



Our vision

Challenging
expectations
and sharing
success

Waverley School Special Education Needs Information Report

Name of School	Waverley School
The report drafted	July 2016
The report to be reviewed annually	July 2017 Further updated September 2017
Updated	March 2019 September 2019 July 2020
Agreed	Curriculum meeting 26th September 2019
Agreed	Curriculum meeting 24th September 2020 and Full governing body meeting 19 th October 2020
Review	September 2021

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. Our youngest pupils are educated offsite at Waverley@Honilands and Waverley@Bell Lane. . 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, Waverley@Honilands and Waverley@Bell Lane.

Admissions to both the 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 technology 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. Some of our students also have medical needs.
- At Waverley 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 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 have an EHCP.

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 will have an EHCP. 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 (pre covid 19 restrictions)
- For further information the Heads of Departments and Senior Leaders are always available to discuss support in more detail.
- Teachers will write on class dojo 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 Waverley@Honilands and Waverley@Bell Lane) 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 GAS (Goal attainment steps – linked with EHCP outcomes, and recorded and monitored termly via our specific time limited targets so that it is easy to track progress.
- Teaching Assistants work with pupils either individually or as part of a group.
- We have a school development plan and evaluate this throughout the year.

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.
- Governors set up working parties to assist the school with strategic.

How do teachers match the curriculum to an individual child's needs?

- A new curriculum was drafted and is in use since September 2020.
- 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 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?

- Different children will require different levels of support 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 via our GAS process and I can statements ensuring they are being met (our data is compared with other special schools with pupils with similar needs locally through SSMAG – 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 progress meeting and Teachers meetings.
- Verbal feedback from the teacher, parent and pupil.

What opportunities will there be for parents discuss their child's progress?

- We believe that every education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly. Teachers write daily on class dojo and may phone to discuss anything further.
- You will be able to discuss your child's progress at parent 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 school help parents to support their 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
- A formal meeting takes place annually with parents and therapists to review your pupil 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 progress?

- As a school we measure children's progress in learning step (our Curriculum is a continuum of three 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). The class teacher continually assesses each child and notes areas where they are improving and where further support is needed via evidence for learning.
- 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 with teachers and parents about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's GAS targets are 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. 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 nurse is 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 in school.
- 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 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 are delivered by a NSPCC trained trainer.

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, Building Blocks and Four Blocks Literacy.

How does the school include my children 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. Precovid restrictions.
 - 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 (dependant on covid 19 restrictions).
- 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. Prior to covid 19 restrictions.

What support does the school provide to develop independence skills and prepare young people 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 3).
- 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. Prior to covid 19 restrictions.

- 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.
- 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).
Prior to covid 19 restrictions

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
- Waverley @Honilands and Waverley@Bell Lane: Charlotte Millward
- The main school: Deniz Oguz
- Enfield Parent Partnership is an organisation that provides independent advice and support for families – 0208 373 2700.

Who should parents contact if they are considering whether their 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	2020
Male	60	63	65	66	68	65	72	94
Female	50	44	45	44	47	61	60	62
Total	110	107	110	110	115	126	132	156

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

2019-20 Attainment Report

Summary of the analysis:

1. In the Autumn term 2019, overall, the vast majority of pupils made at least 1 step of progress in each of the areas measured (90%), some made 2 (21%), and 2% have exceeded expectations and made 3 steps of progress (which is the minimum expected for the whole year). 10% of pupils have not met expectations - the vast majority of the targets which were not met were within PSHE and toileting, which was expected within the Autumn term as Occupational Therapists assessed and arranged for the necessary equipment and programmes to be delivered. Three pupils have not met any of their targets due to hospitalisation in the Autumn term (for two of them) and lack of health support for another. Two have returned full time to school since.
2. Gender - The vast majority of both boys and girls were making at least expected progress. There was very little variation between boys and girls. There were 2 girls and a boy (in Primary 1 department), who were below expectations in all areas. This was due to prolonged hospitalisation for 2 of them (they both returned to school full time in the Spring term), and persistence absence for the remaining pupil, due to a lack of nursing support (the pupil benefits from a Continuing health care package).
3. Degree of Learning Difficulties - The vast majority of all pupils made at least expected progress regardless of their learning disability.
4. Pupil Premium - there was little variation in the progress made between pupils in receipt of pupil premium and those who are not, pupils in receipt did slightly better, especially within PSHE.
5. The majority of students have continued to make good progress over the Spring Term. Despite the term being shortened due to the early closure of the school due to coronavirus outbreak, the data we collected from students' GAS target documents indicates that most of them have continued to make at least one step of progress in most areas, and would have been on track to make at least expected progress by the end of the academic year. However, the early closure means that until the children return to school and can resume

learning in school, we have to place all assessments and reporting on progress on hold. Any data from the Spring term will hold little meaning as pupils may lose skills during the school closure, and what they had achieved in the Spring term may no longer be mastered when they return to school in September.

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 2019 - 2020 Attainment and Progress Report

Summary of the analysis:

- **In the Autumn Term 2019**, overall, the vast majority of pupils made at least 1 step of progress (within the GAS targets process) in each of the areas measured (90%), some made 2 (21%), and 2% have exceeded expectations and made 3 steps of progress (which is the minimum expected for the whole year).
- **In the Spring term 2020**, teachers continued to monitor the progress made against GAS targets and the vast majority of pupils were on track to make at least expected progress. The data collected was derived from the number of targets (broken down further into 5 steps) that our pupils have met. Targets were set in Communication, Cognition, Physical Development, Social Emotional and Mental Health (emotional regulation, behaviour, friendships, peer interaction) and PSHE (independence and self-help skills, including toileting, eating, dressing).
- **In the Summer term 2020, due to the partial school closure with Covid-19**, although teachers provided learning activities via our YouTube channel and Class Dojo, there was no assessment possible during remote learning. All assessment was placed on hold and reporting on pupil progress will resume in the Autumn Term. The progress of the small minority of pupils attending school could not be tracked either as they were not always taught by staff who know them. Pupils attending school were doing so in order for us to support families at risk of breakdown.
- When pupils return to school in September, it is inevitable that they may have lost some skills. Therefore from September, all pupils will be baselined. The baseline will include looking at where

each pupil is within the Waverley's schemes of work, and within their GAS. Any skills the pupils have lost and need to regain in order to make good progress will be added to their GAS targets.

How do we know? How do we moderate ?

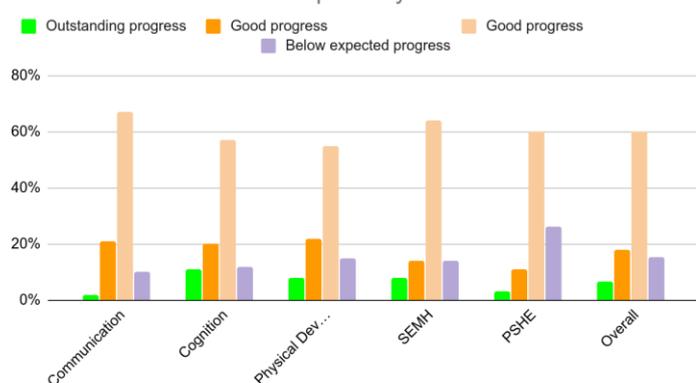
Discussions and training around teaching and learning, assessment and evidence gathering have been a focus, and as assessment has become more rigorous and accurate, it reflects actual attainment. Teachers are more involved in the assessment of their students and are able to support them by adapting their 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.

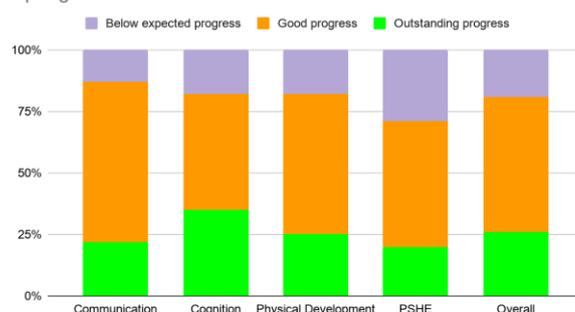
The tables below demonstrate the progress made across the school in the Autumn and Spring terms only, as further progress in the Summer terms were impacted by the school closure due to the COVID-19 pandemic. Please note that it is not possible to compare the Spring data with previous attainment data as the Spring term was cut short.

Autumn 2019	Outstanding progress	Good + progress 2 steps achieved	Good progress 1 step achieved	Below expected progress
Communication	2%	21%	67%	10%
Cognition	11%	20%	57%	12%
Physical Development	8%	22%	55%	15%
SEMH	8%	14%	64%	14%
PSHE	3%	11%	60%	26%
Overall	6.5%	18%	60%	15.5%

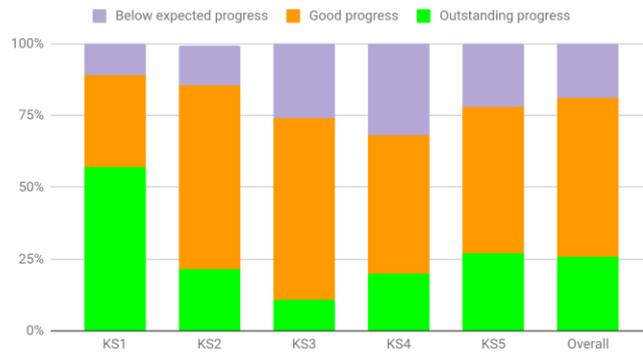
Autumn Term 2019 GAS steps analysis



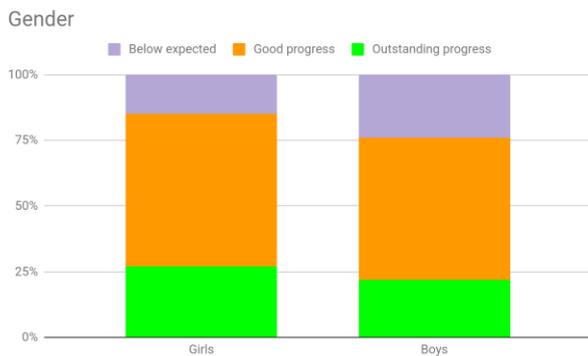
Spring - Curriculum areas



Overall - Key Stage

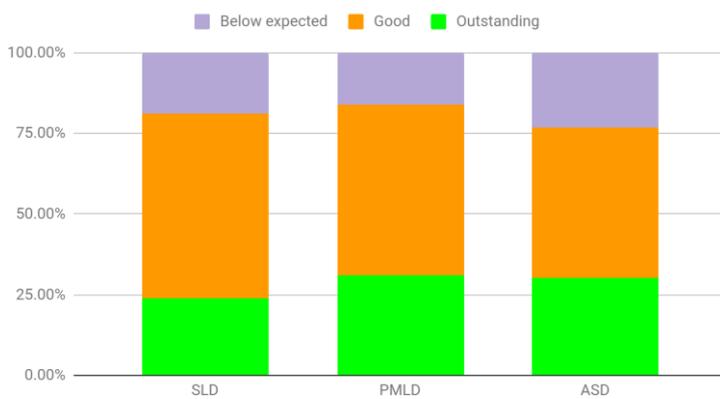


Gender



There were more boys working below expectations, except in Communication. Overall there were 24% of boys working below expectations compared to 15% of girls. But overall, the majority of both boys and girls made at least expected progress. Girls have done particularly well in Cognition, where 48% exceeding expectations.

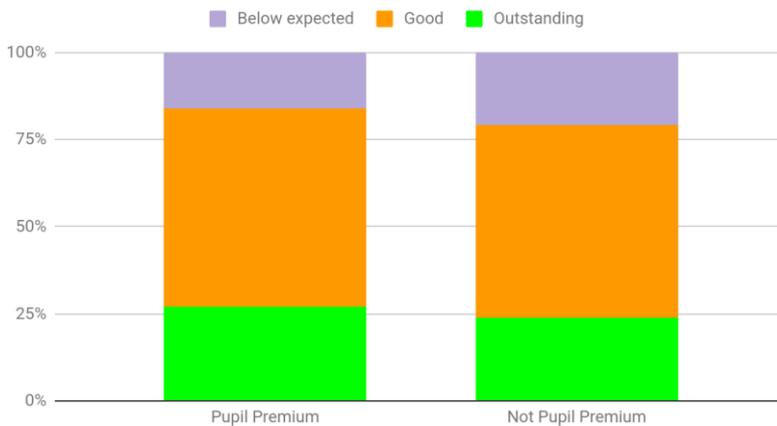
Degrees of Learning difficulties



Degree of Learning Difficulties

Larger proportion of pupils with a diagnosis of Autism made below expected progress in PSHE (self help, independence, emotional regulation).

Pupil Premium Analysis



Pupil Premium

There is little variation in the progress made between pupils in receipt of pupil premium and those who are not (see attached Pupil Premium Impact of Funding document), pupils in receipt did slightly better, especially within cognition, but there were more pupils in receipt no meeting expectations in PSHE. SLT are aware of the gap within PSHE provisions that has affected pupil progress (see future considerations).

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.

Priorities for 2020-21: see also school development plan

- 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' meetings and training sessions, staff will have a better understanding of where pupils are at and where they need to go.
- Baseline all pupils when they return to school in September, both within the GAS process and within the Waverley Steps to learning
- Analysis of progress and attainment in 2020-21 should focus on pupils' progress towards GAS outcomes and Steps to learning, with a specific analysis on how pupils working at level 2 are progressing.
- Work with Evidence for Learning platform to facilitate analysis using the Personal Learning Goals feature and the framework data and engagement profile.
- Continue to work with OT services to ensure pupils have all the equipment required to make at least good progress in SEMH and independence skills.
- SLT to support teachers in S4 and teachers with students with Autism to ensure that the difference between cohorts and degrees of learning difficulties diminish.
- SLT to look at gender gaps once the pupils have all been baselined in September.
- Continue to monitor the progress of all pupils working below expectations half termly.
- Moderation will continue.
- School leaders will ensure the new curriculum is embedded and further adapted to meet the needs of all learners and promote outstanding progress.
- 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.
- School leaders will be working with PHE to ensure school can remain open for as many pupils as possible