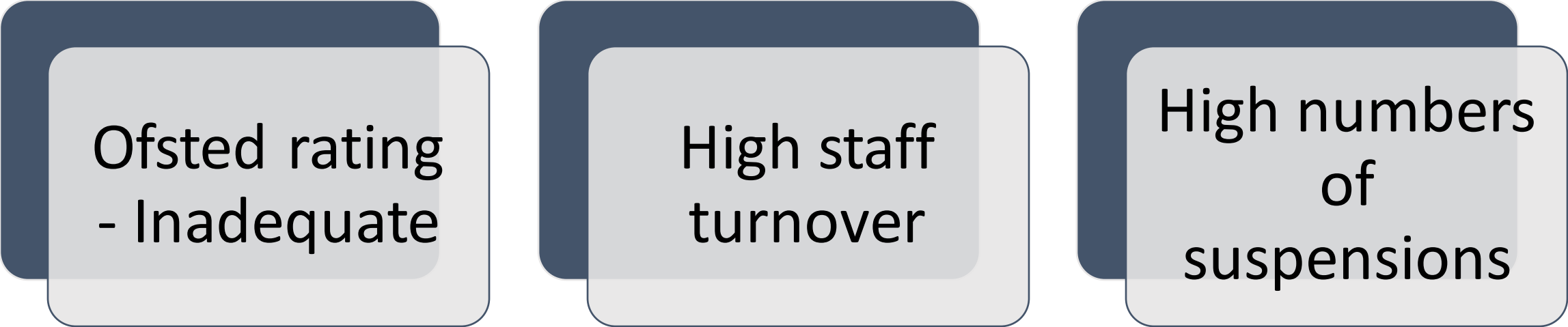


Case Study – Howard Primary Academy

Whole School Inclusion Team

The issues facing the school



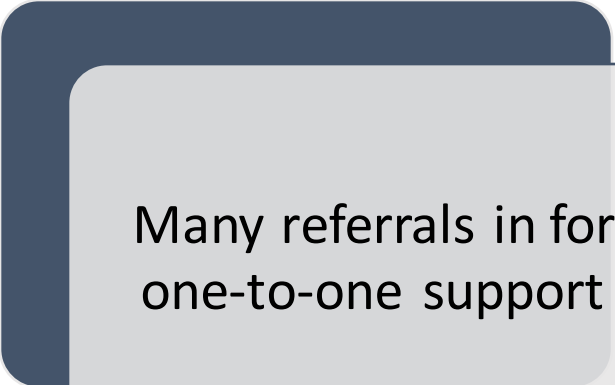
Ofsted rating
- Inadequate

High staff
turnover

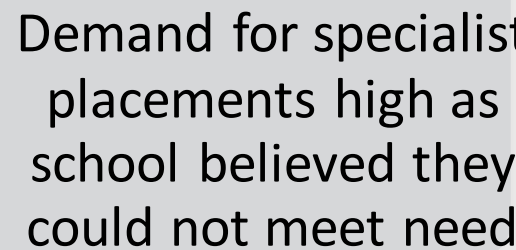
High numbers
of
suspensions



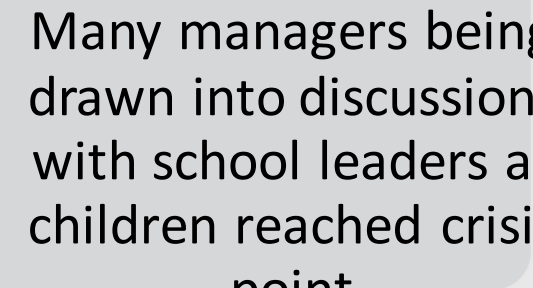
The issues presenting to our services



Many referrals in for
one-to-one support



Demand for specialist
placements high as
school believed they
could not meet need



Many managers being
drawn into discussions
with school leaders as
children reached crisis
point

What we identified

High levels of emotional dysregulation

Accessing the curriculum was difficult for children with SEND

Systems of support for children who were struggling to manage were escalated to senior leadership quickly

Staff were not confident in their skillset

Short Term Plan

- Specialist teachers co-ordinated to support individual children initially
- Then we developed this to an enabling model
- Increasing provision for those heading to specialist
- Planning provision for the children already on caseload
- 4/17 children that were of concern – meeting their need
- Analysis of staff skills
- Deep dive into literacy data

Long Term Plan

Improve the universal offer for children with SEMH

Internal provision to support children with complex needs “The Hive”

Increase staff confidence and consistency to help children that were struggling with SEMH

Improve teaching of literacy at all levels

Impact

Systems of managing pupils does no longer fall to senior leaders, thus enabling leadership team to focus

Confidence in staff skills has led to smaller staff turnover and more permanent positions being maintained

Dramatic reduction in suspensions

Parental confidence in the school has led to 20% increase in the pupil roll

Reduction in reliance on referrals for individual children

Internal provision has transitioned into mainstream