

Drumbeat School & ASD Service Pupil premium strategy statement

School Overview

Detail	Data
School name	Drumbeat School & ASD Service
Number of pupils in school	287
Proportion(%) of pupil premium eligible pupils	45%
Academic years that our pupil premium strategy covers (3 year plans are recommended)	2025-2028
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
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	£152,520
Pupil premium funding carried over from previous year	£0
Total budget for academic year 2023-24	£152,520

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. 45% 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 – 45% of pupils eligible for PP. Lewisham is in top 20% of most deprived areas in England and ranked 50th 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 (2022-25)**, 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.	Pupils continue to access AAC techniques. Speech and language therapy techniques continue to be integrated within the school curriculum and assessment framework. Targeted and specific specialist assessments and interventions are delivered across the school. Staff and parent knowledge of autism specific communication interventions continues to improve.
3. Support pupil mental health and well –being, thereby reducing barriers to learning.	Pupils will have access to specialist support from a psychologist and learning mentor. Parents and staff have an understanding of mental health needs when planning interventions and understanding behaviour. Staff are knowledgeable about trauma informed practice. Indirect support for class teams around understanding behaviour. Targeted support for staff working with complex pupils. Mental health strategies form part of staff CPD offer. Reactive and proactive support is increased through the support of a psychologist and 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 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.

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 (2025-26)** to address the challenges listed above.

Overall Budget: £152,520

Teaching

Budgeted costs: £3,000

Activity	Evidence that supports this approach	Challenge number addressed
Maintain a consistent approach to teaching of phonics and reading.	<p>The teaching of phonics using Read Write Inc has become embedded which is leading to better outcomes for pupils.</p> <p>Attention Autism approaches to phonics is established.</p> <p>Phonics screening results continue to improve.</p> <p>Meeting pupil targets continues to improve</p> <p>Continue to address speech sounds difficulties with specialist support improving pronunciation, leading to more pupil confidence.</p> <p>Online RWI phonics assessment is embedded and used 2-3 x a year</p>	1,2

	<p>Non-verbal RWI phonics online assessment has been launched for those pupils that are non-speaking or minimally speaking</p> <p>Continue to 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>	
--	--	--

Targeted Academic support

Budgeted costs: £13,000

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>Maintaining parent engagement with AACs at home.</p> <p>The high tech AAC project to continue.</p>	2,6
To continue to develop integrated speech and language therapy within the classroom across all Drumbeat sites.	<p>This is embedded across all sites</p> <p>Tracking pupils highlights those pupils who are underachieving and need targeted support.</p> <p>Explicit evidence of progress is provided. Regular, accessible information is shared with parents.</p> <p>Drumbeat's communication curriculum and joint setting of targets means speech and language therapy continues to be integrated seamlessly into classroom practice.</p>	1,2

Wider strategies

Budgeted costs: £136,520

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>Provide Multidisciplinary parent workshops i.e.: sensory food difficulties OT and dietitian.</p> <p>To review sensory spaces across all 3 sites, fit for purpose, use etc.</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>Interoceptive programme leads to improved regulation for pupils.</p> <p>Parent engagement has increased, and they feel more confident about meeting their child's needs.</p> <p>Sensory spaces are fit for purpose and used appropriately.</p>	2/3
<p>Continue to sustain support for Mental health and wellbeing through the role of a psychologist and learning mentors</p> <p>Provide pupils with coping strategies and foster resilience</p> <p>Trauma informed practice strategies are embedded</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> <p>Key staff have received training in Trauma informed practice and have cascaded this.</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>	4,5,7

Review of outcomes in the previous academic year

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

2025 academic year.

Area	Objective	Activities	Evaluation of Impact
Reading and phonics	Maintain a consistent approach to teaching phonics and reading.	<p>Training</p> <ul style="list-style-type: none"> • RWI induction video for new staff • Formal training carried out with all new staff; teachers and TAs using RWI portal • Phonics practice sessions delivered across Turnham and Downham sites as required • Phonics parent workshop <p>Coaching</p> <ul style="list-style-type: none"> • Phonics coaching in place for new teachers or teachers requiring support • Attention autism approach to phonics is now established to teaching RWI phonics for students 	<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 allow staff to practice and refine skills so they are not practicing with the students.</p> <p>Parents phonics workshop was well attended again this year which means student's reading is better supported at home. Many parents of pupils at the earliest stages of reading attended so next year parent workshop plans to focus on supported reading at home both through the use of both functional reading and phonics.</p> <p>Drumbeat is building a team of expert reading leaders to ensure phonics lessons are of the highest quality. Using the attention autism framework to teach phonics allows teachers to create irresistible invitation to learn phonics. This familiar structures support pupils who find it</p>

		<p>at the earlier stages of attention</p> <p>Development Days with RWI: Phonics Consultant</p>	<p>challenging to attend adult led activities.</p> <p>This has been planned and evaluated in collaboration with RWI consultants to ensure fidelity to the RWI programme is maintained.</p> <p>The quality of phonics lessons are effectively monitored .</p> <p>(Refer to Appendix 1: Literacy impact report)</p>
<p>Mental health and well being</p>	<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>2 Learning mentors 1 based at Downham and 1 on the Brockley site.</p> <p>Main themes addressed:</p> <p>EYFS/KS1- Transitions/social interactions/anxiety</p> <p>KS2- Core behaviour's/anxiety/emotional regulation</p> <p>KS3- Social, emotional, mental health, consent, self esteem, social skills</p> <p>KS4: Brockley-KS4- Physical emotions achievements and skills, Self-Identity, Circle of trust, unexpected situation, Self-esteem, Achievement and skills Talking therapy.</p> <p>KS5: Brockley- Bereavement, Kindness, Self-esteem, Tolerance, Social skills, socially expected situations skills, behavioral activation.</p>	<p>Pupils develop social interactions with peers and adults</p> <p>Behaviours of concern have been reduced</p> <p>Developing relevant and successful forms of communicating needs</p> <p>Pupils developing their independence during transitions.</p> <p>Pupils better prepared to understand puberty and changes to their bodies</p> <p>Pupils developing understanding of consent.</p> <p>Pupils coping with loss</p> <p>Pupils are managing their emotions and feelings in a variety of ways such as talking sessions and journals.</p> <p>Pupils better able to manage their anxieties through use of social narratives and visual support</p> <p>The students developed a positive self-image, believed in their abilities, and helped to comprehend their unique strengths and potential. Helped students to understand the impact of</p>

		Staff training	<p>their actions on others, they learned social skills and determined appropriate actions in different settings.</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	<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>2 days/week OT, 3 days/week OTA (1 temporary post)</p> <p>- Interoception and Sensory Processing (July 2025 INSETs) - TA Sessions: ARFID and PICA, Promoting Independence, Sensory Room Use</p> <p>- Fun with Food: Delivered in 13 classes (approx. 125 students).</p> <p>Finger gym packs loaned across all 3 sites</p> <p>2 students in 1:1 session</p>	<p>Increased staff confidence using sensory strategies and equipment. - Improved understanding of ARFID/PICA and lunchtime strategies.</p> <p>Identification of further students with restrictive diets leading to dietician referrals/GP visits and the appropriate support being accessed by the student. - More appropriate use of sensory rooms and collaboration with staff teams to consider the range of sensory spaces across the school and how they are used.</p> <p>Expanded access to the fun with food program compared to last year (46 students).</p> <p>17 new referrals this academic year for fine motor skills (2023-24 16 referrals)</p> <p>1:1 fun with food sessions supported students that have increasingly limited diets who find engaging in the group</p> <p>strategies and sensory diets implemented for individual students across all 3 sites supporting</p>

		<p>78 referrals (up from 51). Individual sensory assessments.</p> <p>Life skills sessions for KS3–KS4 – OTA led supported by planning with OT.</p> <p>17 referrals for functional skills across the 3 sites.</p>	<p>emotional regulation and academic engagement.</p> <p>More targeted life skills sessions for students struggling to acquire skills. Empowerment of class staff with the knowledge of different strategies and methods, i.e., how to tie your shoelaces.</p> <p>Summary:</p> <ul style="list-style-type: none"> - Expanded Fun with Food access and engagement. - Strong partnership with dietetics. - Effective targeted life and functional skills work. - Increased use of finger gym resources. - Sensory diets implemented. <p>Refer to OT impact statement (Appendix 3)</p>
Home School support	Continuation of home/school support	<p>The family Liaison team consists of 2 part time FLOs. 164 cases have been addressed. The main issues include: Signposting, housing, transport applications and appeals, DLA applications financial benefits, respite applications and appeals, Home visits triggered by safeguarding concerns. Transitions to adult services. TAF meetings, working with local partners and emotional support.</p> <p>Parent workshops themes: Life beyond Drumbeat, supporting behaviours of concern at home, Speech and language, diet, feeding toileting.</p>	<p>Parent engagement is sustained and very much valued. Support has led to positive outcomes for them, such as respite and understanding transitions to adult services. Improved financial support and transport services</p> <p>Positive outcomes have led to continued good attendance and pupil achievements.</p> <p>Helped to empower families, to give them the knowledge to themselves and their children. Workshops have also helped them build connections with each other,</p> <p>Refer to Family liaison impact report-(Appendix 5)</p>

<p>Communication Strategies (Use of AACs)</p>	<p>To embed and maintain the use of AAC and visual support strategies across the 3 sites.</p>	<p>SALT service currently consists of a school employed speech and language therapist for 3 days a week, and NHS provision of 3 days a week of qualified SALT time and 2 days a week of a therapy assistant practitioner.</p> <p>Specialist AAC assessments</p> <p>1:1 parent training sessions and meetings with SALT using low and high tech AAC</p> <p>Smartbox AAC training for staff and parents</p> <p>Ongoing class based AAC support to be given to some but not all high tech AAC users.</p>	<p>Assessment ensures children's main method of communication is matched to the communication skills and consistent assessment ensure AAC is equitable across students.</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. There was an increase in parent confidence.</p> <p>The high tech AAC project currently has 26 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</p>
--	---	---	--

		<p>Therapy volunteer worked with 2 AAC users to promote peer interaction</p> <p>Drumbeat to host first multi special school AAC working party (scheduled for June 2025)</p> <p>1 additional pupil received tier 3 funding from NHS AAC hub.</p> <p>Drumbeat now has 40 Grid for iPad licences available for use across all 3 sites</p> <p>Speech and language therapy goals integrated into the curriculum and consequently integrated into learning maps and the classroom.</p> <p>Baseline assessments are now completed collaboratively by SALTs and teachers</p>	<p>vocabulary also means they can participate in social interactions with peers and adults at home, school and in the community.</p> <p>Supporting peer interaction increases the number of communication partners pupils interact with. This also support interaction at unstructured times e.g. choosing/ playtimes</p> <p>Collaboration with other local special schools allows Drumbeat to moderate the AAC service they are providing. It supports the sharing of ideas, pathways, training and interventions.</p> <p>AAC provision in the UK typically follows a three-tier model:</p> <p>Currently 4 Drumbeat pupils now have lifelong high tech AAC funding for equipment and support. This is life changing!!</p> <p>Increased access to AAC devices</p> <p>Pupils develop personalised communication skills with a range of meaningful opportunities. In the most recent data drop over</p>
--	--	--	---

		All Drumbeat SALT team attended updated SCERTS training	92% of the pupil across all pathways and key stages achieved their communication target.
		Class based interventions and targeted support have focused on specific strategies or interventions (e.g. intensive interaction, colourful semantics, Engagement model, Superflex)	Baseline assessments ensure a starting point is recorded and appropriate assessments and interventions will be set up straight away
		Specialist assessment and intervention	Training means that SALTs are up to date with the evidence base for support students with Autism
		External specialist SALT moderated communication curriculum focusing on GLPs and neurodiverse affirming target setting	Teaching and therapeutic support is seamless and class staff confidence increases.
			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.
			External moderation strengthens and validates the curriculum. Neurodiverse affirming target setting ensures

			<p>communication differences in autism are embraced and supported.</p> <p>Refer to SLT impact report (Appendix 4)</p>
--	--	--	---

Appendix 1

Literacy Impact Report 2024-2025

Objectives	Summary of interventions	Outcomes and Impact
<p>Maintain a consistent approach to the high quality teaching of phonics across all 3 Drumbeat sites</p>	<p>Training</p> <ul style="list-style-type: none"> • RWI induction video for new staff • Formal training carried out with all new staff; teachers and TAs using RWI portal • Phonics practice sessions delivered across Turnham and Downham sites as required • Phonics parent workshop <p>Coaching</p> <ul style="list-style-type: none"> • Phonics coaching in place for new teachers or teachers requiring support • There has been less phonics coaching for TAs this academic year due to reduced Phonics TA time <p>Attention autism approach to phonics is now established to teaching RWI phonics for students at the earlier stages of attention</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 allow staff to practice and refine skills so they are not practicing with the students.</p> <p>Parents phonics workshop was well attended again this year which means student's reading is better supported at home. Many parents of pupils at the earliest stages of reading attended so next year parent workshop plans to focus on supported reading at home both through the use of both functional reading and phonics.</p> <p>Drumbeat is building a team of expert reading leaders to ensure phonics lessons are of the highest quality.</p> <p>Using the attention autism framework to teach phonics allows teachers to create irresistible invitation to learn phonics. This familiar structures support pupils who find it challenging to attend adult led activities. This has been planned and evaluated in collaboration with RWI consultants to ensure fidelity to the RWI programme is maintained.</p>

	<p>Development Days with RWI: Phonics Consultant</p> <p>Phonics screening check continues to be offered to all year 1 and year 2 students that can access it.</p> <p>Online RWI phonics assessment embedded and used 2-3 x a year Non-verbal RWI phonics online assessment has been launches for those pupils that are non-speaking or minimally speaking</p> <p>Links set up with other local RWI special school visits</p> <p>Drumbeat Phonics song launched</p>	<p>The quality of phonics lessons are effectively monitored .</p> <p><i>Pupils develop their phonic knowledge well. They use books and resources that help them to learn the links between letters and the sounds these make. Pupils read often. (Ofsted report, October 2024)</i></p> <p>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><td>Year</td><td>Number of pupils passing each year in year 1 or year 2 (scoring 32+)</td></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 June 2025 26 Drumbeat students will be entered into the phonics screen check out of a possible 50 students. This check is due to be administered in the week beginning 9th June and results will be shared following this.</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. The non-verbal online phonics assessment means ALL students have an accurate record of the phonics knowledge and further reinforces speaking is not a prerequisite for reading.</p> <p>Collaborating with other special schools creates opportunities for moderation. It also allowed ideas to be shared on how to adapt RWI phonics for pupils who learn to read using different approaches.</p> <p>The Drumbeat Phonics Song.mp4</p> <p>This song supports pupils to transition to phonics lessons. It also supports students ‘getting ready for phonics’ to learn the associated RWI vocabulary e.g. m-mountain, a-apple. Through</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									

		the regular use of the song more students are now reaching the readiness criteria for phonics teaching.
To ensure reading comprehension is taught creatively across all areas of the curriculum	<p>Document created for engagement pathway containing literacy opportunities ideas related to Functional English strands</p> <p>CPD delivered to all teachers on reading comprehension with a focus on teaching/ assessing reading comprehension for hyperlexic pupils and those who are non-speaking.</p> <p>Detailed comprehension elements added to RWI: phonics curriculum document</p> <p>RWI Comprehension elements included in new extended RWI phonics planning for most able readers</p>	<p>Engagement pathway students are given planned for literacy opportunities that are now linked to the Functional English curriculum used across the rest of the pathways.</p> <p>Teacher knowledge improved in all aspects of reading comprehension. This includes theories e.g simple view of reading and presentation of hyperlexia.</p> <p>Teacher confidence improved through sharing ideas on practical application of teaching and assessing reading comprehension e.g. blanks levels of questioning, colourful semantic, retelling through sequencing, symbol based storyboards and telling stories through attention autism</p> <p><i>Signs and symbols used routinely throughout the school, underpin the immersive environment of communication, literacy and reading.... Pupils in key stage 4 shared their joy of studying gothic novels and horror stories. (Ofsted report, October 2024)</i></p> <p>Adding detail to reading and writing curriculum document means that targets set for pupils will be more personalised and relevant.</p> <p>Adding comprehension elements to the reading and writing planning allows pupils to access key learning activities e.g. 'the big question' 'vocabulary catch' while reading material that is accessible.</p>

Appendix 2

Learning Mentor Impact report June 2025

Learning Mentor Role at Drumbeat School – Overview

The Learning Mentor role at Drumbeat School was established in October 2023. Since then, the role has evolved to better meet the needs of our students across both the Downham and Brockley sites.

- **In 2024**, there were two Learning Mentors based at the Downham site and one at the Brockley site.
- **As of 2025**, there is now one Learning Mentor at each site.

As Learning Mentors, our main aim is to support students in achieving their full potential by helping them overcome barriers to learning, both within and beyond the classroom. We work collaboratively with class teams and a range of professionals across the school to implement tailored strategies and support plans designed to meet individual student needs.

Key elements of my provision at **Downham site** include:

- Creating **autism-friendly spaces** across the school, designed to support students during times of emotional dysregulation or behaviours of concern. These spaces are accessible throughout the day to promote **self-regulation** and reduce escalation.
- Providing support during **social times**, such as breaks and lunch, which can be particularly challenging or overstimulating for some students.
- Implementing and supporting **individual Behaviour Support Plans**, working closely with staff and families to ensure consistent approaches.
- Reflect and adapt strategies alongside staff and families

The aim is to create a supportive, inclusive environment that enables every student to succeed.

Main themes that I have been supporting with at Downham:

Early Years/KS1: Transitions/social interactions/anxiety/escape

KS2: Core behaviours/anxiety/emotion management

KS3: Social, emotional and mental health/appropriacy/consent/reasoning skills/societal expectations

Support across 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 age, effecting developmental levels in students and ratio. Downham site students to learning mentor, 178:1

This year, lengthy 1:1 and group interventions have been reduced and replaced with shorter, more focused intervention periods. Responsibility for ongoing support is handed over to class staff to continue, promoting consistency and helping the teaching team maintain progress. As a learning mentor I provide **universal support to all classes and students** across the school. This means being a consistent presence throughout the school day, offering proactive and responsive support where needed. My aim is to create a calm, inclusive, and emotionally safe environment that enables all students to access learning and develop their social and emotional skills.

Who?	Main Themes	Impact/Outcomes
1:1	-Increase accessibility for preferred activities, such as swings and	This student has begun to understand that they will get that they want. This student now understands and predicts their daily structure and routine. Anxiety first thing in the morning has reduced.

	trampoline. Student led	
Group	<p>-To provide students with a space to release their energy and develop positive interactions with peers.</p> <p>- Implement emotion management techniques to support when overstimulated.</p> <p>-To provide an appropriate environment to be active and provide sensory input.</p> <p>-Encourage positive behaviour through rewards.</p> <p>-Offer a space for active and kinesthetic students who find sitting down for any lengthy period challenging.</p> <p>-Reduce anxiety</p> <p>Daily</p>	<p>Students I 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.</p> <p>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.</p> <p>This intervention has reduced in time consequently.</p> <p>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>
Group	<p>-Bike club started to provide positive reinforcement or</p>	<p>Sessions have just begun and will continue daily until the end of the term</p> <p>Group of KS3 pupils access this club before the start of the class-based afternoon sessions begin. Although this session was created so the pupils in</p>

	attention before the behaviour happens	<p>the group are rewarded before an anticipation of a behaviour occurs. The students look at this group as a 'reward' and often say, "If I'm good and listen, will I have the bikes again tomorrow?"</p> <p>After bike riding, selected students are more willing to attend class-based learning.</p>
1:1	<ul style="list-style-type: none"> -To reduced anxiety which leads to unwanted physical behaviours -Space to meet environmental needs -Develop skills to remain engaged and regulated in many different environments. - Promote independence around transitions that require 1:1 and at times 2:1 support. - Provide space when over stimulated in certain environments. -Encourage to use a 'tool' bag to support needs. 	<p>Students I 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.</p> <p>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>
Across site	-Weekly check ins with a student at the Brockley	-Student in, Manor Park class now asks if he can speak to me to let me know how good his behaviour has been and his various rewards. This

	site requested by class teacher to support unwanted behaviour.	student and I have a respected relationship from when he was at the Downham site.
--	--	---

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

Support across wider areas of the school

- Multi-agency working**
- Cross site support**
- Liaising with transport providers**
- Helping to input culture and diversity into the school curriculum**
- Collaborations with other schools**
- Upbeat at Drumbeat!** A staff team put together to enrich and uplift the working and learning environment

My Role as a Learning Mentor

As a learning mentor at Drumbeat, my role focuses on supporting the emotional, social, and behavioural development of our students. I work closely with both learners and staff to identify barriers to learning and implement personalised strategies that promote positive behaviour and engagement. A key part of my role involves building trusting relationships with students, providing a safe and supportive space where they feel heard and understood.

I also contribute to the creation and delivery of individual action plans, offering consistent support during challenging moments throughout the school day. By working collaboratively with teachers and other professionals, I help ensure a cohesive approach to behaviour support across the school. Through ongoing reflection and professional dialogue, I continuously adapt my approach to meet the evolving needs of our students.

Ultimately, my goal is to equip learners with the tools they need to self-regulate, develop confidence, and succeed in both their academic and personal lives.

Learning Mentor Overview-Brockley Site:

I play a key role in supporting the wellbeing of students across the school, including assisting with behavioural challenges and facilitating smooth transitions to college. I work closely with parents to address and manage students' behaviours, providing ongoing support at home and supplying practical resources to reinforce positive behaviour strategies.

I support and implementation of Behaviour Support Plans (BSPs) across all Key Stages and Sixth Form, collaborating with teachers to ensure they are effectively embedded in

classroom practice. I assess staff competence in managing behaviour and offer guidance to strengthen their approaches.

My responsibilities also include identifying and addressing barriers to learning, delivering targeted interventions-both individually and in groups-such as therapeutic talking sessions and behavioural activation for anxiety or low self-esteem. I monitor CPOMS and participate in meetings with the leadership team, staff, and parents to review progress and develop tailored strategies for students. Additionally, I supervise staff during lunch and playtimes and deliver training for teaching assistants on effective behaviour management techniques.

Main Themes at Brockley Site:

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, behavioral activation.

Strategies and impact at Brockley Site:

KS3-4/KS5

Type of Session	Main Themes	Outcomes/Impact
1:1/Group	1. Emotional Well-being	Students developed an understanding of managing their emotions in healthy ways to maintain mental balance and resilience.
	2. Grieving and Loss (Bereavement)	Students were able to recognise the emotional process of losing someone or something significant and learning how to cope and heal over time.
	3. Sense of Self and Identity	Students recognised values, beliefs, culture, and personality-and how these shape their actions and decisions.
	4. Trust and Navigating Unexpected Situations (Circle of Trust)	Helped students to build and maintain trust relationships and learn how to cope with changes or surprises with support and adaptability.
	5. Physical Awareness,	Students developed understanding of physical sensations with emotions, helped

	Emotions, and Personal Growth 6. Compassion and Kindness 7. Confidence and Self-esteem 8. Social Behavioural Mapping and Interaction Skills	<p>them to recognise stress signals, and developed skills to grow through challenges. Students demonstrated empathy, developed understanding of others' feelings, and acted with care towards themselves and others.</p> <p>The students developed a positive self-image, believed in their abilities, and helped to comprehend their unique strengths and potential.</p> <p>Helped students to understand the impact of their actions on others, they learned social skills and determined appropriate actions in different settings.</p>
--	--	--

Training for Teaching Assistants at Brockley:

TA training: 2024

- 1) DE-ESCALATION STRATEGIES
- 2) RESPONDING TO BEHAVIOUR OF CONCERN (BoC)
- 3) What are Some of the Differences, considerations and needs between Neuro-diverse and neuro-typical children?

TA training: 2025

- 4) Do Children with Autism Spectrum Disorder (ASD) Understand the Consequences Behind 'Saying Sorry?'
- 5) Promoting and supporting mental health and wellbeing of children & young people at drumbeat
- 6) Emotion Coaching

At Brockley, I actively engage with Teachers and Teaching Assistants (TAs) throughout the school to better understand the difficulties they face and to identify areas where further guidance may be beneficial. These interactions foster open dialogue among staff, encouraging the exchange of practical solutions, advanced ideas, and thoughtful questions.

In response to the topics emerging from these exchanges, I aim to establish strategies to enhance the skills and confidence of the staff. These include regular training, monitoring, observations and establishing resources for individuals' needs.

In addition, these approaches are constantly reviewed to ensure they reflect current needs and deliver relevant, high-quality learning opportunities for all the students at Drumbeat Brockley.

Appendix 3

Occupational Therapy Impact Report Drumbeat School & ASD Service.

September 2024 – July 2025

Kirsty Richards, Occupational Therapist

Date: 02.06.2025

1. Service Overview and Staffing

This academic year brought notable changes in staffing across all three Drumbeat School sites, which significantly impacted the Occupational Therapy (OT) service capacity.

Staffing Comparison:

2023–2024: 2 days/week OT, 6 days/week OTA (2 staff)

2024–2025: 2 days/week OT, 3 days/week OTA (1 temporary post)

Change: 50% reduction in OTA time

- The OTA position remained vacant for the first half term.
- Temporary staff required initial training, further limiting service delivery.
- Fewer site visits to Turnham and Brockley throughout the school year.
- Decreased liaison with teaching staff.
- Reduced number and frequency of OT-led and OTA-led interventions.
- Despite maintaining the established service structure, fewer interventions were directly delivered overall.

2. Service Delivery Model

- Referrals are required for access to targeted or specialist OT support.
- Triage determines the appropriate action (e.g., observation, class-wide strategies, assessment, equipment trial).
- Due to staffing reductions, all previous caseloads were closed at the start of the year; all pupils required re-referral.

Structure of service delivery



Specialist services - Assessments and interventions requiring in depth knowledge in a specialist field. Such as complex sensory differences.

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.

Universal services provide support that is not pupil specific but will support all /majority of students. This includes parent workshops, sand staff training.

3. Interventions and Outcomes

Targeted and Specialist Support

FOCUS AREA	INTERVENTION	OUTCOMES
FINE MOTOR SKILL	Finger gym packs loaned across all 3 sites	17 new referrals this academic year for fine motor skills (2023-24 16 referrals)
FEEDING INTERVENTIONS	2 students in 1:1 session No OT/OTA led group intervention	1:1 fun with food sessions supported students that have increasingly limited diets who find engaging in the group Fun with food sessions difficult due to food anxiety.
SENSORY & EMOTIONAL REGULATION	78 referrals (up from 51). Individual sensory assessments.	strategies and sensory diets implemented for individual students across all 3 sites supporting emotional regulation and academic engagement.
FUNCTIONAL SKILLS	Life skills sessions for KS3–KS4 – OTA led supported by planning with OT. 17 referrals for functional skills across the 3 sites.	More targeted life skills sessions for students struggling to acquire skills. Empowerment of class staff with the knowledge of different strategies and methods, i.e., how to tie your shoelaces.

4. Universal Provision and Outcomes

Training Delivered:

- Interoception and Sensory Processing (July 2025 INSETs)
- TA Sessions: ARFID and PICA, Promoting Independence, Sensory Room Use

Impact:

- Increased staff confidence using sensory strategies and equipment.
- Improved understanding of ARFID/PICA and lunchtime strategies.

Identification of further students with restrictive diets leading to dietician referrals/GP visits and the appropriate support being accessed by the student.

- More appropriate use of sensory rooms and collaboration with staff teams to consider the range of sensory spaces across the school and how they are used.

Class-Based Interventions:

- Fun with Food: Delivered in 13 classes (approx. 125 students).
- Outcomes: Class outings, increased food tolerance.
- Expanded access to the fun with food program compared to last year (46 students).
- Independence: EYFS students supported dressing routines; most were able to put their coat on with increased independence within the first 2 terms.

Curriculum review:

- consulting with teachers and developing further ideas to support teachers in delivering the curriculum across the school day. This has included adding more links and activity ideas to develop skills and broaden the experiences offered as part of the curriculum. Sensory & physical curriculum.

Sensory /Regulation spaces:

The OT team has worked closely with the site team to maintain sensory rooms and ensure equipment is functioning correctly. Ongoing maintenance has been challenging due to a high volume of damaged equipment. As a result, broken items have been removed and stored pending further investigation. The OT is currently collaborating with the site team to restore full functionality to the small sensory space at Downham.5. Caseload & Referrals

Annual Referrals:

2021–2022: 77 new referrals

2022–2023: 104 new referrals

2023–2024: 82 new, 171 total referrals

2024–2025: 109 new referrals

Caseload Breakdown by Key Stage:

- KS1: 43 (35 sensory, 6 motor, 2 functional)
- KS2: 36 (23 sensory, 7 motor, 3 functional)
- KS3: 25 (16 sensory, 9 functional)
- KS4: 5 (5 sensory/emotional regulation)

6. Summary

Positive Outcomes:

- Expanded Fun with Food access and engagement.
- Strong partnership with dietetics.
- Effective targeted life and functional skills work.
- Increased use of finger gym resources.
- Sensory diets implemented.

Areas for Development:

- Formalise and share sensory diets with families and class teams.
- Increase parent engagement through workshops and increased communication from the OT team.
- Improve sensory room management.
- Strengthen in-school regulation spaces.

7. Recommendations for 2025–2026

Universal Provision:

- Deliver staff training on key OT topics.
- Weekly OT presence in dining areas.
- Parent-friendly Fun with Food guides.

- Support interoceptive curriculum roll-out.
- Termly class teacher meetings.
- Multidisciplinary parent workshops i.e.: sensory food difficulties OT and dietitian.
- To review sensory spaces across all 3 sites, fit for purpose, use etc.
- Term 1 to focus on regulation and sensory diets/supports across all three sites. Ensuring all students have the appropriate equipment in place.

Targeted Provision:


- Continue finger gym boxes school-wide, OT team to develop a library system for these resources. .
- To continue with episodes of care model and all students requiring re referral each academic year as required.

Assess new referrals within 2 weeks.

- Provide summary reports for annual reviews.

Specialist Provision:

- Monthly OT-dietitian joint observations.
- Expand sensory diets and integrate with BSPs to ensure consistency of delivery and collaboration between home and school.
- Continue 1:1 feeding sessions for complex needs.


Kirsty Richards
 BSC OT
 Children's Occupational Therapist



Appendix 4

Speech and Language Therapy Impact Report 2024-2025

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, and NHS provision of 3 days a week of qualified SALT time and 2 days a week of a therapy assistant practitioner. The school is currently advertising for a speech and language therapy volunteer. 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 services** 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, curriculum development

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
2025	292	6	Approx. 49:1

The amount of qualified speech and language therapist time has reduced by over 60% in the last 7 years when taking into account the increase in the number of pupils in the school. As requested for the last 2 years moving forward the capacity of the speech and language therapy team needs to be considered as pupil numbers further increase, the demand for specialist intervention also grows and there is an increase in the number of pupils with specified SALT provision on EHCPs. 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. Last academic year 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. This reduced offer has continued this academic year

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

Summary of Secondary SALT provision 2024-2025

Key stage	Number of pupils on SALT caseload in Sept 2024	Number of new referrals received this academic year	Total on SALT caseload / pupils in key stage
3	7	14	21 / 45
3 or 4 at Brockley	4	3	7/38
5	4	13	17/38

There has been increased in the number of referrals for all secondary key stages but a significant increase in the number of referrals in KS3 this academic year

Speech and Language Therapy Impact 2024-2025

Universal, Targeted and Specialist support

Objectives	Summary of interventions	Outcomes and Impact
To expand the use of AAC and visual support across all Drumbeat sites	<p>Specialist AAC assessments</p> <p>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</p> <p>Smartbox AAC training for staff and parents</p> <p>Continued AAC training and class based support that promotes a total communication approach</p> <p>Ongoing class based AAC support to given to some but not all high tech AAC users.</p>	<p>Assessment ensures children's main method of communication is matched to the communication skills and consistent assessment ensure AAC is equitable across students.</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. There was an increase in parent confidence.</p> <p>The high tech AAC project currently has 26 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>Ofsted evidence</p> <p><i>Many pupils learn to use a range of communication devices and systems in class and around the school. This includes using objects, pictures and symbols to express their ideas and feelings. Some pupils learn to use</i></p>

	<p>Therapy volunteer worked with 2 AAC users to promote peer interaction</p> <p>Drumbeat SALT team article published in Communication Matters journal.</p> <p>Drumbeat to host first multi special school AAC working party (scheduled for June 2025)</p> <p>1 additional pupil received tier 3 funding from NHS AAC hub.</p> <p>Drumbeat now has 40 Grid for iPad licences available for use across all 3 sites</p>	<p><i>computer-assisted technologies to communicate.... signs and symbols used routinely throughout the school, underpin the immersive environment of communication, literacy and reading...Adults use visual resources well to help pupils understand complex concepts. Staff firmly promote that ‘if pupils can visualise something, they can achieve it’ (Ofsted report, October 2024)</i></p> <p>Supporting peer interaction increases the number of communication partners pupils interact with. This also support interaction at unstructured times e.g. choosing/ playtimes</p> <p>CM Journal - Drumbeat.pdf</p> <p>This article celebrates the joint working between NHS and education SALTs at Drumbeat and highlights the innovative and successful AAC work.</p> <p>Collaboration with other local special schools allows Drumbeat to moderate the AAC service they are providing. It supports the sharing of ideas, pathways, training and interventions.</p> <p>AAC provision in the UK typically follows a three-tier model:</p> <p>Universal Support (Tier 1)</p> <p>Delivered by local education, health, and care teams. This includes access to core boards, inclusive classroom strategies, communication partner training and early identification of AAC needs.</p>
--	--	--

	<p>No AAC Chat club is currently running at any site.</p> <p>No visual support audits were carried out this year</p>	<p>Targeted Support (Tier 2)</p> <p>Provided by local AAC services, often led by SLTs with AAC expertise. These teams offer tailored assessments, device trials, voice banking, bespoke paper-based communication.</p> <p>Specialist Services (Tier 3) – ACS hubs (including our service)</p> <p>NHS England-funded services that assess for and provide powered communication aids to individuals with complex communication needs. They also deliver training, ongoing support, and strategic planning for NHS-funded devices.</p> <p>Currently 4 Drumbeat pupils now have lifelong high tech AAC funding for equipment and support. This is life changing!!!</p> <p>20 high tech AAC users are using Drumbeat funded devices</p> <p>3 high tech AAC users are using parent funded devices</p> <p>4 high tech AAC users are using tier 3 hub funded devices</p> <p>2 class iPads are being used with Grid to support whole class high tech AAC support</p> <p>The number of high tech AAC users has increased with Drumbeat school but there are currently 18 unused licenses available to Drumbeat that have not been allocated (possibly due to capacity restraints).</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>Baseline assessments are now completed collaboratively by SALTs and teachers</p> <p>All Drumbeat SALT team attended updated SCERTS training</p> <p>There has been no allocated speech and language therapy volunteer this academic year working with pupils with speech sound difficulties.</p> <p>Class based interventions and targeted support have focused on the following strategies or interventions:</p> <ul style="list-style-type: none"> • Conversation skills • 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>Baseline assessments ensure a starting point is recorded and appropriate assessments and interventions will be set up straight away. A multidisciplinary approach to assessment allows for sharing of information across a varied range of scenarios.</p> <p>Training means that SALTs are up to date with the evidence base for support students with Autism</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 • Engagement model • Peer interaction • Superflex • Information carrying words • No ongoing intervention relating to Zones of regulation delivered by SALT team <p>Specialist assessment and intervention:</p> <ul style="list-style-type: none"> • AAC (further detail included above) • 1:1 Speech sounds support • 1:1 support using social behaviour mapping • 1:1 working using colourful semantics • Designing and developing personalised communication books • Specialist assessments as requested e.g. CLEAR, BPVS, DLS, AAC, ACE • Delivering specified speech and language provision at detailed in ECHP's • No specialist support was offered this academic year for Supporting gestalt language processors 	<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> <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>(GLPs) using natural language acquisition</p> <p>External specialist SALT moderated communication curriculum focusing on GLPs and neurodiverse affirming target setting</p>	<p>Speech and language assessment inform starting points for therapy and communication target setting</p>
--	--	---

		<p>Drumbeat school uphold their legal requirement to provide specific therapy provision stated in EHCPs.</p> <p>External moderation strengthens and validates the curriculum. Neurodiverse affirming target setting ensures communication differences in autism are embraced and supported.</p>
<p>To develop knowledge in supporting autistic children's communication for communication partners within the Drumbeat community</p>	<p>Parent training:</p> <ul style="list-style-type: none"> • Meet the therapy team and support services coffee morning at each Drumbeat site • Means, Opportunities and Reasons – all parents invited • High tech AAC Smartbox training • Virtual workshop for high-tech AAC users – parents of 	<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</p>

	<p>high-tech AAC users invited.</p> <ul style="list-style-type: none"> • Using visuals over the summer holidays training to be held in June 2025 • No parents training in Makaton, SALT support at parents evening or specific EYFS parents training has been offered <p>Staff training:</p> <ul style="list-style-type: none"> • Social Behaviour Mapping Training • Comic Strip Conversations • Total Communication Approach • Autism and Language processing • SCERTS • Neurodiverse affirming approaches • Class/ pupil specific high tech AAC • Speech sounds • Colourful semantics • What's in the box? • Communicate in Print • Intensive interaction • Creating communication opportunities • Attention Autism <p>No formal training sessions have been delivered to those outside the Drumbeat community this academic year</p>	<p>ensure consistency of communication approaches.</p> <p>Continued 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>
--	--	--

Appendix 5

Family Liaison Impact Report – June 2025.

- Sheryl Aitcheson-Labarr, Family Liaison Officer
- Nicola Allen, Family Liaison Officer

Overview:

The Family Liaison team consists of two part-time staff who have worked with 164 families, 56% of the Drumbeat family, since September 2024. This does not include the families who partake in workshops and other events. The work undertaken by the Family Liaison team is vital in fostering family engagement and involvement. They provide tailored support to families in the early stages, helping to address challenges before they escalate into a crisis. This support is personalised to meet the unique needs of each parent.

This year, housing and transport issues have persisted due to the ongoing shortage of homes in the borough, with an increasing number of families being relocated outside the area. Additionally, many families are living in temporary accommodation and are frequently moved, which places added pressure on our services and requires repeated applications. The number of home visits have increased, especially for those in our Early Years classes. This mostly due to safeguarding risks.

Strategy:

Family Liaison Support Includes:

- Assistance with housing issues, including evictions and unsafe living conditions

- Completing DLA applications and appeals with the family
- Completing Blue Badge applications and appeals with the family
- Support with transport applications and appeals
- Help with respite care applications and appeals
- Guidance on financial benefits, including referrals for Food Banks
- Leading TAF (Team Around the Family) meetings when there are concerns about children or the family
- Home Visits where there are safeguarding concerns, reporting back to SLT on risk and whether a MASH referral or a Family Thrive referral would be appropriate
- Hosting Workshops and Coffee Mornings for the parents and carers, for socialisation and learning workshops
- Referrals for SEND Dieticians and Complex needs Nurse for children with toileting, sleep or diet issues
- Collaboration with local partner agencies
- A supportive, non-judgmental space for parents and carers who are struggling and need help taking the first steps toward positive change

Interventions	Outcomes and Impact
<ul style="list-style-type: none"> • One-to-one meetings are held with parents to review DLA applications, with a focus on increasing the level of care and mobility support for their child. 	<p>DLA: Numerous applications have been submitted over the year, many resulting in successful outcomes for parents seeking to maintain their child's care and mobility support. Parents have also been supported in appealing DLA (Disability Living Allowance) decisions, with some appeals resulting in overturned outcomes after several months of persistence. One-to-one meetings are held with parents to discuss DLA applications, with a particular focus on securing higher levels of care and mobility support for their child.</p>
<ul style="list-style-type: none"> • Supporting parents with their social housing needs through ongoing check-ins, recognising the emotional and mental strain caused by extended waiting lists. • Completing Medical Housing Application forms. • Writing letters to local councillors and MPs around issues with housing. • Contacting Environmental Health for tenants for issues such as a mould, damp and mice/rat infestations. • Being there on eviction date to support the family, especially if there is a language barrier. 	<p>Housing: Housing challenges remain a significant issue. Outcomes do not always lead to families being rehoused, despite our continued efforts to support parents through the necessary processes. This has included assisting with Housing Medical Application forms, which are intended to increase a family's housing priority by moving them to a higher band. Unfortunately, this outcome is not guaranteed. Evictions have been more commonplace this year and more families are being moved out of the borough due to the shortage of housing. Many families are living in uninhabitable conditions, with reports of mould, damp, vermin infestations, and accumulated rubbish. In one serious case, the school arranged hotel accommodation for a family due to the unacceptable state of their emergency housing. Every time a family is moved, transport can then be an issue especially if the family are moved out of borough. We then need to liaise with that borough to achieve a successful outcome.</p>

	For families who have secured new or temporary accommodation, we have facilitated small grants through Family Fund to help purchase essential furniture and white goods.
<ul style="list-style-type: none"> • Providing parents with guidance on the process of transitioning from DLA to PIP, including support with the initial steps and completion of the application. Families are supported in understanding their options and making informed decisions. Assistance is also given with drafting appeal letters for DLA, PIP, and Blue Badge applications. • A workshop for Life After Drumbeat to inform parents of education choices. 	Transition to Adult Social Services: Families feel supported and more informed to make choices.
<ul style="list-style-type: none"> • Support and information on Carers Allowance and Family Fund. 	Help with Financial Support: Families are gaining more financial support to help with the cost-of-living struggle.
<ul style="list-style-type: none"> • Applications and renewals for a Blue Badges 	Gaining more freedom in the Community: Blue badges help the families to access more community activities and feel safer.
<ul style="list-style-type: none"> • Travel application for SEN Transport in Lewisham and Greenwich. • Applications for Freedom passes 	Helping children access and attend school: Access to SEN transport enables children to arrive at school calm, prepared, and ready to learn, supporting consistent attendance and a positive start to the day. There is an increased pressure on our timetables to support families that have been moved out of the borough and supporting them in successful outcomes with transport.
<ul style="list-style-type: none"> • Meetings/Phone calls with Family Thrive re Early Help and making referrals for families who are struggling to cope. • MASH referrals for those in high need to support the families. 	Early Help: The early support we have provided has been crucial in reducing the need for crisis intervention among our parents, resulting in fewer emergencies compared to other schools.
<ul style="list-style-type: none"> • Application to Shortbreaks and offering information on leisure activities in the borough which support children and young people with ASD. 	Respite/shortbreaks: Application have been made to short breaks, some are new applications, others have been requested for increased hours/ reassessment of care packages. All applications made this year have been successful.
<ul style="list-style-type: none"> • Signposting parents to other services, such as CAB, Contact a Family, Lewisham Advice, Young Carers, Lewisham. 	Signposting; We serve as a trusted source of information for parents, where they feel comfortable reaching out to the Family Support Team.

<ul style="list-style-type: none"> • A range of workshops are offered, covering topics such as housing or therapy, as well as social gatherings to help parents connect and build supportive friendships with one another. 	<p>Success of Workshops:</p> <p>Workshops have empowered families by providing them with the knowledge to better support themselves and their children in areas such as Speech and Language, Feeding, Toileting, and Sex and Relationships. Family Liaison has played a key role in supporting these workshops, offering a point of contact throughout the process. Additionally, Family Support coffee mornings have helped parents build connections with one another, fostering a network of mutual support.</p>
<ul style="list-style-type: none"> • Informing parents of SEND leisure activities. 	<p>Leisure Activities: The Family Liaison team now have a Leisure Activities for SEND booklet with all the information about this for the local boroughs, empowering families to join in community activities.</p>
<ul style="list-style-type: none"> • Working with Local Partners. 	<p>Local partners: Sheryl and Nicola have undertaken courseS at Lewisham Council to understand the latest safeguarding and referral processes. We also have made contacts with two other schools who have family support in place. We continue to signpost parents to Contact, Signal and Lewisham Foodbank. We also provide information for the HAF Holiday Scheme. Vouchers for Food Banks are mainly issued just before a long holiday e.g. Easter, Christmas Summer.</p> <p>We continue to liaise with social workers where a child is in need or at TAF meetings.</p>