



Our vision

Challenging expectations and sharing success

# Waverley School

## Special Education Needs

### Information Report

<b>Name of School</b>	Waverley School
<b>The report drafted</b>	July 2016
<b>The report to be reviewed annually</b>	July 2017 Further updated September 2017
<b>Updated</b>	March 2019 September 2019
<b>Agreed</b>	Curriculum meeting 26th September 2019

## How we support children with special educational needs or disabilities

All staff are highly ambitious for Waverley School pupils to ensure they achieve more than they believed possible, and instill high expectations to all.

All pupils are supported to have positive attitudes when learning in whole class lessons, in groups and when working as independently as possible.

The vast majority of pupils make good progress from their different starting points in Communication, English, Mathematics, PSHE, Computing and Physical Development.

Waverley School is a maintained day special school for children aged 5-19 years old. Pupils aged 3-5 years old are educated offsite in our Waverley Pre-school. Our SEND report will be updated annually to reflect changes and plans within the school. This report states the current provisions within Waverley Main School and Waverley Pre-school.

Admissions to both the school and the pre-school are within the admission policy on our website.

**Our Ofsted rating for Waverley School is 'Outstanding' in all areas. The most recent inspection was a full section 5 two-day inspection March 2019.** Challenge Partners reviewed the school in January 2019 and judged teaching and learning and school improvement as outstanding.

**Our vision:** Challenging expectations and sharing success

As our pupils have complex learning disabilities, our vision specifically challenges us, parents and our local community to ensure everyone sees the potential in our school population. By sharing success we can demonstrate that preconceived expectations can and must be challenged.

### To achieve our vision we aim to:

Create a happy and secure learning environment where all pupils/students' needs are met and where achievements and successes are recognised and praised.

Ensure that all the National Curriculum/statutory curriculum guidance is delivered to all pupils/students.

Ensure that ICT is an essential vehicle to access and enhance the curriculum and communication for pupils.

Ensure that safeguarding is paramount in keeping all members of the school community safe.

Provide all staff with training and development opportunities to enable effective practice.

Promote the pupils/students spiritual, physical and emotional well-being so that they are secure, confident and well motivated.

Help pupils/students acquire the knowledge, skills and confidence which enable them to lead as full, interesting and independent lives as possible.

Develop in pupils/students personal responsibility and encourage decision making and choice, communicating through whatever means appropriate.

Provide a wide range of age-appropriate learning experiences, which are both exciting and challenging.

Offer opportunities of working co-operatively alongside others, developing friendships and respect for others

Provide pupils/students with experiences of their own and others' religious and cultural backgrounds and values.

Foster relationships with parents and other professionals

### **How does your school ensure that children who need extra help are identified early?**

All our pupils have SEND or a disability. Therefore they perform below national expected levels. Most of our students also have medical needs.

At Waverley School and Pre-school, our pupils' identified needs will be complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties) as described in the SEND Code of Practice. Our pupils will also have associated needs in the areas of Communication and Interaction, Physical and / or sensory difficulties, and emotional, social or mental health needs.

All our staff are highly skilled and we have a multi-disciplinary team based at Waverley: Speech and Language Therapists (including Dysphagia specialists), Physiotherapists, Occupational Therapists, a Music therapist and school nurses.

When pupils first join the school, staff conduct a baseline assessment, therapists work with teachers and parents to identify therapy requirements, and all pupils benefit from a SaLT (Speech and Language) programme, an Occupational Therapy Programme, and a Physiotherapy Programme, if they require it. Pupils presenting with further needs, such as social and emotional needs, will be also referred to our Music therapist if appropriate.

All pupils who attend the Pre-school will be under assessment or have an Education, Health and Care Plan (EHCP). All pupils in the main school have an EHCP. Further information on the admission and assessment procedures can be found on our website.

### **In addition, children needing extra support are identified in a variety of ways:**

Concerns raised by parents;

Concerns raised by teachers, for example behaviour or self-esteem is affecting progress;

Liaison with external agencies, e.g. Educational Psychology Service;

Health diagnosis through a paediatrician;

Liaison with previous school or setting, if applicable.

### **Common barriers to learning in our school**

Complex communication difficulties with cognitive impairments

Complex physical disabilities alongside cognitive impairments

Multisensory impairments and cognitive impairments

### **What is the provision for pupils/students at Waverley School and how is it evaluated?**

As discussed above, all pupils/students attending Waverley School and Pre-school will have an ECHP. There may be an agreement with the local authority that a child or young person is placed in our school pending the outcome of an assessment for an EHCP.

### **Our provision is based on a strong vision that:**

Our school is a place where everyone is treated with dignity, respect and is of equal worth.

Our vision is to develop a highly effective learning environment.

We believe that all staff have a responsibility to meet the needs of all pupils/students at Waverley.

Our key purpose is the delivery and constant improvement of quality learning experiences appropriate to the needs of all our pupils/students.

### **Who will explain my child's needs and progress to me?**

The class teacher meets with parents formally at least on a termly basis (this could be as part of Parents' evening or an EHCP review) to discuss their child's needs, support and progress.

The school also hosts a number of events throughout the year to enable parents to see how their child is in class, e.g. “meet your teacher day”, “department’s open day”, coffee mornings, etc.

For further information the Heads of Departments and Senior Leaders are always available to discuss support in more detail.

Your child’s teacher will write in the home school book to report on your child’s daily progress.

### **How will school support my child?**

Our Senior Leaders (Headteacher, Deputy Head – based at the main school, and Assistant Head – based at the pre-school) oversee all support and progress of all pupils across the school.

Class teachers will oversee, plan and work with each child regardless of any additional special educational needs or disabilities in their class to ensure that progress in every area is made.

All children benefit from Individual Education Plans (IEPs – linked with EHCP outcomes, and recorded and monitored termly via our GAS forms – Goal attainment Steps) with specific time limited targets so that it is easy to track progress.

Teaching Assistants will be working with your child either individually or as part of a group.

We have a school development plan and evaluate this throughout the year. There are link governors for all aspects of the plan and this supports the evaluation of our progress towards any aims.

### **How are the Governors involved and what are their responsibilities?**

The Assessment Lead reports to the Governors every term to inform them about the progress of all children: the report clearly identifies trends within departments/key stages, subjects and category of need (PMLD, SLD, ASD). This report does not refer to individual children and confidentiality is maintained at all times.

The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make at least good progress.

### **How do teachers match the curriculum to an individual child’s needs?**

A new curriculum was drafted and is in use since September 2019.

Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs, and all the work is individualised and differentiated.

The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

Staffing levels are enhanced so that pupils/students are taught in classes of up to 8 or 9 pupils with a teacher and at least 3 teaching assistants, and, if appropriate additional teaching assistants to meet the needs of the class group.

### **How are the school's resources allocated and matched to children's special educational needs?**

We ensure that all our pupils are provided for to the best of the school's ability with the funds available.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

### **How is the decision made about what type and how much support my child will receive?**

Staff (Heads of departments, teachers, SLT) meet termly (departmentally) with therapists as part of our MAW (Multi Agency Work) meetings. Staff there will discuss the children's needs and what support would be appropriate.

Different children will require different levels of support in order to help them make progress and achieve their potential.

### **How does the school judge whether the support has had an impact?**

By reviewing children's targets on Individual Education Plans via our GAS process and ensuring they are being met (our data is compared with other special schools with pupils with similar needs locally through SS MAG – special school moderation and assessment group). Education, Health and Care Plans are also reviewed annually to ensure the provision we offer remains appropriate.

By ensuring that each pupil/student is making progress academically against our new curriculum framework (Waverley steps). Pupils' progress is also discussed at MAW Meeting and Teachers meetings.

Verbal feedback from the teacher, parent and pupil.

### **What opportunities will there be for me to discuss my child's progress?**

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly. Teachers write daily in the Home/School books and may phone to discuss anything further.

You will be able to discuss your child's progress at parents consultations and EHCP reviews.

You are welcome to make an appointment at any time to meet with either the class teacher or Senior Leaders and discuss how your child is getting on.

### How will you help me to support my child's learning?

We run regular workshops, led by teachers, senior leaders or therapists on a variety of topics: Makaton, communication (PODD), RSE, Behaviour, Independence and self care, sensory processing, etc

As your child will have complex special educational needs or a disability when they attend Waverley school, they will have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.

All children with an Education, Health Care Plan (EHCP) will have an Individual Education Plan (IEP / GAS – Goal attainment steps) which will have individual targets.

### How do you measure my child's progress?

As a school we measure children's progress in learning against our new Waverley steps (our new Curriculum is a continuum of four levels in Cognition, Communication, Physical development and Personal and Social development. Each area is further divided into more discreet subject areas as appropriate according to individual needs and rate of progress ). In addition, we use assessment tools that can capture all areas of learning, such as engagement, physical development, independence, etc, through Routes for Learning, MOVE, Pragmatic Profiles, Makaton assessment, ICT and switch assessments. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

We track children's progress from their admission through to Year 14, using a variety of different methods.

Children who are not making expected progress are identified through the Deputy Head's termly Analysis. Where needed a discussion will take place about those pupils experiencing difficulties and what further support can be given to aid their progress.

When a child's IEP (GAS targets) is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. The Goals set at EHCP reviews, which link to the pupils' over-arching aspirations are recorded and monitored within our GAS documents as detailed above. The goals are set in partnership with therapists and progress against these goals are analysed termly.

### **What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?**

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required, the class teacher liaises with other professionals for further advice and support. This may involve working alongside outside agencies such as Health and Social Care Services.

Our school nurses are also available, as are our therapists, and parents can make appointments to see them as they require.

### **How does the school manage the administration of medicines and personal care?**

We have a policy regarding the administration and management of medicines on both school sites.

All pupils requiring medication onsite will have a Care Plan written by the school nurse and agreed by parents.

Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises. A large number of our pupils have epilepsy, all staff are trained in administering specific epilepsy rescue medication. They are also trained in Epi-pen administration and Enteral Feeding.

Most of our pupils require personal hygiene care: this is managed by staff.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

We have a positive approach to behaviour management, which refers to our "Golden Rules" with a clear Behaviour policy (and the ethos and methodology detailed in the PBS approach - Positive Behaviour Support) that is followed by all staff and modelled to all pupils. The attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absences are recorded and reported to the Head Teacher and Governing Body.

### **What specialist services and expertise are available at or accessed by the school?**

We work very closely with external agencies that we feel are relevant to individual children's needs within our school.

These include: GP, School Paediatrician (monthly clinics are held), School Nurse, Clinical Psychologist, Wheelchair services, Orthotics, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Child and Adolescent Mental Health Service (CAMHS) and Social Services.

### **What training have the staff supporting children with special educational needs, had or are currently having?**

Waverley School is highly committed to ongoing training of staff.

All staff have clear job descriptions which detail the required qualifications for each post in school.

All staff have a core training programme related to their work. Training is specifically related to the needs of children in our school and also as required by statutory guidance.

Other staff continue to gain a range of certificates to mark their commitment to courses such as PODD, Paediatric First Aid and Makaton.

We continue to commit to having qualified trainers in school for courses such as Makaton and Moving and Handling. We have a Health and Safety Co-ordinator who delivers Safeguarding and PREVENT training.

In addition:

Members of staff have ongoing training in delivering Speech & Language programmes from Speech & Language Therapists, Physio programmes from Physiotherapists, and sensory diets from the Occupational Therapist

A number of staff are 'Approach' trained to safely support children demonstrating unsafe behaviour (these incidents are always recorded).

All staff (teachers and our teaching assistants) have had training in communication strategies and aids such as Makaton, PODD, TaSSEls (on-body signing), Building Blocks and Four Blocks Literacy.

### **How does the school include my child in activities and school trips?**

At Waverley we are committed to ensuring that anything which is planned can include all pupils, regardless of their individual needs (including access needs).

Activities outside of the classroom are part of Waverley's curriculum.

Specialist facilities onsite include a swimming pool, a hydrotherapy pool, a soft play area, a sensory gym area, a sensory room, outdoor areas with 3 separate playgrounds (with accessible play equipment and sunken trampolines).

All pupils join in school-wide activities including expressive arts, celebrations and events and physical activities. Some represent the school in competitions (sports and dance) with local and national agencies.

Children and young people at Waverley use the local community for learning, visiting local shops, playgrounds and other amenities.

Children and young people at Waverley benefit from educational visits to places of interest in our local area.

Any trip or events are organised on this basis, with appropriate support put in place to ensure that this can happen safely.

All trips organised are carefully risk assessed with support from our Educational Visit Coordinator (EVC) and senior leaders, and venues chosen so they can cater for all our pupils.

### **How accessible is the school environment?**

The school is a purpose built building and is fully accessible.

The school has a disability and accessibility plan and Waverley school and Pre-school are completely accessible to wheelchair users.

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

All families and their children visit the school prior to starting with us.

Staff conduct a home visit prior to starting school and a starting school meeting in the first half term of a child starting.

If necessary we may facilitate a phased transition to help your child acclimatise to their new surroundings.

When young people are preparing to leave us for other schools or adult provisions when they are 19, where appropriate, we work with the next setting to arrange a series of transition visits and activities for them.

We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

In addition, we will hold regular coffee mornings and workshops to share any relevant strategies.

## What support does the school provide to develop independence skills and prepare my child for adulthood?

Developing independence and work related learning in preparation for adulthood are integral parts of the whole school curriculum and more specifically of the PSHE & C (personal, social, economic and citizenship education) curriculum that is taught to all students as they move through the school. Students are supported to develop their knowledge, skills and understanding that are useful in day to day living and work. This underpins our whole school curricula, no matter what age the students are, and what curriculum our students are working at (Levels 1 to 4).

Work related learning can therefore take place via classroom based learning, workplace visits, work placements, development of skills for independence and visits to the school by local employers and / or providers. Secondary aged students have the opportunity to develop their enterprise skills by undertaking specific projects. For some students this will be a chance to develop an awareness of the workplace while for others it will be an opportunity to improve skills that may help them to enter the job market at some point in their lives. Our students have opportunities to participate in a wide range of work placements which include visits to off site venues and guided tours of establishments. Some students however will have more formal work placements with support of a member of school staff. Students access work opportunities both in school, via work experience in various settings (i.e kitchen, office, class, caretaking, nursery) and out of school via short and long term placements in our link charity shop, and within our partnership with a leaflet delivery company.

We aim to ensure that all our pupils, throughout their whole time in school, have opportunities to fulfil their potential and to achieve as much independence as possible with a curricula adapted to meet their needs.

In addition, our Secondary 4/Post 16 Department also aims to provide opportunities for all our students to maximise their ability to participate in activities to prepare for adulthood, as independently as they possibly can. We aim to prepare them for when they leave the school. Each of our students are individuals and the degree of independence that they will demonstrate will vary accordingly. Student timetables should provide opportunities for students to develop skills which are a particular priority for the individual and will be weighted differently for different students.

All post 16 pupils follow a personalised pathway tailored to their skills, abilities, interests and needs, leading towards independence, personal autonomy, vocational training, further education and employment.

All outcomes are supported by family support, community inclusion and participation, voice, independent advocacy and transitioning to adulthood, social and personal relationships, long term planning and transitions and accreditations.

With regards to transition beyond school, we participate in transition reviews (within the EHCP review process), undertaken from year 9 onwards, with support from two of our Heads of department (for our two secondary departments – both Heads of department have a responsibility for our Careers programme). Our Head of Secondary 4 Department is also our Transition lead, and provides advice and guidance to families through reviews, “Moving on” events and coffee mornings.

### What arrangements are in place to support children and young people who are “looked after”?

Waverley school is committed to ensuring outcomes for children and young people who are “looked after” are as successful as their peers.

We work closely with Virtual schools, who promote the progress and educational attainment of children and young people who are “looked after”, so that they can achieve educational outcomes comparable to their peers.

Our partnership with Virtual schools enables us to receive advice, support and training for key staff to improve access to established specialist services for all our children and young people who are “looked after”.

We place a focus on progress within a framework of high expectations and good teaching and learning, with a close monitoring of their academic, social and personal progress.

We ensure our children and young people who are “looked after” can be involved and successful in all learning activities, including those taking place outside the classroom.

We ensure a unified but low profile support in school for each looked after child so that they are not made to feel different from other children.

We adopt swift and early interventions if a problem emerges.

We encourage and facilitate the successful engagement of carers and parents wherever possible.

We recognise that individual pupils will have different learning needs, but through assessment and securing information about prior learning, we can identify each pupil’s needs and develop learning plans and learning tasks to closely match them.

Rigorous target-setting and monitoring of progress made by our “looked after” pupils focuses on academic progress as well as emotional well-being, behaviour and attendance.

### How are parents are involved in school life?

We have parent workshops which give parents the opportunity to see and participate in their children's learning.

We have parents evening during which parents are invited to offer their comments and opinions.

Parents are also welcome to help out as volunteers, for example, swimming with their child, subject to a D.B.S. check if they were to volunteer to work with pupils other than their own.

Parents are also invited to regular events (Art day, Sports day, regular coffee mornings, workshops).

### **Who can I contact for further information or to discuss a concern?**

The first point of contact would be your child's class teacher to share your concerns.

You could also arrange to meet with the Headteacher or Senior leaders (Pre-school: Charlotte Millward, main school: Sandra Chaaya)

Enfield Parent Partnership is an organisation that provides independent advice and support for families – 0208 373 2700.

### **Who should I contact if I am considering whether my child should join the school?**

Contact the Headteacher to arrange a meeting and tour of the school.

Contact the SEN department at Enfield Council.

Pupils on Roll	2013	2014	2015	2016	2017	2018	2019
Male	60	63	65	66	68	65	72
Female	50	44	45	44	47	61	60
<b>Total</b>	<b>110</b>	<b>107</b>	<b>110</b>	<b>110</b>	<b>115</b>	<b>126</b>	<b>132</b>

### Accessibility

Information for Governors annual report to Parents	Summary of where information may be found
Admission/transition arrangements for pupils with SEND	SEND policy
Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils Details of facilities provided to assist access to the school by pupils with disability	SEND Policy Accessibility policy

### 2018- 19 Attainment Report

#### Summary of the analysis:

1. The vast majority of pupils are making at least expected progress across all key stages. 71% of students make outstanding progress and overall 98% make at least expected progress.
2. Pupils do particularly well in key stage 1 but overall in all key stages make at least 60% of all pupils make outstanding progress in all subjects. Looking at individual subjects and departments, there are slightly fewer pupils in KS4 exceeding expectations compared to other key stages.
3. Across all key stages, pupils did particularly well in English/communication, PSHE and computing.
4. Overall, of the 56 pupils who receive pupil premium 73 % made outstanding progress and 100% made at least expected progress, compared to 68.5% of students not in receipt of pupil premium. Overall, 96 % of pupils not in receipt of pupil premium made at least good progress with 4 % remaining below expectations.
5. There are no children in receipt of pupil premium working below expectations.

6. The vast majority of both boys and girls are currently making at least expected progress (100% and 96% respectively, with 70% of boys making outstanding progress compared to 72% of girls). The gap between boys and girls has narrowed and the difference is now minimal.
7. The vast majority of all pupils make at least expected progress regardless of their learning disability. 74% of pupils with PMLD make outstanding progress compared to 68% of pupils with SLD. There are slightly less pupils with SLD exceeding expectations than pupils with PMLD, but the difference is small. There were 2 pupils overall working well below expectations overall, both due to ill-health. One pupil was absent regularly with lengthy hospital stays, whilst the other suffered from extensive epilepsy, which resulted in a gradual loss of skills.
8. The ASD cohort is very small, therefore analysis is difficult.
9. There are no trends when looking at ethnicity and first languages.

### Impact on quality teaching and learning

Teachers and teaching assistants have improved knowledge of the range of special needs and the impact that the compounding effect of physical disabilities, sensory impairments and sensory processing difficulties have on our pupils ability to learn and to understand their world.

Staff are more aware of how to support pupils and are developing skills in this regard. There are a number of established and evolving systems and areas of real expertise have developed within school for example in the use of AAC (augmentative alternative communication), eg use of Eye gaze for communication, PODD (pragmatic organisational dynamic display) books, Makaton, PECS (Picture exchange communication system). Staff have also developed their use of TaSSeLs (tactile signing for sensory learners with our PMLD pupils with visual impairment) and 'yes no symbols' to answer 'closed' questions.

This is development evident in planning, drop ins, work scrutiny and in lessons observations, and in incidental chat and conversations which it has facilitated between pupils and staff around school and in the playground.

Behaviour in lessons is noted as good. Some teachers have attended SCERTS training (Social Communication/Emotional regulation/transactional support) which has supported our work with our pupils with autism, behavioural difficulties due to rigid thinking patterns/ difficulties with change and flexibility. Staff are also more knowledgeable in the use of ICT apps as well as use of switches and programs to support SEN pupils.

There are a large number of pupils with medical needs and the staff training has led to them having improved access to the curriculum.

Teachers and teaching assistants are encouraged to attend courses relevant to the needs of their pupils or to develop skills in an area of interest and uptake is good.

There is also regular 'in house' training eg TaSSeLs, PODD, Makaton, Sensory processing workshops which are open to all.

## **Final 2018 - 2019 Attainment and Progress Report**

### **Summary of the analysis:**

- In 2018-19, 71% of our pupils across the school, and across key stages / departments, made outstanding progress and 98% made at least good progress across all key stages and in all areas of the curriculum (compared to 69% in 2017-18, 59% in 2016-17 and 40% in 2015-16). Students in KS1 do particularly well (over 90% make outstanding progress), but overall in all key stages make at least 60% of all pupils make outstanding progress in all subjects. Looking at individual subjects and departments, there are slightly fewer pupils in KS4 exceeding expectations compared to other key stages. The curriculum area where students perform best are S&L, PSHE and Computing.

### **How do we know? How do we moderate ?**

Discussions and training around teaching and learning, assessment and evidence gathering have been a focus, and as assessment has become more rigorous and accurate, it reflects actual attainment. Teachers are more involved in the assessment of their students and are able to support them by adapting their teaching. Teachers are aware of their students' levels and abilities and their end of key stage targets. Heads of department are aware of the targets and performance of pupils within departments and they have taken a more active role supporting teachers and addressing areas for development. Within staff meetings, there are ongoing discussion about individual students. The new format for our MAW meetings has a real focus on pupil progress and outcomes, ensures the impact of any additional intervention is successful and allows further support to take place if necessary. Teachers can also raise concerns at teachers' meetings and departmental meetings.

Over the last year, teachers have continued to collect ongoing evidence via our "Evidence for Learning" App, which is linked to all the assessment frameworks used at Waverley. Senior leaders and Heads of Departments are able to access the App and moderate on an ongoing basis, so that they can support teachers when the learning is not captured or when the data collected does not match the evidence.

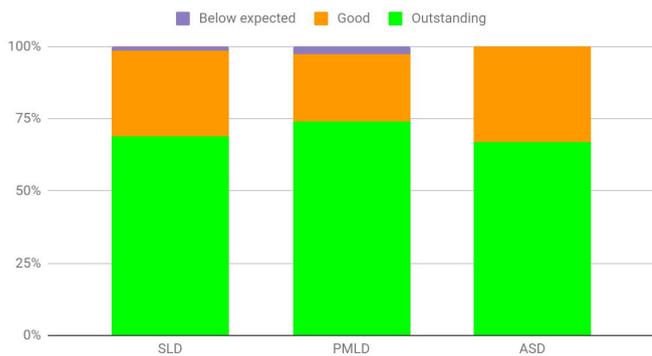
Although there are variations within cohorts, the vast majority of pupils are making at least expected progress across all key stages.

1. The vast majority of pupils are making at least expected progress across all key stages. 71% of students are making outstanding progress and overall 98% are making at least good progress.
2. The vast majority of both boys and girls are currently making at least expected progress (100% and 96% respectively), with only 2% more girls than boys making outstanding progress. There are only 2 girls working below expectations, both having very complex medical needs.
3. The vast majority of all pupils make at least expected progress regardless of their learning disability. There are slightly less pupils with SLD exceeding expectations than pupils with PMLD, but the difference is small. Both students who are working below expectations, have had high absenteeism due to ill health or complex health conditions that have resulted in a loss of skills.
4. There are no trends when looking at ethnicity and first languages.

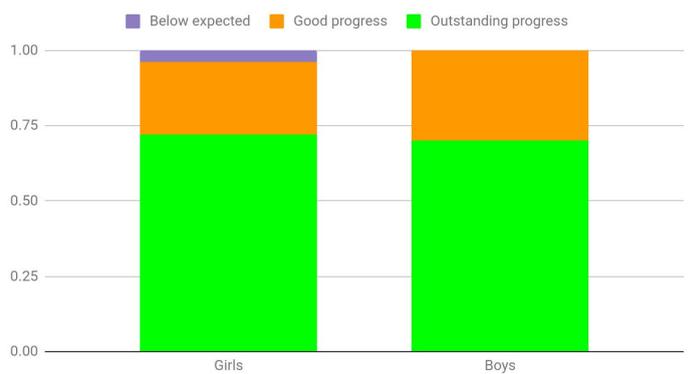
Comparison subject areas	Outstanding progress	Good progress	Below expected progress
Speaking	70%	28%	2%
Listening	75%	23%	2%
Reading	68%	30%	2%

Writing	71%	27%	2%
U&A	70%	28%	2%
Number	69%	29%	2%
Shape	68%	30%	2%
Science	71%	27%	2%
Computing	73%	25%	2%
PSHE	71%	27%	2%

Learning Difficulties



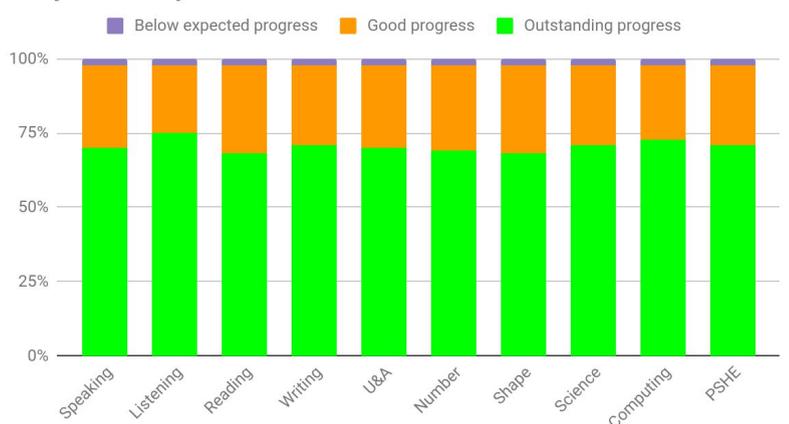
Gender Analysis



The school leaders will continue to track vulnerable groups closely (pupil premium recipients, looked after children, children missing school due to their health). These groups are also discussed with teachers and multi professionals during our termly MAW meetings where targets are set and action plans devised.

High achieving pupils will also identified so that teachers can further challenge them and monitor that the curriculum continues to be appropriate for them. When possible, integration opportunities will continue to be sought with local mainstream schools to ensure high achieving pupils are further challenged, or a change of class may also take place. There were 2 students accessing integration placements last year.

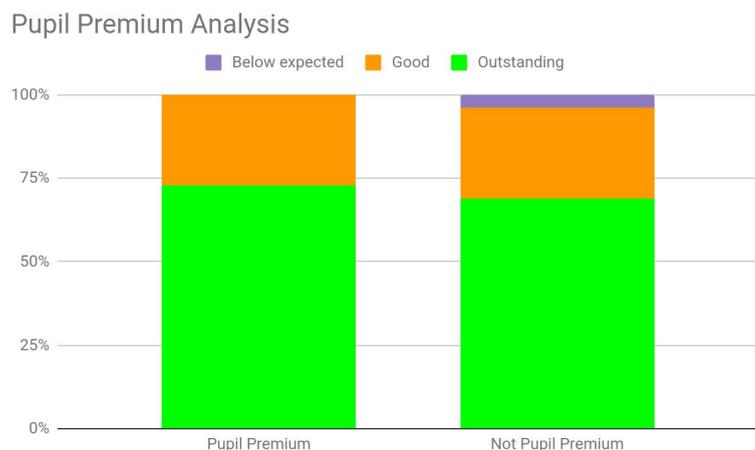
Subject Analysis



Early years pupils were tracked using the EYFS profile and Routes for Learning if appropriate. Primary and secondary pupils were tracked and targets are set using the P levels. Pupils with PMLD were also tracked using Routes for Learning. Sixth Form pupils were tracked using the Equals Set levels. Progress

for all our pupils throughout the school was also measured using observations, MOVE, GAS monitoring, ICT, eye gaze assessments, FTGs (with therapists).

### **Pupil Premium:**



In 2018-19 there was an increase in the number of students eligible for pupils premium (+7 students = 8% rise), and interventions were established in the Autumn term. These students were identified as making good progress last academic year, before they were eligible for the funding, and all staff worked with all students towards diminishing gaps and towards outstanding progress. Overall, of the 49 pupils who received pupil premium 100% made expected or better progress compared to 96% of students not in receipt of pupil premium. This shows that pupils in

receipt of pupil premium do at least as well as those not in receipt.

There were no children in receipt of pupils premium working below expectations by the end of the academic year, compared to 2 not in receipt of PP. This was not the case last year or the year before, and teachers have worked hard to diminish the difference between these two cohorts.

We had 3 children who were looked after. All three students made at least good progress and 2 made outstanding progress.

### **Priorities for 2019-20:**

- In order to maintain pupil outcomes, school leaders will continue to focus on teaching and learning: there will be an emphasis on training and development for all staff throughout the year, and more expert staff will share good practice. Through ongoing teachers' meeting and training sessions (including the curriculum which is a priority area for 2019-20), staff (including new staff, teaching assistants and playleaders) will have a better understanding of where pupils are at and where they need to go.
- Continue to monitor the progress of all pupils working below expectations half termly.
- Moderation will continue.
- SLT to continue to work with teachers to teach challenging and motivating lessons.
- Ensure a higher proportion of students in KS4 exceed expectations and look at the male cohort in KS3 and the female cohort in KS5.
- Monitor the GAS target progress, via Efl and the pupils' "personal learning goals"
- Baseline all pupils using the Waverley steps in the 4 schemes of work document, and update termly.
- School leaders will ensure the new curriculum is embedded and further adapted to meet the needs of all learners and promote outstanding progress.

- Establish PLG (personal learning goals on Evidence for Learning App) and Waverley Steps as assessment with the removal of P levels.
- Internal moderation will be taking place as will external moderation.
- SLT to continue to work with HODs and teachers to ensure that all pupils, regardless of their disability, have better outcomes and make the same progress as other peers in all subjects.
- Senior leaders will be undertaking a work scrutiny throughout the year to ensure teaching staff are providing activities which teach specific skills appropriately.
- School leaders will be undertaking lesson observations to review overall performance in departments.