

## **REPORT OF PUPIL PREMIUM USAGE 2015-16**

At Highshore School, we seek to raise the achievements of all the pupils not only academically but within specific areas of communication, independence and self help skills and preparation for their lives beyond school. This involves taking a holistic approach utilizing the support of families and allied professionals. We look to whole school training from our therapists so that all staff may be better able to meet the diverse range of learning needs.

The school received funding for the Pupil Premium in the financial year 2015/16 of £52020 a reduction of £9916 on the previous year (-15.53 %).

### **SPEECH & LANGUAGE THERAPISTS**

All Highshore students receive in-house Speech and Language Therapy support from Tony Caldwell and Becky Roberts. In 2015/16 both our speech and language therapists worked a full year, providing 9 days of cover in school during term-time. (One of our therapists provides an outreach service to a nearby special school which helps us with funding).

***45 pupils have received direct group therapy, 33 have had direct 1:1 therapy and 62 pupils have received Speech and Language support in class.***

***Particular progress this year has been seen by pupils who have been developing their use of visual support systems, including Communicate in Print:2, Colourful Semantics, Makaton signing, Clicker 6/Clicker Sentences (iPad) and communication books, as part of a "Total Communication" approach to supporting communication across the school. Individualised strategies are employed by staff to support our young people who have complex communication disorders with clear evidence of progression in the areas targeted. In addition to focusing on communication development, a strong emphasis is placed upon using strategies to facilitate our pupils to fully access the curriculum, improve parents' ability to support their children and assist in transitioning. To this extent, the Highshore Speech and Language Therapy team have provided training sessions for staff and parents, looking at the use of visual supports such as symbols and signing (Makaton) to support the students' communication in all environments.***

***For pupils who are transitioning to another setting, our speech and language therapists have effectively liaised with colleges and external services to ensure that our leavers are appropriately supported into adult services and colleges. Our expertise in this area is demonstrated by other schools requesting our therapists' support and we hope to expand our outreach activities in the future.***

***Having our own Speech and Language Therapists as members of staff in Highshore affords us enormous opportunities for raising the skills of all staff as well as intensive, consistent support for our young people. Central to this has been the ELKLAN Speech and Language Support to Pupils with Severe Learning Difficulties course; this is a 20 hour course currently being delivered jointly by our Senior Speech and Language Therapist and one of our experienced Class Teachers to a group of 14 Teaching Assistants. Core to this is that the Teaching Assistants complete tasks which demonstrate their implementation of the knowledge and skills being covered in the course sessions. On successful completion of this course, Teaching Assistants will receive a Level 3 apt award, a nationally recognised accredited qualification, as evidence of their highly skilled practice in supporting and developing our pupils' communication.***

## **OCCUPATIONAL THERAPIST**

We currently have one day per week Occupational Therapy via the local health service. The OT's role is to support the pupils in being as independent and productive as possible in their daily activities. This has involved giving advice on:

- The pupils posture and orientation to their work at their desk.
- Building fine motor skills.
- Equipment to compensate for impairments in hand function, posture etc, e.g. pencil grips, writing slopes, cutlery with shaped handles.
- Promoting self-care skills, e.g. dressing, eating lunch.
- Pencil control and handwriting.
- Visual perceptual difficulties.
- Staff training on the installation and usage of a hoist
- Sensory strategies to help the pupils maintain a calm and alert state for learning.

Around 30 pupils are seen for specific input, some had OT provision outlined in their Statements of Special Educational Needs, some were referred by the school staff and others were identified through class observations. The OT regularly assesses students on a 1:1 basis, works alongside the Speech and Language therapists and makes detailed recommendations for specific pupils.

### **Funding**

Pupil Premium funding is insufficient to cover the costs of our Allied Health Professionals. Consequently, the school uses its core budget to support the costs as we are committed to these programmes and provision.