



# Case Study Whole School Inclusion Service

**Laura Chevous**



# Background

- The work took place with a high School on the outskirts of Ipswich which caters for 700+ pupils
- Historically high levels of support from SES for individual pupils with EBSA across all year groups but particularly Years 7 and 8
- High numbers of pupils on SEND register and with EHCPs compared with similar profile schools
- Referral to WSI made in January 2022 following Ofsted outcomes from Autumn Term inspection.



# Ofsted Outcomes

- Ofsted inspection occurred in Sept 2021
- Feedback from Ofsted indicated that support in place means that *“pupils with SEND are able to access all areas of the curriculum and achieve well”*
- An area for development was identified as *“The most disadvantaged pupils are absent from too many lessons. While leaders have put in place plans to address this, the plans are in their early stages of being implemented. Leaders need to sustain this focus to ensure that the attendance of these vulnerable pupils improves.”*

# Initial meeting - ASSESS

Meeting with Attendance and Welfare Officer/SENDCo/Inclusion Lead

Delivery of awareness raising session with attendees to build background knowledge/context

Whole School EBSA audit alongside WSI teacher to identify strengths and areas for development

Analysis of attendance data

# Next steps - PLAN



Upskilling key staff – Attendance lead and LSAs



Identify risk factors alongside attendance data to identify pupils at risk



Gather pupil voice in order to inform next steps for effective interventions



Implementation of Zones of regulation for trial group

# Delivery of support - DO



Four pupil voice sessions alongside attendance lead in order to model effective practice and to provide basis for structure of future interventions. This was a mixed age group between years 8 and 10.



The sessions were optional for pupils as was engagement in discussions and activities. Despite this, the engagement was sustained with most pupils opting either to communicate verbally or using the SCC feedback materials.



Sessions included use of the Zones of Regulation approach and linking this to the science of brain functioning and how anxiety can affect us physically.



Delivery of Zones of Regulation training to LSAs within Learning Support

# Pupil Voice – What worries you about School?

**Not understanding  
the work**

**Being late or being  
ill**

**Speaking in class**

**I'm worried about my  
future, am I destroy-  
ing my future because  
I am worry so much  
and missing lessons?**

**Sitting near or  
talking to people  
I don't know**

**Being abandoned by  
people I love, I don't  
like talking about my  
problems with them in  
case I scare them  
off**

**Working in a  
group with people  
I don't know**





# Pupil Voice – Zones of Regulation

---



# Outcomes - REVIEW

- Attendance and engagement in lessons increased for 8/10 students. These students no longer have support plans.
- Pupils shared their concerns and worries within the group and began to seek support from the attendance lead when they needed to. The pupils reported that they had been able to try using the strategies we modelled in order to support them to self regulate.
- We developed a list of reasonable adjustments that school could make in order to support pupils during times of school based anxiety. This then led to the development of a specific support card to be issued by the attendance lead when concerns were raised about a pupil's attendance
- Pupil feedback indicated that they liked realising they were not alone. Pupils felt reassured that they could access support when they needed to. Reviews of support by the attendance lead generally resulted in pupils indicating they no longer required support.
- Pupils liked the brain science session and developing their understanding the physiology of anxiety
- Pupils were initially slightly resistant to use of Zones but then came up with the idea of using Stranger Things as a basis. WSI supported them to come up with resources.

# Next steps.....

- Analysis of attendance data to see where there are still concerns. Using skills gained from previous cycle of APDR to develop a rolling programme of intervention around school based anxiety.
- Establishing a school wide Universal and targeted offer for EBSA and sharing this with the wider school community.
- Raising awareness of EBSA generally within the school community through use of form tutor time and information boards around school.
- Raising awareness within the pyramid for feeder schools through SENDCo pyramid meetings supported by WSI.
- Feedback to SLT and governors.
- Feedback to SCC EBSA working party to support development of Local Offer.