

Drumbeat School & ASD Service Pupil premium strategy statement

School Overview

Detail	Data
School name	Drumbeat School & ASD Service
Number of pupils in school	274
Proportion(%) of pupil premium eligible pupils	50.36%
Academic year that our pupil premium strategy covers (3 year plans are recommended)	2022-2025 Academic year 2023-24
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
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	£135,190
Pupil premium funding carried over from previous year	£0
Total budget for academic year 2023-24	£135,190

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 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 (2024-25)** to address the challenges listed above.

Overall Budget: £135,190

Teaching

Budgeted costs: £2,930

Activity	Evidence that supports this approach	Challenge number addressed
Maintain a consistent approach to teaching of phonics and reading.	<p>The teaching of phonics has become embedded which is leading to better outcomes for pupils.</p> <p>Phonics screening results continue to improve.</p> <p>Meeting pupil targets continues to improve</p>	1,2

	<p>Continue to address speech sounds difficulties with specialist support improving pronunciation, leading to more pupil confidence.</p> <p>Build on phonics training for parents</p> <p>'Getting ready for phonics' curriculum is embedded and robust.</p> <p>'Reading for pleasure' culture is embedded across the school.</p>	
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Targeted Academic support

Budgeted costs: £12,790

Activity	Evidence that supports this approach	Challenge number addressed
To embed and maintain the use of AAC and visual support strategies across the 3 sites.	<p>Pupils are able to communicate their needs more readily in different contexts. Assessment ensures children's main method of communication is matched to the communication skills and consistent assessment ensures AAC is equitable for all pupils.</p> <p>Increasing parent engagement with using AACs at home.</p> <p>The high tech AAC project continues.</p>	2,6
To continue to develop integrated speech and language therapy within the classroom across all Drumbeat sites.	<p>This has been embedded across all sites</p> <p>Tracking pupils, highlights those pupils who are underachieving and need targeted support. Explicit evidence of progress is being provided. Regular accessible information being provided to parents.</p>	1,2

Wider strategies

Budgeted costs: £119,470

Activity	Evidence that supports this approach	Challenge number addressed
<p>Embed Occupational therapy across all year groups to support sensory needs and regulation</p> <p>Integrate the interoceptive curriculum into class-based learning across the school week</p>	<p>Continued upskilling and training of assistants leads to an increase in service delivery. This leads to improved pupil independence, enhanced academic performance and emotional regulation.</p> <p>Parent engagement and training has continued to increase.</p> <p>Interoceptive programme leads to improved regulation for pupils.</p>	2/3
<p>Continue to sustain support for Mental health and wellbeing through the role of learning mentors</p> <p>Provide pupils with coping strategies and foster resilience</p>	<p>Students develop readily their interactions with peers.</p> <p>Regulation strategies are embedded leading to improved engagement with learning.</p> <p>Students develop coping strategies to address anxiety.</p> <p>Staff training provides better understanding of issues and strategies</p> <p>Students are better prepared for puberty and life beyond Drumbeat.</p>	2
<p>Continue Home school support service for families</p>	<p>Targeted support for families has been essential and a successful strategy in involving parents and raising the attendance and engagement of pupils</p>	4,5

Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

Area	Objective	Activities	Evaluation of Impact
Reading and phonics	Consistent approach to reading and phonics	<p>Accessible RWI training through videos via subscription purchased. Formal training carried out with staff. Weekly phonics practice sessions for staff embedded across all sites. Phonics parent workshop Leaders attended reading leader training Coaching and training has focused on teaching pupils who are non-speaking or semi speaking to read.</p> <p>Reading for pleasure ideas and expectations reviewed.</p>	<p>Teachers can constantly revise the reading and writing activities their students need, leading to better outcomes. TA confidence in teaching phonics is increased.</p> <p>Significant increase in parent attendance at phonics training means pupil's reading is better supported at home. Dbuilding a team of expert reading leaders to ensure phonics lessons are the highest quality. Speaking is not a prerequisite for reading- personalised coaching enables all pupils the opportunity to learn to read in an accessible way. Phonics screening results have improved over last 3 years. Regular and accurate assessment ensures pupils are being taught at their challenge point. A reading for pleasure culture helps students to access and enjoy reading that matches their special interests. (Refer to Appendix 1: Literacy impact report)</p>
Mental health and well being	To increase access to mental health support for pupils	<p>4 Learning mentors were employed in January 2024. 3 based at Downham and 1 on Brockley site.</p> <p>Main themes addressed: EYFS/KS1- Transitions/social interactions/anxiety KS2- Core behaviour's/anxiety/emotional regulation KS3- Social, emotional, mental health, consent, self esteem, social skills KS4- Physical emotions, self identity, circle of trust, self esteem, puberty, kindness</p>	<p>Pupils develop social interactions with peers and adults Behaviours of concern have been reduced Developing relevant and successful forms of communicating needs Pupils developing their independence during transitions. Pupils better prepared to understand puberty and changes to their bodies Pupils developing understanding of consent. Pupils coping with loss Pupils are managing</p>

		<p>KS5-Bereavement, self-esteem, tolerance, social skills, talking therapy, behavioural activation</p> <p>Staff training</p>	<p>their emotions and feelings in a variety of ways such as talking sessions and journals. Pupils better able to manage their anxieties through use of social narratives and visual support</p> <p>Staff have better understanding of behaviours of concern and strategies to use</p> <p>Refer to Learning Mentor Impact report (Appendix 2)</p>
Occupational Therapy	Increased access to support pupils with OT interventions. Increased staff training	<p>OT provide direct services 2 days a week. 2 X OT assistants are available 6 days per week</p> <p>Staff training on Interoception, sensory processing, supporting development of functional skills, sensory circuits</p> <p>Supporting sensory based eating issues</p> <p>Parent workshop themes: daily living skills, exploring senses and impact on eating and drinking.</p> <p>Development of finger gym packs for specific fine motor skills</p> <p>Fun with food sessions</p> <p>51 referrals for sensory needs</p> <p>3 referrals for functional</p>	<p>Upskilling of assistants has led to enhancing overall reach and effectiveness of therapy provided.</p> <p>Increase in staff confidence and knowledge to use sensory strategies.</p> <p>Staff implementing strategies at lunchtime and snack time.</p> <p>Skill development at home provides pupils with more opportunities for practice and success.</p> <p>Pupils can focus on developing specific fine motor skills</p> <p>Reduces anxiety around food and supports pupils to increase the food types they will explore.</p> <p>OTAs have been allocated classes across the school to monitor seeking support from OT for more complex cases. More pupils have individualized sensory supports.</p> <p>OT team able to support individual pupils with</p>

		skills s	functional skills as identified on learning maps. Focus is on independence skills. Overall impact: improved independence Enhanced academic performance Better emotional regulation Refer to OT impact statement (Appendix 3)
Home School support	Continuation of home/school support	The family Liaison team consists of 2 part time FLOs. 187 cases have been addressed. The main issues are housing including evictions, inhabitable homes, transport applications and appeals, financial benefits, respite applications and appeals, TAF meetings, working with local partners and emotional support. Parent workshops themes: Speech and language, sex and relationships, feeding toileting.	Parent engagement is sustained and very much valued. Support has led to positive outcomes for them, such as respite, understanding transition from DLA to PIP leading to better financial support and transport. Positive outcomes have led to continued good attendance and pupil achievements. Helped to empower families, to give them the knowledge to themselves and their children. Refer to Family liaison impact report-(Appendix 4)
Communication Strategies (Use of AACs)	Expand the use of AAC across all Drumbeat sites	Visual support Audit SCERTS in action follow up 1:1 parent training sessions and meetings with SALT using low and high tech AAC and 1:1 parent/staff consultations with Smartbox AAC specialist, Smartbox AAC training for staff and parents. Continued AAC training and class based support that moves away from PECS and promotes a total communication approach. The high tech AAC project	Personalised goals set for teachers to improve this in the classrooms. Ensures child's main method of communication is matched to communication skills and consistent assessment ensures AAC is equitable. Pupils are given increased opportunities to learn their new communication system with specialist SALT support in real life learning and social situations.


		continues to offer to 22 pupils ,14 of whom receive FSM.	Pupils can use their personalized AAC system to communicate their needs Refer to SLT impact report (Appendix 4)
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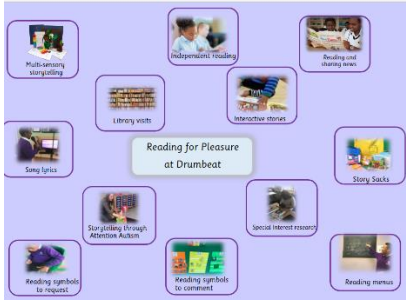
Appendix 1

Literacy impact report 2023-24

Literacy Impact Report 2023-2024

Objectives	Summary of interventions	Outcomes and Impact
Maintain a consistent approach to the high quality teaching of phonics across all 3 Drumbeat sites	<p>Training</p> <ul style="list-style-type: none"> • RWI induction video for new staff • Introduction to RWI phonics as part of inset carousel for all staff • Formal training carried out with all staff; teachers and TAs using RWI portal • Weekly Phonics practice sessions embedded across all 3 Drumbeat sites • Phonics parent workshop • Leaders attended reading leader training <p>Coaching</p> <ul style="list-style-type: none"> • Phonics coaching now in place across all 3 sites • Phonics lessons videoed and reviewed with pathway lead receiving coaching in support teachers in phonics • Training and coaching has focused on teaching pupils who are non speaking or semi speaking to read <p>Collaborative planning meetings every half term within pathways</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. These training videos can be accessed 24/7 so teachers can revise the reading and writing activities their students need.</p> <p>Phonics practice sessions allows staff to practice and refine skills so they are not practicing with the students . TA confidence in teaching phonics increased</p> <p>Challenge Partners reported: <i>All staff are highly skilled in delivery through a continuous training and coaching model</i> (Challenge Partners report, May 2024).</p> <p>Huge increase in parent attendance at phonics training which means student's reading is better supported at home.</p> <p>Drumbeat is building a team of expert reading leaders to ensure phonics lessons are of the highest quality.</p> <p>Speaking is not a prerequisite for reading so personalised coaching enables all students that are ready the opportunity to learn to read in an accessible way. Challenge partners reported <i>'The phonics programme matches pupils' needs and, within its delivery, provides evidence on</i></p>

	<p>Development Days with RWI: Phonics Consultant</p> <p>Online RWI phonics assessment launched and used 3 x a year</p> <p>Reading documents created and shared</p> 	<p>how pupils can communicate best.’ (Challenge Partners report, May 2024).</p> <p>The quality of phonics lessons are effectively monitored . Phonics screening results have shown improvement over the last 3 years. More students are being entered into this national test and more students each year are achieving the pass mark or above.</p> <table><tr><th>Year</th><th>Number of pupils passing each year in year 1 or year 2 (scoring 32+)</th></tr><tr><td>2022</td><td>0</td></tr><tr><td>2023</td><td>4</td></tr><tr><td>2024</td><td>7</td></tr></table> <p>In the most recent data drop over 91% of pupils achieved the reading and writing target.</p> <p>Regular and accurate assessment ensures students are being taught at their challenge point. Progress can be monitored and any gaps in sound word knowledge can be filled.</p> <p>Written information shows expectations and supports the consistency of teaching reading and writing. It provides easy to read information for new staff and visitors to the school.</p>	Year	Number of pupils passing each year in year 1 or year 2 (scoring 32+)	2022	0	2023	4	2024	7
Year	Number of pupils passing each year in year 1 or year 2 (scoring 32+)									
2022	0									
2023	4									
2024	7									
<p>Ensure Functional English and reading for pleasure is promoted alongside Phonics</p>	<p>Literacy Lead completed National Professional Qualification in Leading Literacy</p> <p>Literacy Lead and engagement teacher attended literacy training for pupils who are non-speaking/ use AAC/ accessing learning through the engagement model</p>	<p>Leadership training and qualifications ensure there is a strategic approach teaching communication, reading and writing. Literacy lead has up to date and expertise knowledge in all areas of literacy</p> <p>Engagement pathway students are given planned for literacy opportunities</p>								

	<p>Functional English training for teachers</p> <p>Reading for pleasure ideas and expectations reviewed</p> <p>Reading for pleasure document</p> 	<p>The 'getting ready for RWI' curriculum is robust and full of ideas that get student's ready for learning to phonics.</p> <p>Challenge partners reported <i>The integrated therapeutic team at Drumbeat is a key part of the leadership structure. As soon as a pupil starts at Drumbeat, speech and language therapists work with teachers, whose pupils have the most complex SEND, to ensure pupils have meaningful access to activities that develop sound awareness, support book exploration, and develop symbol understanding in a visually rich environment</i> (Challenge Partners report, May 2024).</p> <p>Teacher knowledge improved on planning sequential learning for Functional English outcomes. Teacher confidence improved through sharing ideas of personalising Functional English activities. All reading and writing methods are valued.</p> <p>In the last data drop over 95% of pupils achieved their functional English target.</p> <p>A reading for pleasure culture helps student to access and enjoy reading that matches their special interests. If students enjoy reading words or symbols this will be more likely to continue reading when they leave Drumbeat.</p> <p>Reading for pleasure focus sessions at least 3 x a week in every class</p> <p>Written information shows expectations and supports the consistency of promoting reading for pleasure. It provides easy to read information for new staff and visitors to the school.</p>
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Appendix 2

Learning Mentor Impact Report 2024

What do the learning mentors look like at Drumbeat school?

The learning mentor role at Drumbeat school began in October 2023. There are two Mentors at Downham and one Mentor at Brockley site. As learning mentors our main aim is to support students to achieve their full potential by supporting them to overcome barriers to learning both inside and outside of the school. We work collaboratively with class teams and other working professionals in the school to implement plans suited to individual students.

Our provisions around the school include creating Autism friendly spaces for students to use when behaviors of concern arise. Our aim is to provide spaces for students who become overwhelmed to access at any time, encouraging self-regulation. We support individual children and key stages during social times, that students may find over stimulating. Implement and aid Behaviour support plans.

Main themes that we have been supporting with at Downham and Brockley:

Early Years/KS1: Transitions/social interactions/anxiety

KS2: Core behaviours/anxiety/emotion management

KS3: Social, emotional and mental health/appropriacy/consent

Role of LM at Brockley Site:

- Supporting the wellbeing of students throughout the school.
- Supporting parents with students' behaviours.
- Supporting students' transition moving to college.
- Managing behaviour support plans across Key Stages and Sixth Form.
- Managing students' behaviours across the school.
- Recognising and addressing barriers to learning.
- Supporting teachers in implementing BSPs.
- Assessing all staff with managing behaviour.
- Delivering interventions for individual or group of students, including therapeutic sessions such as talking sessions, behavioural activation for anxiety or low self-esteem.
- Monitoring CPOMS and attending meetings with the leadership team, teachers, and parents in order to support BSPs and implement strategies for students.
- Supervising staff during lunch and playtime.
- Delivering trainings for teaching assistants on behaviour management.

KS3: Brockley-Bereavement, Kindness, Self-esteem, Tolerance, Social skills, socially expected stations and skills.

KS4: Brockley-KS4- Physical emotions achievements and skills, Self-identity, Circle of trust, unexpected situation, Self-esteem, Achievement and skills Talking therapy.

KS5: Brockley-Bereavement, Kindness, Self-esteem, Tolerance, Social skills, socially expected situations skills, talking therapy, behavioral activation.

Brockley Site: Support across primary school from ages 14-16 and 17-19 across stages. Number of students 16.

Support across primary school from ages 5-13 in EYFS, KS1, 2 and 3:

Support at Downham looks different to the support provision at Brockley site due to development levels in children.

At Downham we have involved students on engagement level to Pathway 4. These interventions have been planned with the students' progress at the forefront, both personally and educationally. Prevention is the aim of our interventions with a focus on de-escalation techniques to support our students to regulate their own behaviours and emotions:

Individual/ Group	Main Themes	Impact/Outcomes
Group	<ul style="list-style-type: none"> -To provide students with a space to release their energy and develop positive interactions with peers. - Implement emotion management techniques to support when overstimulated. -To provide an appropriate environment to be active and provide sensory input. -Encourage positive behaviour through reward. -Offer a space for active and kinesthetic students who find sitting down for any lengthy period challenging. -Reduce anxiety 	<p>Students we have worked with have developed social interactions with their peers and the adults who support them are much more positive. Key students no longer present physical behaviours (such as hitting/pushing, kicking, and spitting) as a form of communication with this small group, this behaviour concern has also been reduced in the classroom.</p> <p>When students return to class, after needed sensory input and movement break there are obvious signs of regulation to focus and engage in a learning activity. Certain pupils are now much better at sharing space and toys at playtimes and in their classroom. Taking part in all learning activities and can self-regulate.</p> <p>A reduction in the need for constant adult company. This intervention has reduced in time consequently. Developing appropriate, relevant, and successful methods of communicating wants and needs, using visuals, verbal and non-verbal scripts and gestures. Entertains himself whilst outside independent of familiar adults.</p> <p>Students in these specific groups respond well to physical activity throughout the day and in-between focused tasks.</p> <p>Sessions have just begun and will continue daily until the end of the term</p>

	Daily	
1:1	<p>-To reduced anxiety which leads to unwanted physical behaviours</p> <p>-Space to meet environmental needs</p> <p>-Develop skills to remain engaged and regulated in many different environments.</p> <p>- Promote independence around transitions that require 1:1 and at times 2:1 support.</p> <p>- Provide space when over stimulated in certain environments.</p> <p>-Encourage to use a 'tool' bag to support needs.</p>	<p>Students we have worked with 1:1 have shown awareness of understanding their personalized timetable or parallel curriculum, such as prompting a transition to another area. As well as using eye contact and gestures to communicate wants and needs. Furthermore, through encouraging independence during transitions some students have reduced levels of anxiety when moving from one area to another. We provided personalized transition visuals and consistent verbal prompts to support this.</p> <p>Key students are making progress in managing, becoming overwhelmed by sensory experiences independently and with 1:1 adult support. This was shown inside the classroom and outside. With the help of support kits, for example 'tool' bag for some students, containing motivating and regulation inducing objects and materials.</p> <p>Continued support</p>
Group	<p>London Sexual Violence Education and Training Programme: Provide students with knowledge around:</p> <p>Online safety</p> <p>Puberty</p> <p>Consent around touch.</p>	<p>Our young people are more prepared and aware of changes like puberty and the transition into adult life. The students in attendance were further informed of what is deemed as inappropriate/appropriate touch. Working towards consistently asking for consent before engaging in physical interactions.</p>

Discussions with staff teams and therapists enable us to achieve the desired outcomes from these sessions.

At Brockley Site:

Individual/1: 1	Main Themes	Outcomes/Impact
1:1/Group	<p>Well-being Bereavement Self-identity Circle of trust unexpected situation Physical emotions achievements and skills Kindness Self-esteem</p>	<p>Some of the main themes: Wellbeing Interventions and Behavioural Interventions: Implemented wellbeing sessions such as talking, stress management, mindfulness sessions have led to improvement in anxiety, and behavioural issues among students. Self-esteem Interventions: Intervention focused on self-esteem has led to a reduction in low self-esteem and self-identity. The intervention provides reassurance and techniques for anxiety such as reflective journals and talking sessions so that the students could cope with stress and anxiety. Students are managing their feelings and emotions very well and have been sharing how he manages his unhelpful emotions. Emotion Regulation Skills: Allow students to recognise their emotions, thoughts, feelings and behaviours and learn coping strategies such as reflective journals and deep breathing strategies. These interventions aim to equip students with the tools they need to understand, manage and effectively and improve their mental health and social outcomes and their academic outcomes.</p>
1:1	<p>Well-being, and emotional support Self-esteem and anxiety Transition Bereavement Social interaction skill</p>	<p>Some of the main themes: Social Skills Interventions: Social skills 1:1 session. Interventions led to positive impact on students' well-being and enhanced communication skills such as active listening and meaningful interactions with others and improved sense of belonging and emotional wellbeing. Bereavement Interventions: Interventions aimed to improve anxiety and worries related to family bereavement have a positive impact on students coping with loss. Self-esteem Interventions: The intervention provides reassurance and techniques for anxiety such as reflective journals and talking sessions so that the student could cope with stress and anxiety. The students are managing their</p>

		<p>feelings and emotions very well and he has been sharing how he manages his unhelpful emotions.</p> <p>Transition Interventions: Interventions for transition aim at supporting students' anxiety through social stories and 1:1 support from learning mentor during transiting. Reduction was identified in students transiting and students have less anxious returning to school.</p> <p>Interventions for Anxiety and Worries: Interventions include social narratives and visual support for identifying emotions and worries. This helps students to manage anxiety and worries. I create a social narrative and visual support to communicate and support him with his worries.</p>
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Training for Teaching Assistants at Brockley: Delivered training on De-escalation, Responding to behaviour of concern (BoC) and Epilepsy.

Training for Teaching Assistants

We routinely communicate with Teaching Assistants (TAs) around the school about challenges they face and where support is needed. This opens conversations for staff to discuss and share strategies, ideas, and questions. From this we constructed a training program for the TAs to attend. Including sessions like neuro affirming approaches for restrictive eaters, PICA support strategies adult and child interactions, reviewing school policies etc... These are ongoing and are frequently reviewed to provide the best quality of training for TAs.

Impact of learning mentors at Drumbeat

Through our multiple paths of the learning mentor role, we have been able to cement the level of behaviour support into the foundations of the school. This is done by successfully implementing action plans for students who need support during challenging moments of the day. As well as having confidence in the strategies suggested after having knowledge-based conversations with staff around the school. This positively impacts our learners by equipping them with the tools and skills to encourage self-regulation. We believe that all forms of behaviour are a way of communicating with an emphasis on encouraging behaviour that is conducive to learning.

Appendix 3

Occupational Therapy Report 2023-24

Objectives

Summary of interventions

Outcomes/impact

Evaluation of impact

Include the impact of having assistants.

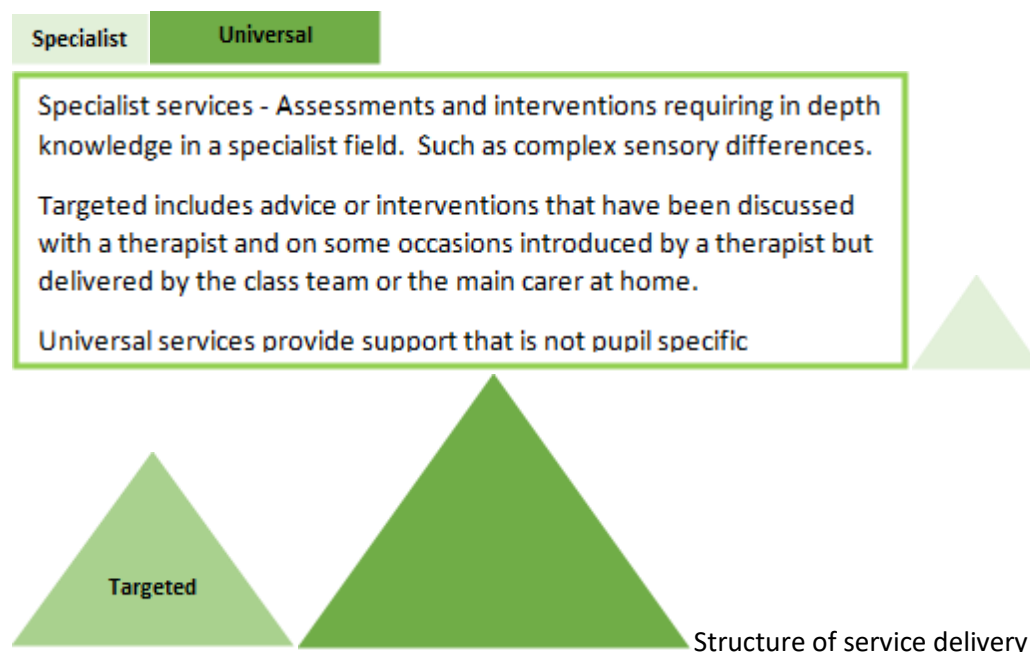
This academic year has seen vast developments in the amount of Occupational therapy available at Drumbeat.

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.



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 from the OT.
- Trial of equipment

Targeted and Specialist Support

Strategy/ area of provision	Group	Detail of intervention	Impact
<p>Fine Motor Development</p> <p>Sensory Processing</p> <p>Independence skills</p> <p>Training</p>	EYFS	<p><i>16 pupils on caseload</i></p> <p>1 for sensory/functional skill difficulties</p> <p>5 for Sensory and fine motor difficulties</p> <p><i>10 for fine motor intervention only</i></p> <p>Individual assessment of all students fine motor skills. Whole class fine motor intervention pack 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>Development of fine motor skills essential for tool use (pencil, scissors & cutlery) and independence skills such as dressing and managing fastenings. Many pupils can now put their own coats on independently.</p> <p>Pupils are more regulated across the school day. 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>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>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>
Sensory differences	<p>KS1</p> <p>KS2</p> <p>KS3</p> <p>Brockle y</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</p> <p>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> <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</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</p>

Fine Motor & independence skills	<p>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>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>exploring food in preparation for eating a wider range of tastes and textures.</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>
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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 • Developing a folder of resources for using with the zones of regulation curriculum – available on the teacher share folder on the staff drive. 	<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> <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>
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		Carryover of skill development at home, providing the pupils with more opportunities for practise and success.
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. 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

Member of



Occupational Therapist

25.05.2023



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Appendix 4

Speech and Language Therapy Impact Report 2023-2024

At the time of writing this 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 2 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

- 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



- Universal services provide support that is not pupil specific e.g. training de

Year	Pupils on roll	Number of days of qualified SALT input at the time of the report	Ratio (Number of pupils for every day of qualified speech therapy)
2018	162	9	18:1
2023	249	7	Approx. 36:1
2024	287	6	Approx. 48:1

The amount of qualified speech and language therapist time has reduced by over 60% in the last 6 years when taking into account the increase in the number of pupils in the school. As requested last year 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 increase support at the universal, targeted and specialist levels. Please see further information in this report detailing SALT support that was not able to be offered this year.

All primary pupils are on the SALT caseload. This academic year 2023-2024 the speech and language therapy team introduced a referral system for secondary aged pupils to manage the increase in pupils numbers but reduction in speech and language therapy. Students not on the SALT caseload receive universal speech and language support only.

Summary of Secondary SALT provision 2023-2024

Key stage	Number of pupils on SALT caseload in Sept 2023	Number of new referrals received this academic year	Total on SALT caseload / pupils in key stage
3	8	5	13 / 43
4	6	2	8 / 38
5	8	9	17 / 35

Speech and Language Therapy Impact 2023-2024

Universal, Targeted and Specialist support

Objectives	Summary of interventions	Outcomes and Impact
To maintain the expert AAC and visual support use across all Drumbeat sites	Visual support Audit SCERTS in action follow up	All teachers took part in an audit of the visual support in the classroom and set personalised goals to improve this in the classroom. Low scoring teachers worked with SALT to identify which visual supports are going well and identify next steps in the areas of structure, regulation and communication. Visual support training was also provided to staff.
	Specialist AAC assessments	On going follow up and support with these teachers was not possible due to reduced SALT capacity
	1:1 parent training sessions and meetings with SALT using low and high tech AAC and 1:1 parent/ staff consultations with Smartbox AAC specialist	Assessment ensures children's main method of communication is matched to the communication skills and consistent assessment ensure AAC is equitable across students.
	Smartbox AAC training for staff and parents	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. There was an increase in parent confidence.
	Continued AAC training and class based support that moves away from PECS and promotes a total communication approach	

	<p>Ongoing class based AAC support to given to some but not all high tech AAC users. No AAC Chat club is currently running at any site.</p>	<p>The high tech AAC project currently has 21 pupils 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 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>Challenge partners review evidence: <i>Drumbeat values all communication methods pupils have. This has meant moving over time to a deeper understanding and use of total communication.</i> ' For example, while a pupil is using a choice board, they may look at or tap a symbol, and staff accept this as a valid and respected means of communication. Staff model the use of alternative and augmentative communication, without the expectation that the pupils will need to mimic and/or repeat the action. This removes the stress on the pupils to communicate in a preferred way, while spending more energy enjoying their proximal learning activities (Challenge Partners report, May 2024).</p> <p>Hight tech AAC numbers remain the same but there is an increase in number of pupils using communication books with robust vocabulary including core and fringe– moving away from PECS</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</p>
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		<p>meaningful communication and interaction. This has been limited the year.</p>
<p>To deliver integrated speech and language therapy within the classroom across all Drumbeat sites</p>	<p>Speech and language therapy goals integrated into the curriculum and consequently integrated into learning maps and the classroom.</p> <p>Speech and language therapy volunteer has delivered personalised support to pupils with speech sound difficulties at the Downham site</p> <p>Class based interventions and targeted support have focused on the following strategies or interventions:</p> <ul style="list-style-type: none"> • Zones of regulation • Colourful semantics • Intensive interaction • Attention autism • Low tech AAC support e.g. communication boards and books 	<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 classroom practice and pupils develop personalised communication skills with a range of meaningful opportunities. In the most recent data drop over 92% of the pupil across all pathways and key stages achieved their communication target.</p> <p>Speech sound difficulties require specialist support. The Drumbeat SALT volunteer has worked with 3 students this year. Improving pronunciation means students can be understood by unfamiliar listeners can reduce frustration and improve confidence. Improved pronunciation is closely linked to improved outcomes in phonics and reading.</p> <p>Class based interventions allows staff to see communication intervention happening and carryover is more likely. Teaching and therapeutic support is seamless and class staff confidence increases.</p>

	<ul style="list-style-type: none"> • High tech AAC opportunities and use • Aided language stimulation • Engagement model • What's in the box? • Blanks level of questioning • No ongoing group intervention for secondary students <p>Specialist assessment and intervention:</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 • Supporting gestalt language processors using natural language acquisition 	<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. SALTs model activities to inspire meaningful communication and interaction which are relevant to the school's curriculum and assessment procedure. Increases in engagement and improved communication skills contribute to improved learning outcomes.</p> <p>Speech and language assessment inform starting points for therapy and communication target setting</p>
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		Drumbeat school uphold their legal requirement to provide specific therapy provision stated in EHCPs.
To develop knowledge in supporting autistic children's communication for communication partners within and beyond the Drumbeat community	<p>Parent training:</p> <ul style="list-style-type: none"> • EYFS parent information session on aided language stimulation • SALT at parents evening but limited follow up due to reduced capacity • Meet the therapy team and support services coffee morning at each Drumbeat site • Makaton • Using visual support throughout the day face to face training and follow up zoom session • Supporting communication at home held at the Turnham site • No SALT parent training this summer term due to reduced capacity <p>Staff training:</p> <ul style="list-style-type: none"> • AAC • Engagement model • Blanks level of questioning • Visual support • Adult child interaction 	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.

	<ul style="list-style-type: none"> • Self-Advocacy • Derbyshire Language Scheme (information carrying words) • Gestalt Language Development <p>Training beyond the Drumbeat community</p> <ul style="list-style-type: none"> • Research and trends influencing therapy for autistic pupils (Art Exhibition) • Integrated speech and language therapy and attention autism (Sweden) 	<p>New TA training sessions have meant that all staff have access to regular training from therapists.</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 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.</p> <p>Knowledge and best practice has been shared locally and internationally to improve the education of autistic pupils not just at Drumbeat. Therapist have worked with leaders in their mission to improve outcomes for a neuro-diverse community,</p>
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