

**Notes of visit to Review**  
**Hanham Woods Resource Base**  
**5<sup>th</sup> December 2018**

**Introduction**

Hanham Woods Resource Base (RB) specialises in Communication and Interaction (social communication including Autism). Hanham Woods RB is a 15 planned place provision. Currently there are 13 South Gloucestershire students placed at the provision and a further 2 from other Local Authorities (OLA's).

The Resource Base does not have a signed Service Level of Agreement in place at this moment in time, albeit there is a Service Level Agreement available. The decision was made to get the SLA agreement signed after the full review of Resources Bases within South Gloucestershire has been completed.

The School was visited by OFSTED in October 2017 and was placed in special measures. The following comments were made about pupils with SEND.

“Teaching assistants’ support of pupils with additional needs is improving. Many pupils, including pupils who have an autistic spectrum disorder, now benefit from specialist extra help. These pupils’ progress from their starting points is accelerating quickly.”

“Pupils who have special educational needs and/or disabilities are helped to achieve well from their different starting points. The school ensures that effective assistance is in place for these pupils. Pupils who attend the autistic spectrum disorder resource base are supported well in their learning. These pupils are successfully integrated into the life of the school.”

**1) Funding**

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

Current Banding Level	Per Pupil Element Three Funding (£)	Number of Pupils	Place Led Funding Element 1- NFF plus Element 2 - £6k*	Total Element Three (£)	Total (£)
4	£5,729	4	£43,528	£22,916	£62,916
8	£13,845	3	£31,630	£41,535	£71,535
9	£18,142	3	£32,646	£54,426	£84,426
10	£20,051	3	£32,138	£60,153	£90,153
<b>Total</b>		<b>13</b>	<b>£139,942</b>	<b>£179,030</b>	<b>£318,972</b>

\*This includes an average of KS3 and KS4 funding. KS3 £4,374 ,KS4 £4,882

\*an additional £20k is funded through the place led funding, however OLA pupils access these spaces, and the OLA authority fund only the element 3.

## **2) Cost Effectiveness**

Average cost per pupil £318,972 plus the £20,000 for OLA place = £338,972 divided by 13 pupils = £26,074.77 per pupil.

## **3) Staffing**

The staffing structure for the Resource Base was unclear and there was no formal structure charts available. During the discussions it was established that the Resource Base provision was overseen by the SENCO (Special Educational Needs Co-ordinator). There is a full time teacher who spends 100% of his time in the Resource Base reported directly to the SENCo. Three Higher Level Teaching Assistants (HLTAs) were also allocated to the pupils who access the Resource Base. One of these HLTA's spent most of the time working with students within the mainstream school, the other works specifically with children in the Resource Base. The other HLTA dealt with the day to day running and administration work.

Further information provided from the Finance Director showed that 14 staff plus 50% of SENCo time was allocated to the Resource Base.

The proportion of time for students who spent in mainstream schools versus Resource Base was not clearly mapped out and therefore the Reviewing Team was unclear of the level of inclusion taking place and the level of support provided when accessing mainstream lessons. However from information provided there appeared to be 7.84 hrs overall allocated to Teaching assistants on top of the structure described above.

Pupils in the Resource Base have access to Speech and Language Therapy which amounts to 3 days a week shared amongst the 15 pupils in the Resource Base. The S&L Therapy has been in place for a while and it was unclear from the information gathered whether this level of support was still required. Some pupils also accessed some outreach programmes. Thrive was something that is being looked at by the SENCo through the CLF which is an accredited provider of this provision.

## **4) The role of the Provision**

The next page shows a summary of the differing needs of pupils currently in the Resource Base.

Count of Primary Need	Year Group					
Year	7	8	9	10	11	Total
ASD - <i>Autistic Spectrum Disorder</i>	1	3	3	4	1	12
SpLD - <i>Specific Learning Difficulties</i>					1	1
<b>Grand Total</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>13</b>

2 pupils from Bristol LA – Year 7 + Year 11 both with ASD.

Pupils in the Resource Base attended mainstream lessons for around 80% of the time. At the time of the review there were approximately 3 students who did not access mainstream lessons at the set ratio of 80%. During their time in the RB these students were given a choice of activities to do, however it was unclear at the time of the review how their timetables looked in light of the fact that access to mainstream was below the expected 80% set by the school.

It was discussed at the end of the review that there is nothing written in the SLAs to say that all pupils should spend 80% of time in Mainstream. However, there does need to be a clear curriculum in place for those that spend more time in the Resource Base. It was felt that this was an area that needed clarity. These pupils were currently accessing entry level Maths, English, Science and some Humanities subjects.

## 5) Attendance

Overall attendance is 96.2%, up from 92.6% in previous academic year.

5 students have 100% attendance (of 10 attending resource base) and for most, attendance has improved since previous academic year.

Of those who attend the resource base, none has attendance below 90.2%

2018-19 – no Fixed Term Exclusion (FTEs) or no Permanent Exclusion (PEX)

2017-18 – 2 pupils 1 day FTE for physical violence against another student; no PEX

	Planned programme
Student A, Y11	Non-attender. Personalised programme includes 5h Horseworld, 1h mentoring, 8h Axis home tuition. Weekly reports from home tutor, regular meetings with SENCo; 2x meetings parent and SENCo since Sept 18. South Gloucestershire funding base level of Element 1 – NFF, Element 2 - 6K
Student B, Y7	Has been out of education for 4 years. Parent refuses to engage, including with offer of home tuition. SENCo is arranging Impact Mentoring but parent is not engaging. Parent is requesting transfer to Yate resource base instead. South Gloucestershire funding base level of Element 1 – NFF, Element 2 - 6K

3 students	Only attend resource base and not main school lessons Attend normal school hours
8 students	80% of lessons in main school Attend normal school hours, with remaining 20% of time in resource base
2 Bristol students	80% of lessons in main school Attend normal school hours, with remaining 20% of time in resource base

## 6) Curriculum

Every pupils had an individual timetable. These were displayed on noticeboards in the Resource Base. 4 pupils had their own colour coded timetables. These were for pupils that spent less time in mainstream.

Below is a summary of the programme of study for students in the Resource Base.

Year	No. students	Curriculum
7	1	All year 7 curriculum, as per non-SEND student – but this is student B so non-attender
8	3	All year 8 curriculum, as per non-SEND student. Withdrawn for support sessions in the resource base: <ul style="list-style-type: none"> <li>- Social skills group</li> <li>- Speech &amp; language</li> <li>- Mentoring</li> <li>- Academic catch up/homework catch up</li> <li>- Rest &amp; reprocessing time</li> <li>- Choice/reward time</li> </ul> Students miss random lessons for these sessions and the aim is to vary which subjects are missed.
8	1	Resource base only – lessons in maths, English and science with Tom. Some humanities.
9	1	Resource base only – lessons in maths, English and science with Tom. Some humanities; some cooking
	1	Studies all GCSE options, as per non-SEND student. Will be dis-applied from MFL in near future
	1	Studies all GCSE options, as per non-SEND student. KS2 HAP
10	1	GCSE maths, entry level English, entry level science with Tom. No other options
	3	All GCSEs as per non-SEND student, but dis-applied from one option in order to do intervention work in resource base.
11	1	Student A
	2	All GCSEs as per non-SEND student, but dis-applied from one option in order to do intervention work in resource base.

BTECs are offered in IT, music and sport.

## 7) Outcomes

Capturing progress was an area that could be improved upon at KS3. Even if tests were used internally in Maths and English that showed age related progress. It was felt that this would be beneficial and would be more meaningful in showing progress for students especially at KS3 over a shorter period of time. There were many other “softer” outcomes that were also seen in the Resource base e.g. attendance of a pupil who before had very rarely attended school which could somehow be recorded somewhere to show good progress.

Estimates of outcomes for this year 11 students in the resource base look promising.

2019 estimates for Y11

	P8	Predicted grade based on recent mocks				
		Eng lang	Lit	Maths	Science	Science
Student A	-0.79	3	3	1	2	2
Student C	-0.13	2	2	4	3	3
Student D	+0.5	6	3	6	3	3

2018 outcomes

	P8	A8
Student E	-2.3	0.1
Student F	-0.58	1.9
Student G	+1.3	7.6
Student H	-3.13	2.6

*P8 – Progress 8 - This is designed to measure how much progress each student has made from Year 6 to Year 11. 0 is National average A school's Progress 8 score is usually between -1 and +1. A score of +1 means that pupils in that school achieve one grade higher in each qualification than other similar pupils nationally. A score of -1 means they achieve one grade lower.*

*A8 – Attainment 8 – Average number of GCSE's the pupils attained.*

## 8) Leadership and Management

The Leadership of the school are keen for the Resource Base to work and to continue. The enthusiasm and determination of the new SENCO was clearly evident during our visit. Her positive influence on the Resource base is key and the Leaderships does want an inclusive model of delivery.

## 10) Feedback from Parents and Pupils

During the visit all feedback from staff and pupils was positive about the Resource Base. 13 Questionnaires were issued, with 2 Questionnaires being returned. Both had positive feedback from both the Parent/Carer and students voice.

Some of the comments

Parents

*Q) Is your child getting enough support in school?*

*Seems to be very well supported by staff.*

Pupils

*Q) Do you have help when you need it?*

*Yes my TA's help me.*

*I have a TA in every lesson. I have a card if I want to the leave the lesson.*

*Q) Are you given homework?*

*I am given homework and staff help with this*

## Strengths

- Enthusiasm for improvement.
- Evidence provided suggest pupils make good progress.
- Attendance of pupils in the Resource Base is above the school average and has been an improvement of the past years.
- All costs were provided.
- Positive feedback from parents and students.

## Recommendations

- A clear staffing structure including TA time between Mainstream and Resource Base).
- Look at recording progress of pupils especially at KS3 – age related tests which will show pupil improvements over the shorter term.
- Establish a way of recording non-academic measures – e.g. improved attendance of a pupil.



## Progress 8 – Year 11's 2018

Estab No.	Estab. Name	Total Cohort	Prog. Cov.	Overall				English			Maths			EBacc			Other			
				Avg. KS2 Fine Lvl	Avg. At8 Score	Avg. Pr8 Score	Conf. Int.	Avg. Att. Score	Avg. Prog. Score	Conf. Int.	Avg. Att. Score	Avg. Prog. Score	Conf. Int.	Avg. Att. Score	Avg. Prog. Score	Conf. Int.	Avg. Att. Score	Avg. Prog. Score	Conf. Int.	
-	LA (state-funded schools) - South Gloucestershire	2,499	97.2%	4.7	44.7	-0.18	±0.05	9.6	-0.19	±0.06	8.7	-0.15	±0.06	12.8	-0.19	±0.05	13.6	-0.22	±0.06	
	Non SEN	No SEN	2,133	97.0%	4.9	47.6	-0.10	±0.05	10.2	-0.10	±0.07	9.3	-0.10	±0.07	13.7	-0.13	±0.06	14.4	-0.13	±0.06
		EHC Plan	51	98.0%	3.5	23.3	-0.61	±0.35	4.7	-0.96	±0.42	5.2	+0.03	±0.43	6.4	-0.53	±0.38	6.9	-0.90	±0.41
	SEN	SEN Support	280	98.2%	4.1	30.5	-0.54	±0.15	6.9	-0.61	±0.18	5.8	-0.44	±0.18	8.3	-0.55	±0.16	9.6	-0.63	±0.18
		Statement	35	100.0%	2.6	10.8	-1.22	±0.42	2.3	-1.48	±0.50	2.3	-0.75	±0.51	3.3	-0.97	±0.45	2.9	-1.62	±0.49
4002	Hanham Woods Academy		162	100.0%	4.8	44.0	-0.34	±0.19	9.6	-0.27	±0.23	8.3	-0.44	±0.24	12.9	-0.23	±0.21	13.1	-0.43	±0.23
	Non SEN	No SEN	143	100.0%	4.9	46.1	-0.32	±0.21	10.0	-0.23	±0.25	8.7	-0.47	±0.25	13.6	-0.22	±0.22	13.8	-0.38	±0.24
	SEN	SEN Support	13	100.0%	3.8	27.1	-0.45	±0.69	6.2	-0.51	±0.82	5.2	-0.18	±0.84	7.6	-0.31	±0.75	8.1	-0.72	±0.81
		Statement	6	100.0%	4.1	29.7	-0.65	±1.01	6.7	-0.67	±1.21	6.0	-0.34	±1.23	9.0	-0.34	±1.10	8.0	-1.15	±1.19

### Hanham Woods Ofsted Reports

<https://files.api.ofsted.gov.uk/v1/file/50031634>

<https://files.api.ofsted.gov.uk/v1/file/2780385>

<https://files.api.ofsted.gov.uk/v1/file/50031634>

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