

Case Study

The Loyne School

School name:	The Loyne School
Lancashire school no.	01/131
Contact name:	Barbara Bradbury
Telephone no.	01524 64543
Award granted:	Best Practice Award
Project title:	"Remodelling the Workforce"

Project summary

- The Loyne Special School has explored effective and creative changes to existing work roles of a range of support staff. This increased flexibility of staff roles has enhanced teaching and learning opportunities for all pupils and created new and innovative work opportunities for staff.
- New posts recently piloted include a Project Manager and a Family Liaison Worker. In addition some staff are employed to work with multi – agency partners to create exciting award winning resources and guidance packs, (Write Together, Top Tips for Talking, Talk Together and Play Together). Alternatively some staff work in conjunction with mainstream partner schools to deliver high quality special needs teaching for pupils from both schools. All staff feel confident in sharing their SEN experience and knowledge with colleagues from other schools and see this as part of their normal work duties.
- These changes to staff roles enable our school to address Every Child Matters agenda and Extended School philosophy. Generally staff are positive about these developments and feel that there are increased opportunities for career development and that their many skills are utilised by school more effectively.

Specific aspect of practice to be accredited?

- Effective and creative changes to existing work roles of a range of support staff in a special school. Increased flexibility of staff roles has enhanced teaching and learning opportunities for all pupils and created new and innovative work opportunities for staff.

What were the initial success criteria?

- Pupils continue to make excellent progress when working with a range of support staff in a variety of settings which were previously led by teaching staff.
- Changes to staff roles enable school to address Every Child Matters agenda and Extended School philosophy.
- Pupils learning experiences are significantly enhanced.
- Staff feel that there are increased opportunities for career development and that their skills are utilised in school.
- Staff feel positive in their new roles
- All staff feel confident in sharing their SEN experience and knowledge with colleagues from other schools and see this as part of their normal work duties.

What was the starting point for the practice?

- Changing role of special school (with particular reference to The Report of the Special Schools Working Group - DFES 2003) enabled a new and innovative look at existing roles of staff and in addition, creating effective multi agency partnerships to develop new projects and resource packs for specific audiences.
- Open climate in school enabled staff at all levels to give ideas about alternative ways staff can contribute to teaching and learning opportunities within school and the wider community.
- Research and visits to other establishments and LEAs to look at different models of staff organisation.

What were the significant milestones and actions in its development?

- Appointment of Project Manager to raise funds to secure resources linked to School Improvement Plan.
- Range of staff interviewed for LA Remodelling DVD.
- Case Study printed in printed in Tempo, spring 2006, detailing changing roles of DHT and two support staff.
- TA 3 leads literacy sessions at mainstream school for small mixed groups of pupils from both schools and subsequent feature in TES.
- Feature in Special Children on multi agency work in relation to mainstream handwriting project.
- Remodelling Consultant used Loyne model of staff suggestions forum when training other staff at County level.
- Support staff run significant element of speaking and listening training to 60 mainstream staff from 30 schools.
- Support staff help run Write Together courses for mainstream staff. To date, around 100 mainstream staff involved in this training.
- TA 3 takes responsibility for loan store (created 2004, continually extended); general administration but increasingly advising colleagues on resources and strategies.
- TA 3 staff organise and deliver a training afternoon for 10 TA staff from local

mainstream school on interactive and sensory texts.

- Support staff participate in multi agency meetings (Stemming from ECM focus) for new projects - leading on agenda items and devising high quality resources for other staff and parents to use in wider community.
- TA 3 appointed as After School Coordinator during NOF funding project and presents work at County course.
- TA 3 staff willing and able to take over majority of duties during long term absence of Office Manager, May 05 - March 06.
- TA 3 organises cover and lunchtime changes, (this was previously covered by DHT).
- TA 3 staff largely cover teacher PPA time.
- Third re-accreditation for Investors in People (October 2005) had outstanding reports from staff in terms of their perceptions on their roles in school.

Which members of the school and/or wider community have been involved and what was their role?

- Two TA 3 staff specifically support inclusive learning projects in the community.
- One TA 3 runs loan store and oversees website.
- One TA 3 leads inclusive literacy sessions at local Primary school, supported by other TAs and overseen by teacher.
- TA 3 visit partner mainstream school with teacher and offer advice following joint observations.
- TA 1,2,3 involved in resource - making as exemplars for mainstream staff.
- Staff from 60 mainstream schools and eligible providers participated at some level in SEN training initiatives over last 12 months.
- Resource packs and guidelines for Play Together are designed for "hard to reach" families and focus on easy to follow suggestions, leading into help with social, health and behavioural issues. Initiative led by Loyne staff, assisted by Occupational Therapists, Speech and Language therapist, Social Worker, Governor, Health Visitor, Play Worker, parents, Sure Start staff, Early Years Service staff and nurses.
- Pilot project for TA3 to have additional hours (4.5 per week) in order to have focussed input in home settings to assist health/ social / behavioural issues.

How has the practice been modified or improved during development?

- Teachers often start new initiative and when appropriate, TAs take over once project has been established and embedded in school practice.
- Following pilot of "floating" TA 1, additional posts created due to obvious benefits to pupils and staff; these include care needs, assisting visitors - (thereby freeing office staff); routine photocopying etc.

What has been the impact of the project on pupils' learning, achievement or enjoyment and how has this been measured?

- Substantial impact on pupils' learning when staff involved in SEN training initiatives; e.g. Write Together - estimates ranging from 10% - 90% of pupils on role; Top Tips for Talking - estimates range from entire Reception class having improved speaking and listening opportunities. Loyne training DVD

purchased by over 50 schools outside Lancashire. Evaluation records from staff attending courses run by TAs which ask what impact training will have on individual pupil progress.

- Inclusive literacy sessions (run at Ryelands school, delivered by Loyne TA staff); pupils baselined at beginning of project and at the end of project, plus additional assessments used to identify impact of initiatives on pupil progress.
- Project Manager has specific targets set regarding monies to be raised within a specific time scale, which assists delivery of projects that will enhance pupils' learning and enjoyment.
- SMT feedback on improved individual pupil progress from partner primary school re: Loyne input in SEN issues.

What are the next stages in the development process?

- Appointment of Level 4 TA staff - creative new roles, including (i) further developing extended school day; (ii) additional guidance for parents and carers in the home and (iii) to advise mainstream support staff on SEN resources and strategies, (assisted by senior teacher).
- Application for specialist school status (Cognition and Learning).
- Additional funds to be used to create purpose built training facilities and larger area for loan store.

Do you believe this practice could be replicated or developed in other schools? In what ways?

Many of these methods of creating new staff roles and duties are relevant to other schools. The crucial factor is that schools need to have an open and creative approach; be willing to try something new and not be afraid to take risks. Staff need to feel valued and encouraged to play to their strengths.