

Notes of visit to Review
Chipping Sodbury Access Centre
28th February 2019

Introduction

Chipping Sodbury Access Centre provides specialist support for pupils who have Autistic Spectrum Disorder. The need for specialism in this area is important to South Gloucestershire, 3 Secondary Schools have a Provision for Autism, 2 Primary Schools specialises in this area one being a Resource Base the other a Unit (Keystage 1 only) and there is also one ASD Special School.

The Access Centre base is a 10 planned place provision. Currently there are 12 South Gloucestershire students placed at the provision.

The Access Centre does have a signed Service Level of Agreement in place.

The School was visited by OFSTED in June 2018 and was rated as Requires Improvement.

A folder was provided on the day of the visit with evidence to everything asked for in the scope.

1) Funding

All pupils who access the unit are funded from the High Needs Block (HNB). Below is a summary of the element three funding for pupils currently accessing the Access Centre.

Current Banding Level	Element Three Funding £	KS 3 Students	KS4 Students	Total number of Students	Element 1 KS3 £4374	Element 1 KS4 £4882	Element 2 - £6000	Total Element 1+2	Total Element 3	Total
12	£29,599	6	6	12.00	£26,244	£29,292	£72,000	£127,536	£355,188	£482,724
Total							£72,000	£127,536	£355,188	£482,724

The total cost of running the provision is **£482,724**.

2) Cost Effectiveness

Average cost per pupil is £456,480 divided by 12 pupils = £40,227.

3) Staffing

The Access Centre is managed by a Centre Manager who works on a part time basis. Underneath her there is her assistant, a Higher Level Teaching Assistant (HLTA) and 4 full time Teaching Assistants (TA's. The Centre also employs a teacher of Maths and Science full time and a teacher of English, Humanities and PSHE .85 FTE

9 Additional staff are used from the main school (41hrs per fortnight) to teach students optional subjects such as Design Technology.

Position	Number of Staff	Days per week
Centre Manager	1	3
Assistant Manager	1	2
HLTA	1	2
Teaching Assistants	4	5 each
English/History/Life Teacher	1	4.25
Maths/Science teacher	1	5
SALT	1	1
OT	1	1
Mainstream Teachers	9	various

4) The role of the Provision

Below is a Summary of pupil year groups currently at the Access Centre.

Autism is the prime area if need. All Access centre students have an EHCP.

Count of Primary Need	Year Group					
Year	7	8	9	10	11	Total
ASD - <i>Autistic Spectrum Disorder</i>	2	2	2	2	4	12

5) Attendance

Overall attendance at the Access Centre is 85.1% a rise of 5.1% from the end of last year (10.5% authorised absences). Every student has increased their attendance significantly from their starting point. There are robust attendance checks and monitoring systems in place. Attendance for each students is checked each two-week cycle and strategies are put in place immediately. The Centre staff work closely with the school's safeguarding and attendance team. Attendance notices are issued to families when evidence suggests this is warranted.

There are no non-attenders at the Access Centre.

Attendance figures for all students were shared with reasons and are summarised below.

4 students have additional complex medical needs which impacts on their attendance.

Students A,C,H,L are pupil premium students.

Student	Year	Attendance	Reason
A	11	84.47%	
B	11	63.5%	Rigidly of thought – Change of morning routine at home has resulted in a drop in attendance this year. High anxiety around transition, exams and leaving the Access Centre. Tiredness
C	11	81.55%	C's attendance has risen by 10% since 2017 Complex family needs impact on C's attendance.
D	11	83.01%	D's attendance has risen dramatically since having surgery. D suffers with high anxiety which result in stomach and head migraines. D has additional medical needs with kidney problems and low blood pressure. Complex family needs impact on D's attendance occasionally. D is a young carer.
E	10	88.35%	E's attendance is erratic due to extremely high anxiety, mental health issues.
F	10	73.79%	Previous school a non-attender 33.3% 2017 F has highly complex needs associated with autism, high anxiety and extreme OCD. Suicidal thoughts.
G	9	97.09%	Previous school a non-attender No attendance issues Non-verbal
H	9	94.17%	Previous school 186 unauthorised absences. No attendance issues Child in Need
I	8	93.2%	Previously a school refuser No attendance issues. Extreme anxiety and rigidly of thought which may become a barrier in the future.
J	8	96.6%	Previous school 17 Unauthorised absences and 63% authorised. No attendance issues
K	7	90.78%	Previous school 27 authorised absences No attendance issues

L	7	75.73%	<p>Previous school 70 unauthorised absences and 64 authorised.</p> <p>Has yet to fully commit to the Access Centre.</p> <p>History of non- attendance.</p> <p>Medical issues – self harm.</p> <p>Formally child in need until October 2018.</p> <p>Complex family issues impact on L's attendance.</p>
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There have been no exclusions in the Access Centre since opening in 2014. Prior to attending the Access Centre 5 of the current 12 students had received fixed term exclusions from their previous schools totalling 46 days.

6) Curriculum/Needs of Pupils

The Access Centre offers a broad curriculum to include non- core subjects which are taught by mainstream teachers with specialists skilled teaching assistants supporting the students learning.

All pupils receive Maths, English and Science tuition from staff at the Access Centre.

Mainstream teachers support the Access Centre by teaching PE, Design Technology, Food Technology, Computer Science, Art, Music and Geography.

Teaching Assistants also deliver lessons in Social skills/mentoring, projects, reading and Independent study to all students.

In year 9 pupils from the Access Centre are encouraged to take optional subjects and where possible study towards a GCSE qualification before year 11.

The access centre does have a speech and language therapist and occupational therapist timetabled to deliver interventions such as Lego Therapy, communication groups and the alert programme. There is also a Child and Adolescent Mental Health Service (CAMHS) specialist who timetables weekly sessions with students and parents whilst also providing advice and training for staff.

7) Outcomes

All pupils' progress in the Centre is tracked and measured against set targets. FFT₅₀ data and SIMS data was seen for all students.

5 students progress at KS4 were shown. 3 of these students did not have a starting point data from KS2.

Students	KS2	GCSE 2017-18	Achieved	GCSE achieved 2018-19
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1	No SAT's data	3 GCSE's Grade 3 in Science, Maths and ICT	Post 16- Farleigh College-Studying Science and Maths and Computer Science Level 2, English Level 1
2	No SAT's data	1 GCSE Grade 5 in Food Tec.	Studying DT on track for GCSE grade 3 in D, English, Maths and Science
3	Level 4's	1 GCSE Grade 5 in Computer Science	On track for GCSE Grade 5 in Art and Maths, Grade 4 in English and Science. V- cert PE – achieved a pass January 2019
4	No SAT's data		Studying Art on track to achieve Grade 5
5	Level 4's		Studying History (significant medical needs) on track to achieve Grade 3.

8) Leadership and Management

The leadership of the Access Centre is strong and this was recognised by a recent OFSTED inspection.

9) Feedback from Parents and Pupils

Questionnaires were issued to every parent/carer before the visit.

All pupil questionnaires were returned and 8 parent questionnaires were completed.

All questionnaires were extremely complimentary and all gave positive feedback about the Provision.

“The access Centre goes way beyond what would be considered high support for a child with autism. I like the whole family support the Centre gives”

“The access centre has been excellent in educating and supporting my child”

“It is an amazing place and has contributed to my child's progress and mental health”

Strengths

- Strong Leadership of the Access Centre.
- Excellent support and differentiation for students in the Centre.
- A recognised specialism for Autism in the community.

- Excellent parent/pupil feedback.
- Good relationships with students and parent/carers.

Recommendations

- Look at alternative measures to benchmark pupils starting point so that there is a clearer measure of progress when no KS2 data is available.

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