology perspective in planning interventions and care • Weekly sessions provided to give therapeutic space to explore issues
	<p>Attendance at meetings regarding students:</p> <ul style="list-style-type: none"> • Annual Reviews • Attendance at multi-agency professional meetings e.g. CIN meeting, MAG meeting. 	<ul style="list-style-type: none"> • Providing psychology perspective at AR planning • Providing a psychology perspective in complex case
	<p>Work with staff teams</p> <ul style="list-style-type: none"> • Liaison and behaviour management strategies provided to class teacher • Group supervision sessions for staff teams 	<ul style="list-style-type: none"> • Indirect support for student behaviour through staff team • Staff team support with complex students • Enable reflection and learning within staff teams • Support well-functioning and resilient teams. • Providing an outside, fresh, psychological perspective on behaviour in the classroom.
	<p>Staff support</p> <ul style="list-style-type: none"> • Informal short term support and signposting sessions provided to staff. 	<ul style="list-style-type: none"> • Empower staff with the information they need to seek extra help as appropriate.
	<p>Parent support</p> <ul style="list-style-type: none"> • Psychological support and parenting guidance for parents – one to one 	<ul style="list-style-type: none"> • Provide parents with info they need. Facilitate access to resources e.g. visuals • Encourage consistency between home and school

	<ul style="list-style-type: none"> • Rainbow parenting group – offered to all R, Y1 and Y2 parents. 	<ul style="list-style-type: none"> • Parent group aims to give parents of younger students the foundation knowledge they need to understand their children and parent them effectively and sensitively.
	<p>Training</p> <ul style="list-style-type: none"> • Staff training e.g. models of behaviour support 	<ul style="list-style-type: none"> • Contribute to CPD programme in school and increase awareness of psychological issues in school

In July 2022 two Assistant Psychologist joined the psychology team. The aim was to increase the resource of the team to improve capacity to see more students. At times, the complexity of the students' needs meant that the presenting difficulties were often not appropriate for the level of experience and training of the Assistant Psychologist role. The provision of clinical psychology and behaviour support within the school is currently being reviewed with the aim of developing a model that is most responsive to the needs of the school.

Training Provided:

Feb 2023– Models of Behaviour Support

Groups:

May-June 2023 - Transition group provided to those students leaving this year for college.

May-June 2023 – Rainbow Parent Group (Introduction to Autism)

Appendix 3

Occupational Therapy Report

Objectives

Summary of interventions

Outcomes/impact

Evaluation of impact

Include the impact of having assistants.

This academic year has seen vast developments in the amount of Occupational therapy available at Drumbeat.

September 2022- December 2022 - the school commissioned a qualified Occupational therapist (OT) 15 hours per week to cover 2 sites, Brockley and Downham. Additionally

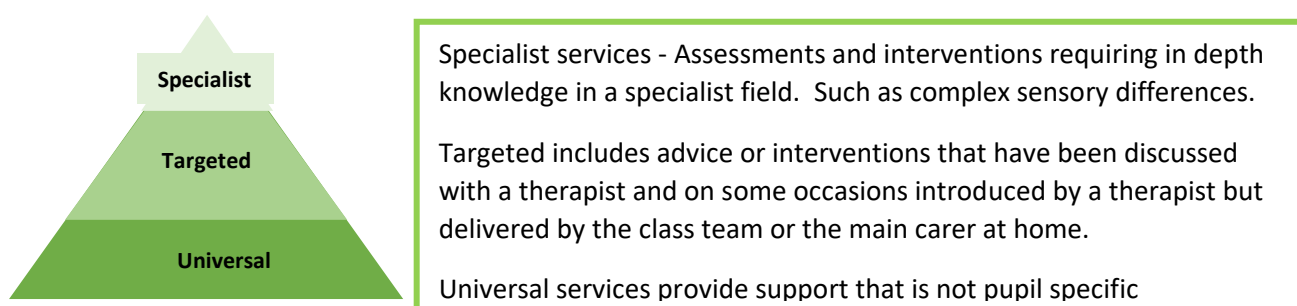
during the autumn term we had the support of a fulltime Occupational therapy student (2nd year) based at the Downham site.

January 2023 – July 2023 – the school continued to commission an OT as above (15 hours per week) however this increased to covering 3 sites (Downham, Brockley and Turnham)

Additionally the school has employed two part time Occupational therapy assistants (OTA's) (6 days in total per week) to work across all three sites supporting the OT.

The structure of the service remains as previously but additional staffing has meant that much more universal support and target support has been delivered.

Structure of service delivery



A completed referral form is required for a pupil to access targeted or specialist Occupational Therapy support. Following receipt of a referral the OT team will discuss the most appropriate action and inform the class team. This could include

- A class observation by the OT or OTA
- Discussion with the class teacher and or carer depending on the need identified.
- The pupil may be placed on an intervention waiting list such as Fun before food.
- If a class wide approach is deemed to be appropriate a universal offer may be recommended for the whole class.
- Further individual assessment by an OT or OTA with guidance form the OT.
- Trial of equipment

Targeted and Specialist Support

Strategy/ area of provision	Group	Detail of intervention	Impact
Fine Motor Development Sensory Processing	EYFS	<i>16 pupils on caseload</i> 1 for sensory/functional skill difficulties 5 for Sensory and fine motor difficulties <i>10 for fine motor intervention only</i> Individual assessment of all students fine motor skills. Whole class fine motor intervention pack	Development of fine motor skills essential for tool use (pencil, scissors & cutlery) and independence skills such as dressing and managing

<p>Independence skills</p> <p>Training</p>		<p>devised & monitored weekly by OT student with guidance from the OT, delivered by trained class team member</p> <p>Sensory assessments of 16 pupils leading to individual sensory diets, sensory equipment and strategies where appropriate.</p> <p>Mealtime assessments to support independence and provision of equipment to support skill development, such as alternative cutlery.</p> <p>In class fun before food programme for 10 pupils from EYFS – delivered by OTA, devised by OT.</p> <p>Training session on joint laxity and the impact on motor skill development, as a number of the pupils have been noted to have joint laxity which greatly impacts on their acquisition of skills.</p>	<p>fastenings. Many pupils can now put their own coats on independently.</p> <p>Pupils are more regulated across the school day.</p> <p>Pupils are more focused more learning due to having their sensory needs met.</p> <p>Pupils are learning to independently feed themselves using cutlery including cutting up their food.</p> <p>To build confidence with food, pupils are becoming more confident in touching, smelling and exploring food in preparation for eating a wider range of tastes and textures.</p> <p>Staff have a better understanding of why a pupils skills are developing differently or in a slower way due to joint laxity and the importance of hand strengthening activities. When staff have a better understanding of why they are delivering a specific intervention or strategy it is more likely to be used regularly, leading to increased opportunities and benefits for the pupils.</p>
	<p>KS1</p> <p>KS2</p> <p>KS3</p> <p>Brockley</p>	<p>19 on caseload 15 for sensory needs only 4 sensory and fine motor support</p> <p>30 on caseload 1 for support with independence tasks 7 with motor skill difficulties only 15 with sensory needs only 4 with sensory and motor 2 sensory and functional 1 sensory and fine motor</p> <p>15 on caseload 5 for support with motor skills only 8 sensory support only 2 support with sensory and functional skills</p>	

Sensory differences		<p>21 on caseload</p> <p><u>Sensory Interventions</u> Individual assessments including class observations, discussions with class teams, sessions to develop and trial sensory strategies.</p> <p>Development of sensory diets for complex pupils that require a high level of sensory input to support their regulation and engagement in school activities.</p> <p>Fun before food Group (10 sessions) attended by 16 pupils</p>	<p>Pupils are more regulated across the school day and able to access learning opportunities</p> <p>More regulated pupils who are happier and therefore able to learn and participate in school life.</p> <p>To build confidence with food, pupils are becoming more confident in touching smelling and exploring food in preparation for eating a wider range of tastes and textures.</p>
Fine Motor & independence skills		<p>Termly set up of a new sensory circuit (6 times per year) to support regulation for pupils with a timetabled slot.</p> <p><u>Motor Interventions</u> Individual assessments of fine motor skills particularly in relation to writing skills and tool use. Provision of individual fine motor development packs, and equipment to support skill development- such as alternative cutlery and pencil grips.</p> <p>Teaching of alternative methods for functional skills such as tying shoe laces</p>	<p>Development of fine motor skills leading to improvements in functional tasks such as fastening clothing, using cutlery and pencil control.</p> <p>Whole class interventions supported by Ota and or OT have enabling sharing of skills and modelling to staff – insitu training.</p>

Universal provision

Universal	<ul style="list-style-type: none"> • Whole staff training on <ul style="list-style-type: none"> ○ Using the sensory rooms (large and small) ○ Teaching the zones of regulation 	<p>Increase in staff confidence and knowledge to use sensory strategies</p> <p>Pupils are more regulated across the school day and able to access learning opportunities more.</p>
------------------	--	--

	<ul style="list-style-type: none"> Developing a folder of resources for using with the zones of regulation curriculum – available on the teacher share folder on the staff drive. 	<p>Correct use of the sensory rooms by staff & students whilst incorporating learning into the sensory experience.</p> <p>Classes are teaching elements of the zones curriculum.</p> <p>Carryover of skill development at home, providing the pupils with more opportunities for practise and success.</p>
Universal	<ul style="list-style-type: none"> Parent workshop <ul style="list-style-type: none"> The impact of sensory needs on eating and drinking Developing a sensory space at home (summer term) 	To support parents to help their children continue developing their skills at home.
Universal	<ul style="list-style-type: none"> Whole class interventions In class write dance sessions delivered by the OT and or OTA to 3 classes Fun with food – whole class intervention for Seahorses, Phoenix Spring summer 2023 OTA supported the Brockley KS3 fine motor intervention group – by providing graded activities to support development Zones of regulation whole class intervention – delivered by OT – Orion class May 2023 Delivered relaxation sessions to 2 classes using quick shifts therapeutic listening music and deep pressure techniques for relaxation. <p>The OT has led on designing the sensory room and soft play space for the Turnham.</p>	<p>Whilst delivering the programmes within the classroom we are able to model and train staff, enabling staff to embed the principles and strategies across the pupil's school week. This provides more practise of skills and opportunities for generalisation.</p> <p>OTA was able to grade the activities to support more progress with fine motor skills.</p> <p>Training of the staff team in supporting the pupils to regulate themselves after lunch. Increasing engagement in the afternoon session.</p> <p>This will provide the Turnham pupils will 2 different spaces for supporting their regulation. One that provides movement and one that is more calming and relaxation. The objective being that pupils will be more regulated and engage in more learning within the classroom.</p>

Referral comparison 2021-2022/ 2022-2023

	<u>2021-2022</u>	<u>2022-2023</u>
EYFS	21 referrals	16 (all pupils)
KS1	21 referrals	19 currently on caseload
KS2	17 referrals	30 currently on caseload
KS3	8 referrals	15 currently on caseload
KS4 & Sixth form	10 referrals	21 pupils on caseload
Turnham	New site 2023	3 referrals and whole class interventions to both classes.

Totals	77	104
--------	----	-----

As can be seen from the figures the OT caseload has increased in the last year, however with the addition of the OT assistants a wider variety of direct and indirect interventions have been provided in and out of class. Across the year caseload numbers will change according to pupil needs and cases may be closed if intervention is not currently indicated. As the universal service is available to all the figures are only the pupils requiring targeted or specialist intervention from the OT team.

During the next academic year it is predicted that the case load numbers will continue to increase, as Turnham opens more classes which will have an impact on the service offered across the sites.

Each class will continue to have an allocated OTA with whom the class teacher will have termly contact and the pupils needs priorities. This will ensure that needs are met and universal support can be offered. The OT will continue to support across all 3 sites.

In preparation for the next academic year the OT team will be developing resource kits that can be loaned to classes to make delivering interventions in the class easier. These will include

- Fine motor kits and packs – graded and for specific skill areas
- Fun before food packs and lesson plans
- Write from the start – pencil skills development programme – packs for use in class and lesson plans – these are developmentally sequenced.

Kirsty Richards

Occupational Therapist

25.05.2023



Appendix 4

Speech and Language report

The speech and language therapy service currently consists of a school employed speech and language therapist (SALT) for 3 days a week, a school commissioned SALT for 1 day a week and the NHS provides 3 days a week of qualified SALT time and 2 days a week of a therapy assistant practitioner. Qualified SALTs are allocated to classes and hold the clinical responsibility for the pupils within them. The speech and language therapy team use a graduated response approach in line with the other therapy services.

Structure of service delivery



Specialist services - Assessments and interventions requiring in depth knowledge in a specialist field. Such as setting up AAC systems or speech sound assessments.

Targeted includes advice or interventions that have been discussed with a therapist and on some occasions introduced by a therapist but delivered by the class team or the main carer at home e.g. colourful semantics strategies or using choice boards

Year	Pupils on roll (All Drumbeat pupils are on the SALT caseload as all pupils receive the universal offer)	Number of days of qualified SALT input	Ratio (Number of pupils for every day of qualified speech therapy)
2018	162	9	18:1
2023	249	7	Approx. 36:1

The amount of qualified speech and language therapist time has reduced by 50% in the last 5 years when taking into account the increase in the number of pupils in the school. Moving forward the capacity of the speech and language therapy team needs to be considered as pupil numbers further increase and the demand for specialist intervention also grows. It would be beneficial to pupils to be able to expand the number and length of targeted interventions offered.

Objectives	Summary of interventions	Outcomes and Impact
To expand the use of AAC across all Drumbeat sites	<p>AAC Chat Club at Brockley site continued</p> <p>AAC Chat Club launched at Downham site</p> <p>1:1 parent training sessions</p> <p>Modelling AAC in class</p> <p>Smartbox AAC training for staff and parents</p>	<p>3 pupils have taken part in a specialist assessment with AAC hub and given specialist NHS funding for a high tech AAC device for life. The high tech AAC project has expanded from 10 to 22 pupils now using high tech AAC at home and in school. Pupils can use their personalised AAC system alongside her other methods of communication to communicate their needs, wants, choices or responses within learning and social chat. These pupils are able to fully access their curriculum</p>

	<p>SALT AAC training with specialist AAC hub AAC champion meetings Termly AAC working party meeting</p>	<p>and talk about their learning outside structured activities. The availability of a robust vocabulary also means they can participate in social interactions with peers and adults at home, school and in the community.</p> <p>Targeted intervention provides increased practise opportunities for staff and pupils. Expert SALT and AAC champions model the best support and activities to inspire meaningful communication and interaction.</p> <p>Very positive feedback was received from parents using AAC at home who attended training which means pupils are given increased opportunities to learn their new communication system with specialist SALT support in real life learning and social situations</p> <p>Specialist SALT AAC knowledge has continued to develop and the number of AAC champions has increased. An Informal AAC assessment proforma has been developed to ensure implementation consistency across the team.</p>
<p>To integrate speech and language therapy within the school curriculum and assessment framework</p>	<p>Speech therapy team led on writing Drumbeat's communication curriculum</p> <p>Speech therapy team available to jointly plan, support and review communication targets on learning maps and earwig evidence with teachers SALT part of the part of TBO professional communities and creating Drumbeat's toolbox of possibilities</p>	<p>Drumbeat's communication curriculum is based on up to date research and evidence based practice. It is neurodiversity affirming and values all methods of communication and language acquisition. Instructions for communication target writing not only highlights the skills for improvement but also the transactional supports needed in order to achieve it.</p> <p>The expert curriculum and joint setting of targets means speech and language therapy is integrated seamlessly into</p>

		<p>classroom practice and pupils develop functional communication skills with a range of meaningful opportunities. In the most recent data drop over 90% of the pupil across all pathways achieved the communication target.</p> <p>TBO is a research based approach and SALT involvement ensure the range of toolbox of possibilities includes research that is the most relevant for Drumbeat pupils with severe speech and language disorders and those that use AAC. E.g. Questioning and higher order thinking includes information on Blank's levels of questioning and the descriptive teaching model</p>
<p>To deliver targeted and specialist assessment and interventions across all Drumbeat sites</p>	<p>Class based interventions and targeted support have focused on the following strategies or interventions:</p> <ul style="list-style-type: none"> • Intensive interaction • Attention autism • Creating low tech AAC support • Barrier games • Lego therapy • Colourful semantics • High tech AAC opportunities and use • Aided language stimulation • Engagement and curiosity • Information carrying words • Talking mats <p>Non class based support:</p> <ul style="list-style-type: none"> • Year 13 transition reports • Annual reviews • MAG meetings • Onward referrals to specialist external agencies e.g. cleft team • Parent liaison <p>Specialist assessment and intervention:</p>	<p>Class based interventions allows staff to see communication intervention happening and carryover is more likely. Teaching and therapeutic support is seamless.</p> <p>Class staff confidence increases.</p> <p>Quality of teaching improves due to increased understanding and practice in how to support the variety of communication needs of the pupils in class.</p> <p>SALTs model activities to inspire meaningful communication and interaction which are relevant to the school's curriculum and assessment procedure.</p> <p>Increases in engagement and improved communication skills contribute to improved learning outcomes</p> <p>Pupils leave the school with important and up to date information to ensure their</p>

	<ul style="list-style-type: none"> • AAC (further detail included above) • Specialist assessments as requested e.g. CLEAR, BPVS, DLS, AAC • Delivering specified speech and language provision at detailed in ECHP's • 1:1 speech sound intervention and programmes 	<p>communication needs are met beyond school.</p> <p>Key information is share between the whole team working around the pupil. SALTs are responsive to parent's requests for meetings, therefore parental anxiety is lowered, and advice is personalised.</p> <p>Speech and language assessment inform starting points for therapy and communication target setting Drumbeat school uphold their legal requirement to provide specific therapy provision stated in EHCPs. Improved pronunciation is closely linked to improved outcomes in phonics and reading. It also raises confidence and the ability to communicate with less familiar listeners.</p>
<p>To improve staff and parent knowledge of autism communication interventions</p>	<p>Parent training:</p> <ul style="list-style-type: none"> • SCERTS EYFS parent information sessions • Supporting children who use non symbolic means of communication • Supporting children who are using single words, symbols or signs. • Supporting children who sentences and have conversations <p>Staff training:</p> <ul style="list-style-type: none"> • Attention autism • Intensive interaction • AAC • Engagement model • Speech sounds • Neurodiversity affirming practice • Adult child interaction • Comic strip conversations 	<p>Parent workshops support generalisation of communication skills and increase parent confidence in trying new strategies at home. Meeting with speech therapists face to face provides a forum for parents to ask questions and discuss the individual communication needs to their children, which can decrease parental anxiety. Training for parents and staff ensure consistency of communication approaches.</p> <p>Training provides the theoretical knowledge needed so the staff practice can be personalised to meet the varied communication needs of pupils. ASD theories and</p>

		speech and language therapeutic approaches are embedded within the Drumbeat curriculum and assessment model therefore an understanding of these approaches is key for pupils to make progress in communication.
--	--	--