

Case Study:

Practical Lessons in Supporting SEND Pupils Beyond the Covid-19 Crisis



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It has been a challenging 15 months in education:

The purpose of my presentation today is to share with you:

- How we have seen pupils return to us post-lockdown at The Barlow
- What we have had to do to try and support them upon their return to school.

Overview of the session:

- ✓ Our context at The Barlow RC High School.
- ✓ The difficulties facing pupils upon their return to the classroom following lockdown – what have we seen happen?
- ✓ Effective practices for managing the social, emotional and mental health of pupils post-lockdown.
- ✓ Practices for supporting SEND pupils beyond the classroom post-lockdown.

Our Context at The Barlow:

- Our intake is nearly 50% Pupil Premium.
- We are in the highest 20% of social deprivation in the country.
- Many of our pupils are below ARE in Reading and Maths when they come to us.
- We have 158 pupils on the SEND Register.
- We have 22 pupils with EHCPs (and 5 pending).
- There are 876 pupils on roll.

Lockdown 2: Pupil Engagement data:

- ✓ Y7 SEN engagement average: 69%; non-SEN engagement average: 87%
- ✓ Y8 SEN engagement average: 77%; non-SEN engagement average: 88%
- ✓ Y9 SEN engagement average: 84%; non-SEN engagement average: 88%
- ✓ Y10 SEN engagement average: 80%; non-SEN engagement average: 91%
- ✓ Y11 SEN engagement average: 53%; non-SEN engagement average: 72%

Several eventualities to prepare for :

1. SEND pupils would be even further behind, in the main, than their non-SEND peers.
2. A number of SEND pupils would be aware that they were potentially now even further behind their peers and so, we might struggle to re-engage them with education.
3. Many pupils with additional needs such as autism and social, emotional and mental health difficulties might find the demands of school difficult to re-adjust to as they were out of routines that had always been so important to them.

The difficulties facing pupils upon their return to the classroom following lockdown:

Pupils bounced back from lockdown 1 much better than they did from lockdown 2.

We had a clear rise in the following:

- Self-harm
- Suicidal ideation
- Overdoses
- Eating disorders

How we acted to try and support pupils with appropriate interventions:

Introducing our SEMH Register and tracking plan.

Introducing wellbeing check-ins.

Developing our Hive 3 SEMH Provision.

Developing our Hive 2 ASC Provision.

Introducing a bespoke CPD Programme for TAs.

Launching our Attendance Drive.

Effective practices for managing the social, emotional and mental health of pupils post-lockdown:

- We saw a steep increasing trend of self-harm, suicidal ideation, overdoses and eating disorders
- Increasing number of children in crisis VS absolutely overwhelmed mental health services available external to school.
- School Nurse Service: 'It is like war times' – no referrals to CAMHS permitted by the service.

Our SEMH Register:

- Identifying difficulty type and interventions (external and internal).
- Graduated approach: Wave 1 (Family Tutor and Head of Year support), Wave 2 (CAMHS, Pastoral Support from our PSA in school and support from our Hive, Learning Support Provision in school) and Wave 3 (EHCP linked to SEMH, any pupil under the EP due to SEMH and any pupil receiving intensive support in school due to their SEMH).
- Reviewed on a 6 weekly basis.

Year	Total	Wave 1	Wave 1/2	Wave 2	Wave 3	Boys	Girls	PP	SEND E All	SEND K All	ASC	LAC	PLAC	CIN	CP
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	12	4	0	3	4	9	3	10	2	8	2	1	0	0	1
9	39	20	6	9	3	18	21	25	2	16	5	1	0	0	1
10	29	9	4	13	3	6	23	20	1	13	3	0	2	0	2
11	18	8	0	6	4	6	12	12	2	6	0	0	0	0	2
Total	98	41	10	31	14	39	59	67	7	43	10	2	2	0	6

Totals - Internal Support Breakdown		
Type	Total	
FT	1	Family Tutor
HoY	21	HOY
YC	0	YC
SGM	36	SG Manager
PSA	11	Pastoral Support Assistant
H1	1	Hive 1
H2	18	Hive 2
H3	16	Hive 3
S-Co	0	SENDCo
YC Ch	0	YC Champion
EC	10	Exit Card
KW	4	Key Worker
VSC	1	Volunteer School Councillor
BC	4	Breakfast Club
BT	4	Bespoke Timetable
1:1	1	1:1 Mentoring

Type	Total	
MHA	24	Anxiety
MHSH	16	Self Harm
MHD	21	Depression/Lowmood
MHST	2	Suicidal Thoughts
MHS	0	Stress
MHSE	2	Self-Esteem
MHADHD	19	ADHD
MHOCD	0	OCD
MHPA	2	Panic Attacks
MHEP	2	Eating Problems
MHRDA	0	Recreational Drugs & Alcohol
MHANG	2	Anger
MHSM	2	Selective Mutism
BV	2	Bullying Victim
BP	1	Bullying Perpetrator
CI	6	Communication & Interaction
CL	1	Cognition & Learning
ATT	2	Attachment Disorder
SR	1	School Refusal

Practices for supporting SEND pupils beyond the classroom post-lockdown:

Hive 1: Where we support pupils with English as an Additional Language, which is 20% of our pupils. We also provide additional literacy support, which caters for low and middle ability SEND pupils in Hive 1 and we also use this area to provide support for our pupils who struggle to access the Key Stage 4 curriculum, whereby we offer a series of qualifications: ASDAN, entry level in English, Maths, RE and Science.

Hive 2: This is our support base for pupils with autism.

Hive 3: This is where we support and complete interventions for our pupils with complex SEMH difficulties who are on our SEND register.

Hive 3 Vision Statement:

Our core Catholic purpose in Hive 3 is to:

- To focus on the social and emotional development from which academic progress is made.
- To identify emotions and develop a clear understanding of feelings in order to build for the future.
- To be a safe and empathetic space when school-life feels overwhelming.
- To break down the barriers to learning in a positive and encouraging environment.
- To develop a feeling of self-worth, self-respect and belonging.

Hive 3 Protocols:

- Hive 3 referrals are to be made via the SENDCo through PAWS. Pupil timetables are to be organised by the SENDCo, in conjunction with the referring member of staff.
- All pupils receiving 3 hours or less of Hive 3 intervention each week are to complete solely SEMH work whilst they are in there.
- All pupils receiving more than 3 hours of Hive 3 intervention each week must complete some academic work during their Hive 3 time (always a minimum of 3 hours SEMH work). This work must be collected from class teachers and given back to them for marking.
- Upon referral, each pupil must have a Boxall Profile completed to inform planning (completed by the referrer and analysed by the SENDCo/Deputy SENDCo).
- Hive 3 staff must complete an SDQ after week 1 and then again 6 weeks later in order to measure the impact of the intervention.
- Each referred pupil must complete a Personal Overview in week 1 and then again 6 weeks later in order to measure the impact of the intervention.
- Each Hive 3 pupil must be given a Positive Journal/scrap book, which they fill in at least once a week, documenting in words/photographs some of the work they have completed in Hive 3 that week.
- A preparation session must take place each week between Hive 3 staff and the SENDCo/Deputy SENDCo, in order to decide planning for the week ahead.
- All weekly planning must be displayed in Hive 3.
- Any concerns regarding pupil conduct in Hive 3 must be logged as a Hive log on Class Charts and then a subsequent sanction will be given and logged.
- One Hive 3 pupil must be nominated for Barlow Star each week.
- No admin work is to be completed whilst pupils are accessing Hive 3 – it must be a completely pupil-focused environment.
- If a pupil leaves Hive 3 without permission, on call are to be notified. Unless there is an urgent safeguarding concern, the pupil is not to be followed.
- No mobile phones are to be used in Hive 3 by either staff or pupils.

Strengths and Difficulties Questionnaire

P 4-17

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months.

Child's Name

Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?

TABLE 8
List of confirmed and unconfirmed practices by criterion

	Literature	Confirmation in Literature High; Medium; Low/not at all	
Strategising	1.1	High	strategising is about creating a desired future
	1.2	High	strategising is an ongoing process throughout the year
	1.3	High	strategies rapidly change to meet changing customer needs
	1.4	High	strategies are shared and owned by everyone
	1.5	High	strategies stretch us beyond what we believe is currently possible
Leadership	2.1	Medium	leadership drives continual change
	2.2	Medium	leadership focuses on creating something new
	2.3	Medium	leadership "thinks out of the box"
	2.4	Medium	leadership ensures that everyone shares the same future
	2.5	Low/not	everyone is expected to show leadership
Partnering	3.1	Medium	all our stakeholders partner with us in our business
	3.2	Low/not	our people build close relationships with our customers
	3.3	Medium	people are seen as key to the success of our business
	3.4	Low/not	we both compete and collaborate with our competitors
	3.5	Medium	partnering with our stakeholders drives continuous improvement and innovation for everyone
Business design	4.1	High	we think like our customers
	4.2	High	customer needs and expectations determine how we design our business processes
	4.3	High	our business processes are closely interconnected to serve our customers seamlessly
	4.4	High	core capabilities that enable business processes are built through ongoing learning
	4.5	Medium	teams are designed around business processes
Innovation	5.1	Low/not	good is never good enough
	5.2	Low/not	competitive standards are achieved through benchmarking against other organisations
	5.3	Medium	innovative ideas are born by working close to customers and suppliers
	5.4	Low/not	an inner urge for continuous improvement flows from what the organisation stands for
	5.5	Medium	leaps in innovation is the norm rather than the exception
People	6.1	High	people development is driven by the organisation's desired future
	6.2	High	teaching and learning takes place ahead of change
	6.3	Medium	people are multiskilled and multitasked to enable their flexible deployment across the organisation
	6.4	High	real time performance feedback is ongoing with readily accessible performance information
	6.5	High	performance, reward and recognition are closely linked
Branding	7.1	High	our brand and what we stand for is understood by everyone in the organisation
	7.2	High	our brand is lived by everyone in our organisation in our day to day operations
	7.3	High	our brand is who and what we are, and what we stand for in the hearts and minds of our customers
	7.4	High	our brand is experienced the same way by all our stakeholders, internal and external to the organisation
	7.4	High	our brand delivers what it promises to our customers

Brand New Curriculum:

- ✓ Monday is Creative Arts.
 - ✓ Tuesday is Games.
 - ✓ Wednesday is Gardening in our Rainbow Garden.
 - ✓ Thursday is Role Play.
 - ✓ Friday is Cooking.
-
- The overarching principle: we keep our hands busy while our minds are free to offload.
 - We use conversation stems, questioning techniques.
 - We work on talking through conflict resolution in our role play sessions and understanding and respecting the thoughts and feelings of others. We also build resilience and teamwork.

Hive 2:

- Almost 4% of our school population is autistic; 14 pupils have EHCPs with ASC as the primary need.
- Their attendance during lockdown 1 and 2 was generally poor (better in lockdown 2 than lockdown 1).
- The return after lockdown 2 was much more challenging for these pupils.
- We needed very high-quality support in place for them or their return would not be successful.

"If you believe you can achieve!"

The Blue Room:



SERVICE - PRAYER - ACHIEVE - RESPECT

Sensory Circuits:

Some of our autistic pupils will complete sensory circuits in the morning during our Family Time to help focus their concentration ready for learning and to encourage the development of their sensory processing skills; these tend to be the pupils who struggle to get started in school, can be reluctant attenders or may struggle with emotional regulation during the school day.

ALERTING → ORGANISATIONAL → CALMING

Alerting: Skipping, bouncing, wheelbarrows

Organisational: Balance work

Calming: Rolling a ball over the back, weighted blanket

15-20 minute
intervention

Hive 1:

- Purchased Lexia to widen the net of who we can reach.
- Bespoke literacy programmes with our own pupils in mind (designed by Deputy SENDCo): *Mr Davies and the Dinosaurs*.
- Measuring the impact of our literacy-based work through regular NGRT testing.
- SpLD literacy screening via an EP approved programme.

Ensuring high-quality CPD for our TAs:

- Re-launching appraisal – as close to the teacher appraisal process as possible.
- Introducing our Barlow TA Standards linked to appraisal and specially designed CPD.
- CPD delivered by a variety of staff across the school.
- TA Mentoring Programme for new TAs.

<p>TA Standard</p>		<p>EEF: Special Educational Needs in Mainstream Schools Guidance Report</p> <p>EEF: Making Best Use of Teaching Assistants Guidance Report</p>
<p>1. Supporting Behaviour Management</p>	<ul style="list-style-type: none"> • Help to create a calm start to lessons by ensuring that students follow the teacher's expected protocols e.g. lined up, stood behind chairs etc. • If a teacher is talking, suspend your conversations with students to ensure all instructions are heard clearly and learning is not missed. • Sanction students appropriately, taking into consideration their needs. 	<p>Recommendation 1 (SEN Guidance) : Create a positive and supportive environment for all pupils without exceptions.</p>
<p>2. Scaffolding Support for Independence</p>	<p>Select appropriate strategies based upon the needs of learners:</p> <ul style="list-style-type: none"> • Circulate and observe, giving pupils time for processing and thinking. • Provide prompts when pupils are unable to self-scaffold. • Give clues worded as questions to provide a hint in the right direction. • Where necessary, model while pupils actively watch and listen. 	<p>Recommendations 2 and 3 (Making Best Use of Teaching Assistants Guidance): TAs should add value to what teachers do. TAs should help pupils to develop independent learning skills.</p>
<p>3. SEN Subject Knowledge</p>	<p>Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these, specifically:</p> <ul style="list-style-type: none"> • Students with ASC • Students with EAL • Students with SEMH • Students with dyslexia 	<p>Recommendation 2 (SEN Guidance) : Build an ongoing, holistic understanding of your pupils and their needs.</p>
<p>4. Lesson Preparation</p>	<p>Ensure that you have the essential 'Need to Knows' for a lesson:</p> <ul style="list-style-type: none"> • Concepts, facts and information being taught. • Skills to be learned, applied, practised or extended. • Intended learning outcomes. • Expected required feedback. 	<p>Recommendations 2 and 3 (Making Best Use of Teaching Assistants Guidance): Ensure TAs are prepared for their role in the classroom.</p>

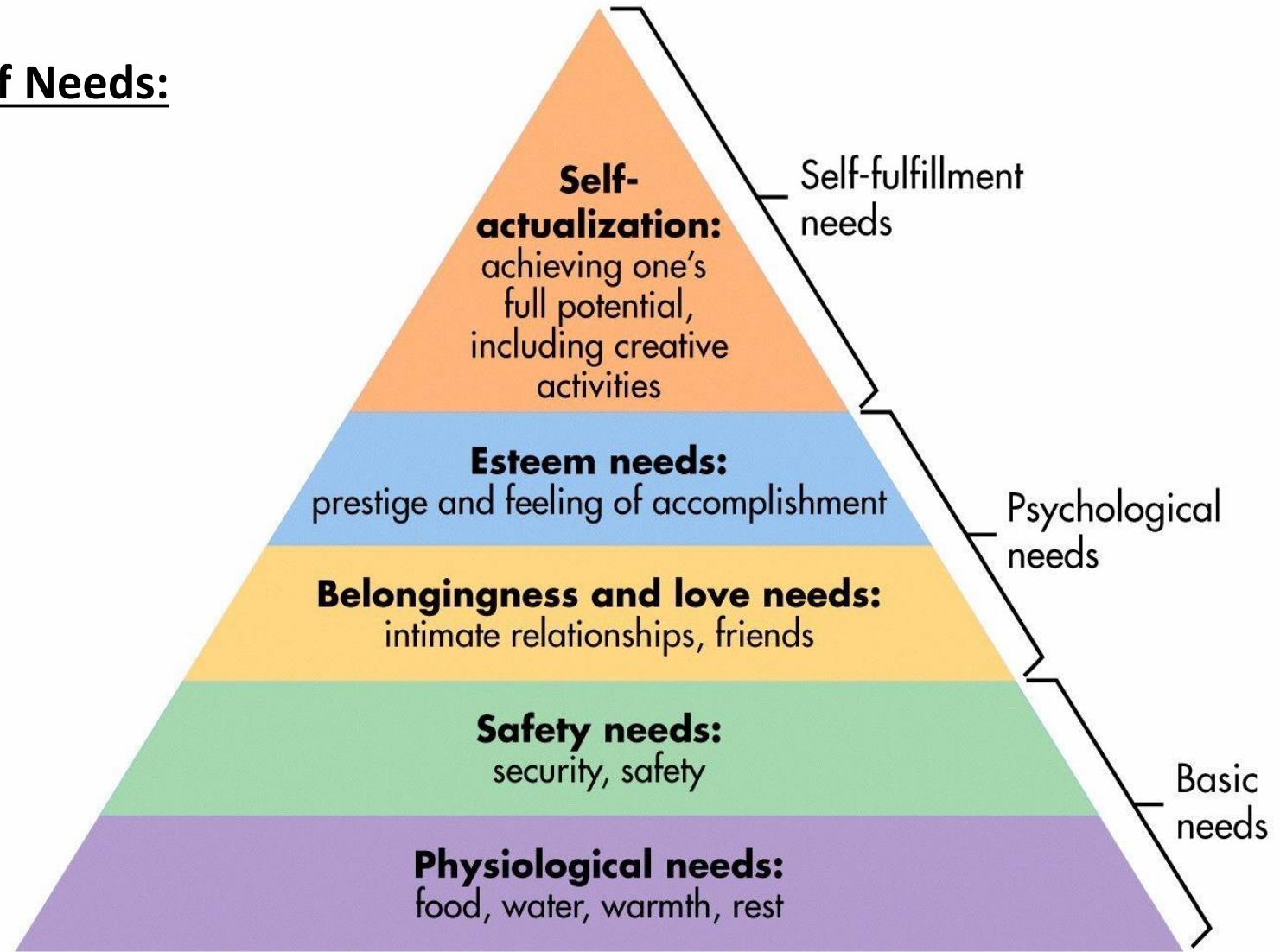
Addressing Attendance Problems:

Year 7 Attendance Drive:

- 1 week full attendance: A small chocolate bar.
- 2 weeks full attendance: A large chocolate bar.
- 3 weeks full attendance: Free Choice Family Time – footy or crafting fun in Hive.
- 4 weeks full attendance: Bagels and hot chocolate breakfast in Hive at Family Time.
- 5 weeks full attendance: A cooking lesson with Mr Richardson and Ms Janik.
- 6 weeks full attendance: Free pizza and chips in the canteen P4 on 19/7/21.

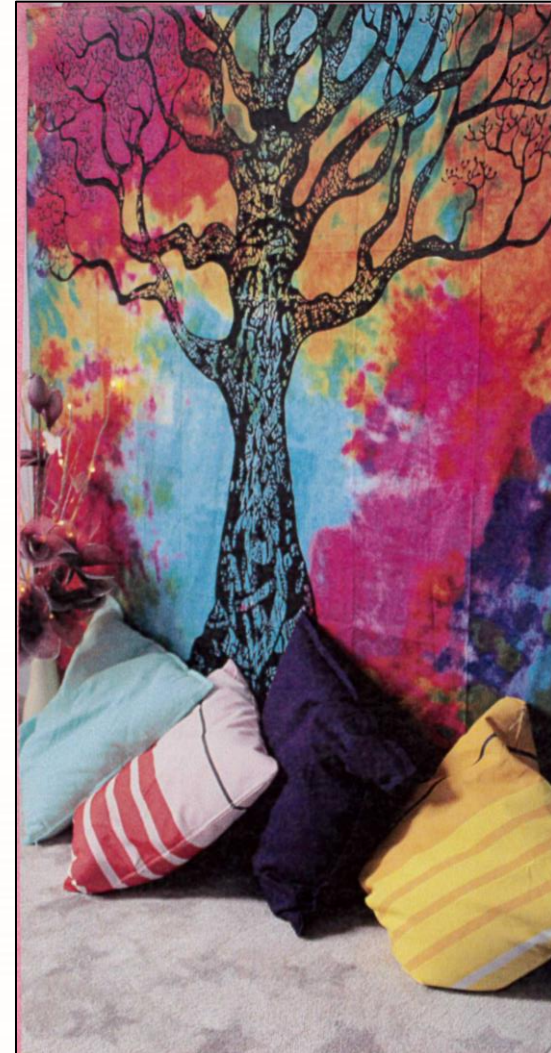
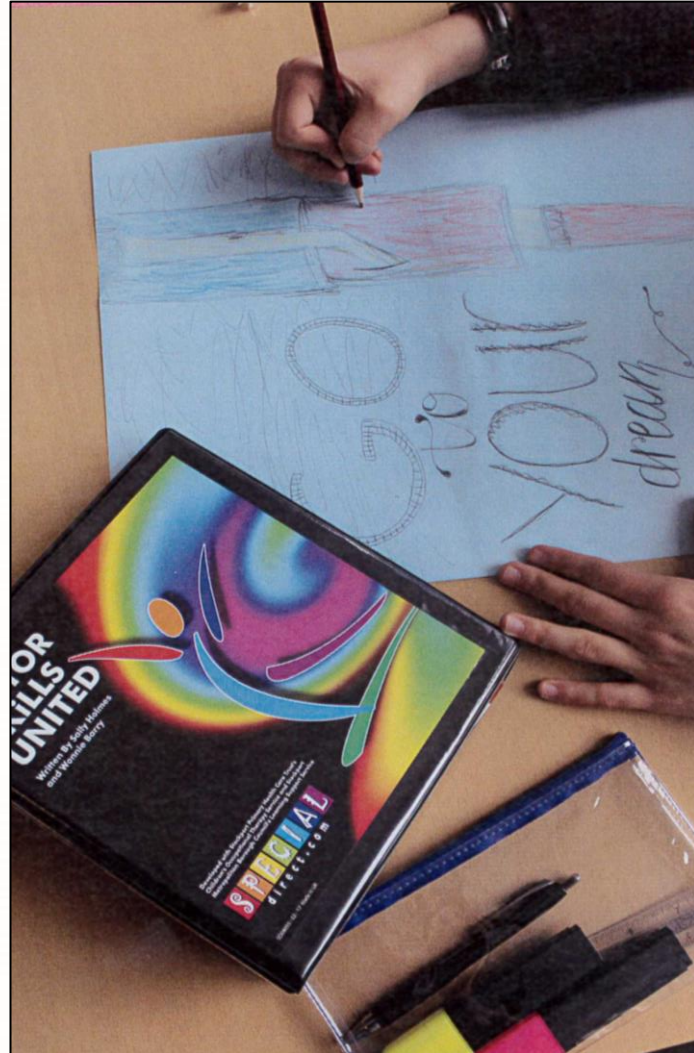
PUPIL NAME	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
[Redacted]						
[Redacted]						
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Maslow's Hierarchy of Needs:



"If you believe you can achieve!"

Thank you for your time today.



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