



Progress and Achievement Report

2020-21

Aim

This report aims to appraise the 2020-21 academic year in respect of:

1. Attendance
2. Academic Progress
3. Personal Development Progress
4. Accredited Learning - KS4
5. Accredited Learning - KS5
6. Destination of Leavers
7. Supported Internships
8. Strengths and Priorities by Provision type
9. Student, Staff and Family voice
10. Remote Learning

1. Attendance

	EYFS	KS1	KS2	KS3	KS4	KS5	Nurture (these students will appear in this column and their KS column)	Supported Interns
Number of students	3	16	60	93	52	42	28	2
Overall Key Stage/SI Attendance	95.85 %	83.80 %	85.51 %	81.21 %	77.46 %	77.77%	76.44 %	88.46%
Attendance by boys	95.85 %	84.78 %	87.65 %	82.39 %	79.49 %	80.24%	79.28 %	68.40%
Attendance by girls	N/A	69.09 %	74.77 %	66.78 %	64.41 %	65.53%	59.41 %	N/A
Attendance by Ever 6 FSM	97.39 %	83.96 %	81.31 %	73.29 %	64.91 %	65.68%	70.35 %	37.19%
Attendance by Non-ever 6 FSM	92.77 %	83.08 %	91.00 %	92.18 %	91.01 %	88.76%	85.86 %	99.61%
Attendance by EHCP	95.85 %	83.80 %	85.51 %	81.21 %	77.46 %	77.77%	76.44 %	68.40%

Attendance by SEN support	95.85 %	83.80 %	85.51 %	81.21 %	77.46 %	77.77%	76.44 %	68.40%
Attendance by English first language	95.85 %	84.53 %	85.24 %	80.58 %	76.19 %	77.77%	75.70 %	68.40%
Attendance by EAL	0% (No students EAL in this KS)	72.73%	92.62%	93.51%	90.23%	86.69%	86.08%	0% (No students EAL in SIs)

Professional summary and next steps:

Attendance in light of a year with COVID-related absence is very difficult to analyse. However, there are some key successes in EYFS/KS1 where attendance is above 95%. This said, we must strive to see 100% next year.

Our next steps in relation to increasing attendance are all clearly documented on our SDP 2021-22. However, from this data it is clear that our most complex girls (i.e. those in our Nurture Provision) must be a target of our focus. Although the attendance in this group is low, it has significantly improved from previous year, thus suggesting Nurture Provision is beneficial for this group.

2. Academic Progress

	EYFS	KS1	KS2	KS3	KS4	KS5	Nurture (these students will appear in this column and their KS column)
Percentage of My Plan © targets fully achieved	4.16%	11.8%	39%	26%	17%	11.4%	19.9%
Percentage of targets partially achieved	3.47%	67.54%	48%	62%	50%	70.4%	69.45%
Percentage of targets not achieved	4.38%	4.38%	13%	12%	9%	18.2%	10.65%

Early Years Students: Progress checks 2020-21

There were only 3 students of Early Years Foundation Stage age at our school during last academic year.

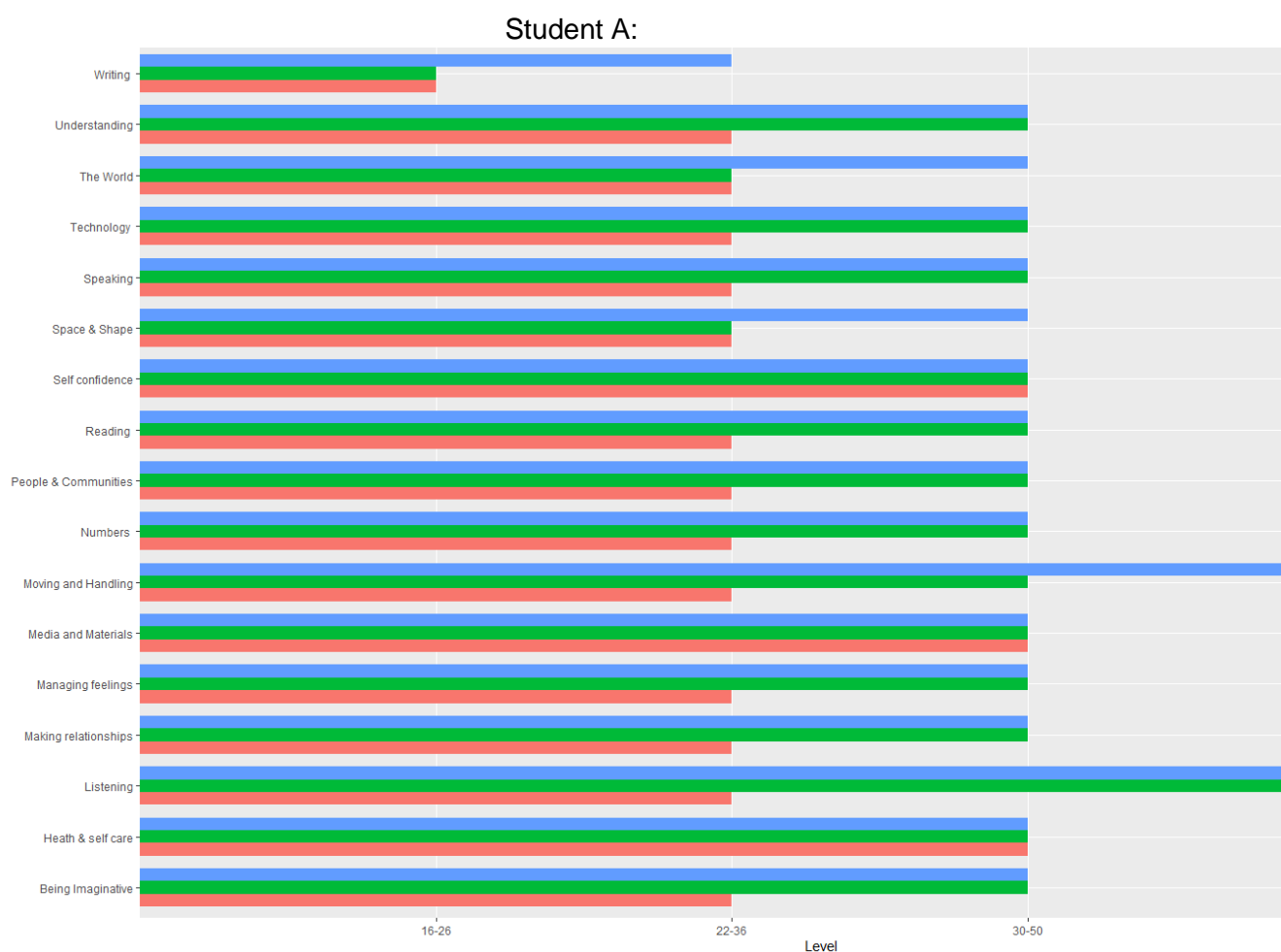
From Oct 2020 to July 2021 the graphs below show each EYFS pupil and their starting points after assessment when they joined our school. One pupil joined us in February 2021 and was assessed in March 2021.

The graphs show progress and gaps in development.

Progress: Across the 7 areas of learning. This varies from each individual and against their own starting points.

Gaps: Within communication and language specifically in Understanding, within physical development relating to movement and hygiene routines, PSED specifically within self-confidence and awareness, Literacy within the writing area and within Expressive arts and design in the Exploring and using media and materials.

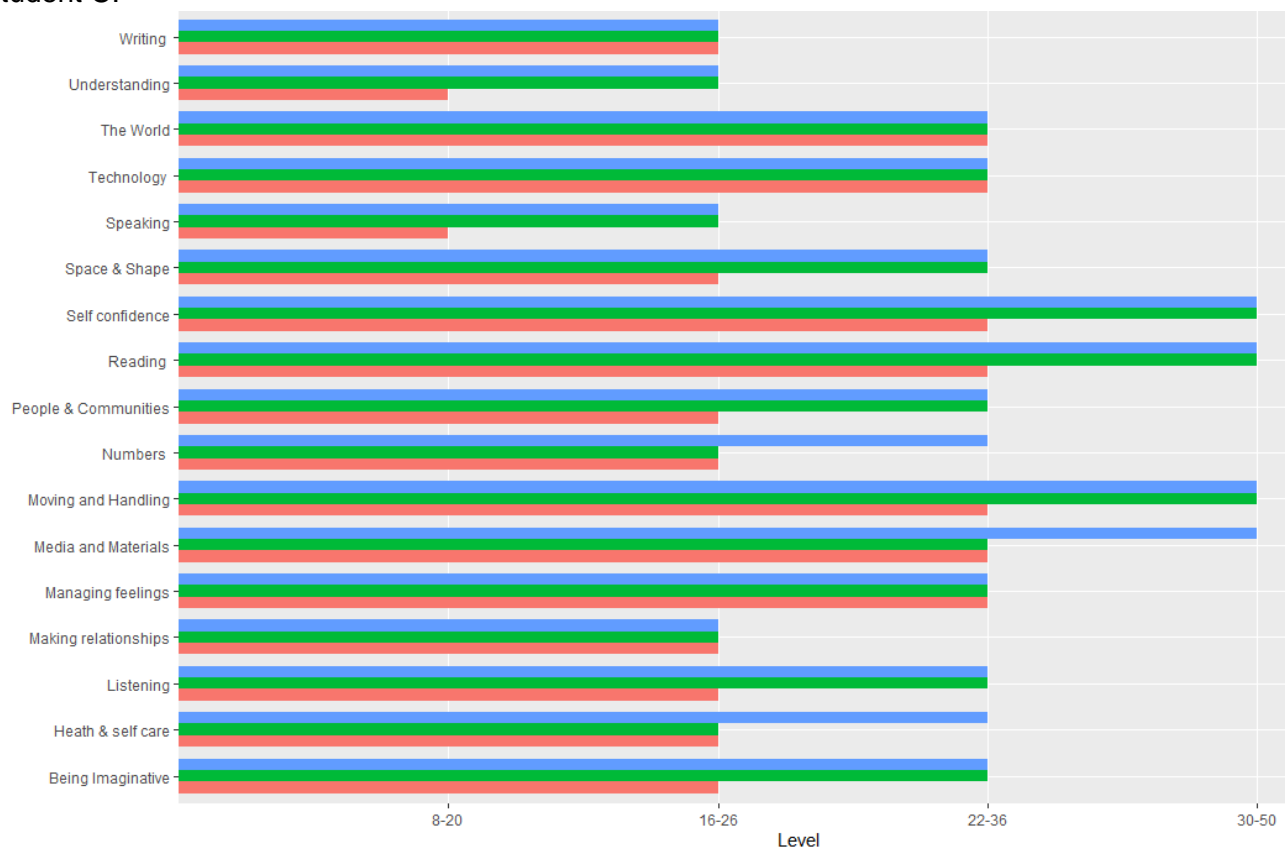
This 'Gap' analysis has informed our planning and our environment resources.



Student B:



Student C:



Professional summary and next steps:

Many targets were not met due to the students not being with us in school for COVID-related reasons. However, quality assurance has highlighted two main areas for development:

- We must improve the quality of the SMART targets being set;
- We must ensure that the staff alter targets as the students' profiles change so that they remain SMART.

The EYFS baselining and progress checks have previously not been as informative as this year. The new layout of the progress (as above) is enabling the EYFS/KS1 Leader to plan specific and personalised next steps.

These next steps are clearly demonstrated in the classroom and all staff are able to refer to them to enhance their interactions with students and to promote an individual's specific learning. The next steps now include:

- Ensuring that all staff coax the next steps out of the students through careful play and questioning, rather than giving students answers;
- To ensure all classrooms have next steps displayed clearly in the classroom for every learner.

3. Personal Development Progress

	EYFS	KS1	KS2	KS3	KS4	KS5	Nurture (these students will appear in this column and their KS column)	SIs
Number of students showing crisis behaviours T1	1 33.33%	10 62.50%	26 43.33%	28 30.10%	5 9.61%	5 17.85%	12 42.85%	0 0%
Number of students showing crisis behaviours T6	0 0%	8 50.00%	22 36.66%	25 26.88%	3 5.76%	3 10.71%	12 42.85%	0 0%
Number of crisis behaviour incidents T1	1	64	162	202	22	7	82	0
Number of crisis behaviour incidents T6	0	15	159	119	6	3	23	0

Professional summary and next steps:

As we can see, in KS1-5 the number of students showing dysregulated behaviour decreased. This means that some students completed ceased to display such behaviour. Furthermore, the overall number of incidents significantly decreased. Whilst the data is extremely positive, we must be honest about the context. There were far less students on site due to COVID and therefore the external stimulus affecting students decreased. The priorities for the year include

- Working with our data analyst to be smarter about where we deploy our resources at any given time;
- To liaise with our in-house MDT where student display “unexplained” dysregulation to get a better understanding of their triggers and how we might better meet their needs.

4. Accredited Learning KS4

Award	Number of students gaining the award
Open Awards Functional Skills Maths Level 2	1
Open Awards Functional Skills Maths Level 1	0
Open Awards Functional Skills Maths Entry Level Certificate 3	1
Open Awards Functional Skills English Level 2	2
Open Awards Functional Skills English Level 1	0
Open Awards Functional Skills English Entry Level Certificate 3	0
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) Level 2	1
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) Level 1	1
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) at Entry 2	0
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) at Entry 3	0
Open Awards Level 1 Award in Science (RQF)	10
OCR Life and living skills EL2 introductory award	12
OCR Life and living skills EL2 certificate	8
OCR Life and living skills EL2 extended certificate	6
OCR Life and living skills EL2 award	5
OCR Life and living skills EL3 introductory award	6
OCR Life and living skills EL3 extended certificate	7
OCR Life and living skills EL3 award	8
OCR Life and living skills EL3 diploma	7

5. Accredited Learning KS5

Award	Number of students gaining the award
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Open Awards Functional Skills Maths Level 2	1
Open Awards Functional Skills Maths Level 1	7
Open Awards Functional Skills Maths Entry Level Certificate 3	5
Open Awards Functional Skills Maths Entry Level Certificate 2	4
Open Awards Functional Skills English Level 2	1
Open Awards Functional Skills English Level 1	3
Open Awards Functional Skills English Entry Level Certificate 3	6
Open Awards Functional Skills English Entry Level Certificate 2	1
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) Level 2	1
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) Level 1	2
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) at Entry 3	13
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) at Entry 2	6

Next steps:

We will now review the breadth of our accredited learning offer, with a view of introducing a more diverse range of qualifications at KS4 and KS5 from 2021-22.

6. Destination of Leavers

KS4	Knowsley College City of Liverpool College
KS5	Greenbank College City of Liverpool College Hugh Baird College Myerscough College Steps to Work programme Greenbank college – start date November 2021

Professional summary and next steps:

We are absolutely delighted that despite the national statistics being unfavourable for students with SEND, we have no NEET (not in education, employment or training) leavers.

One leaver suffered a bereavement as they finished in June 2021 and so ALS worked with the family and Greenbank College to secure a November start date.

Our next steps are:

- To work with families of KS4 students to promote “readiness” to leave ALS where this is appropriate;
- To involve the Transitions Team early where there are KS4/5 students who, due to their very complex needs, will require a significantly high level of support in their adult lives.

7. Supported Internships

One of our Supported Interns was offered, and accepted, an Apprenticeship at Cadent Gas in November 2020.

Additionally, we had 3 Supported Interns placed at ALS from January until June in 2021, due to a COVID-related lack of external placements available. These were based within the Facilities, Catering and ICT departments at the school. Each Supported Intern completed work placements, alongside their academic studies, and were supported by an Intern Coach and supervisors within each department.

All 3 of our Interns have transitioned to new destinations at the end of their work-based programs. Two were successful in acquiring places at FE colleges (City of Liverpool and Greenbank) and the other Intern gained a place on a work-based training program called Steps to Work. The Supported Internship program provided all three students with greater clarity on what they would like to achieve in the future and contributed to their applications and acquiring of their next step learning providers.

We have secured Supported Internship places at Imagine, Speke Hall and Aloft Hotels, who have each agreed to host a Supported Intern this academic year to further support our aim of developing the independence of our students and supporting their desire to transition to employment or further training. Each Intern will work within a team at their respective organisation, learning new skills related to their job and will receive support from our Intern Coach, to ensure their experience throughout their Internship is a positive one and greatly supports their future transition plans at the end of this academic year.

We must continue with our recruitment drive to appoint a leader in this area. From here, a main priority will be to continue to secure Supported Internship places.

8. Strengths and priorities by provision type

Top three practices which benefited students’ academic progress:

EYFS/KS1

- Reading area available for daily reading activities
- Focuses circle times based on Literacy and Maths themes to give pupils the opportunity to hear the language and try activities before going into their own discovery time.

- Focusing on play-based learning to help pupils learn through their interests.

KS2

- Implementation of reading checklists to ensure all students are reading 1-1 with staff at least twice per week.
- The use of baseline assessments to ensure students are supported with academic progress which can be tracked and monitored.
- Introduction of frameworks and sequential planning.

KS3

- The use of termly assessments to track and monitor student progress, planning interventions where needed.
- Implementing daily reading sessions to support reading progression.
- Introduction of Key skills lessons to focus on personalised targets (My Plan) and interventions.

KS4

- The use of daily reading times for students, has helped with routines
- The introduction of Drop Everything and Read lessons, which has aided students development
- The use of booklets for Science units helped the students

KS5

- Use of technology to independently research transition options and to complete applications for further study or training
- Daily opportunities to read (independent reading, class guided reading activities, whole class reading).
- Daily Maths interventions to support fundamental basic Maths skills (Number, Measures, Data)

Nurture Provision

- Play based learning through use of sand, water, sensory foam and other materials to provide additional sensory input.
- Targeted phonics interventions for students working within Phase 5b.
- Use of Numicon and Base Ten apparatus to support students understanding of mathematical concepts.

Top three practices which benefited students' ability to self-regulate:

EYFS/KS1

- Zones of regulation are visible and accessible to use throughout the day. Our students are showing awareness of how they are feeling and beginning to understand how they can self-regulate.
- Staff supported by MDT to help develop strategies for individual pupils: allowing class team to make knowledgeable decisions on how best to support our pupils' who are not yet ready to self-regulate on their own.

- Consistent use of visual support to allow pupils to process the plans for the day and to help them feel better prepared, resulting in more regulated behaviour

KS2

- Introduction of school based MDT to support class based teams.
- Consistent use of visual timetables across all classrooms
- The use of PBS embedded across KS2 to support students during times of crisis

KS3

- Introducing morning routines that include sensory circuits, the daily mile and fine motor activities.
- The use of movement breaks during lessons which regulate and improve engagement during lessons.
- Using a daily check in and check out routine using Zones of Regulation, encouraging students identify and self-regulate their emotions.

KS4

- The routine shared daily with the students at the start of the day, helps students.
- The daily walk round the forest school after lunch helped the students to regulate, ready for learning.
- The lunch time clubs with varying activities helps the students with socialising.

KS5

- Students created their own Emotional Wellbeing toolkits, as part of the transition based curriculum, which included positive strategies for self-regulation.
- Morning and Afternoon check ins using Zones of Regulation for students to identify emotional wellbeing and strategies required to self-regulate if necessary.
- Specialist support available to them in line with their My Plan targets and EHCPs, provided them with support measures to regulate in a positive way.

Nurture Provision

- Specialist support available to them in line with their My Plan targets and EHCPs, provided them with support measures to regulate in a positive way.
- Embedded use and referral to Zones of Regulation between transitions and upon starting an activity.
- Targeted interventions delivered in the sensory clinic by members of the class team and supported by Occupational Therapist

Top three priorities for the Key Stage this year based on last year's achievements:

EYFS/KS1

- Extended environment: class room and outdoor environment developed to enhance learning opportunities.
- PSED embedded throughout the week to promote the development of independence and learning about right and wrong.

- Communication and language opportunities to promote independence in communication

KS2

- Implementation of new Maths baseline assessments – Sandwell early numeracy test.
- Introduction of continuous provision throughout key stage two similar to the EYFS/KS1 offer.
- Promote reading for pleasure across the key stage including using new reading spaces (library) and all classes having reading space in their classrooms.

KS3

- To increase access to trips into the community for all students, bringing classroom learning to life.
- To develop the employability curriculum together with HLTAs.
- Developing the outside provision for students during lunch and break times, ensuring a structured environment through student's school day

KS4

- Review our accredited learning offer and support all students to access the highest level of qualification they are capable of.
- The students having more work on revision skills and how to plan timetables for revision, will support.
- The more work on thinking skills and how to structure responses will benefit the student's development.

KS5

- To liaise with families to support students with making early decisions regarding their next destination and support throughout the year with accredited learning.
- To increase student opportunities for transition, including more diverse qualification offer (e.g. additional and periodic college visits, work experience, access to wider range of accredited learning)
- Increase support for students taking exams (linked to Specialist support aspect of My Plan) and provide more activities in preparation (Mock exams).

Nurture Provision

- Students to develop confidence in accessing new environments in the community to enhance cultural capital.
- Students to develop strategies to support their emotional regulation and behaviour for learning.
- Students to develop conversational skills and social interactions with peers to enable them to form friendships.

9. Student, staff and family voice

Students:

"I love the sensory room and the lights and relaxing."

"I like reading books, listening and dancing to music."

"I really like my teacher. She is kind and helps me to learn new words"

"I like using the soft play when am angry. It helps me to feel happy again"

"I really enjoy the climbing wall"

"It was hard, but kind of enjoyed it"

"It was loud, but staff helped me"

"I really appreciate the support I receive from staff in KS5, who help me with my qualifications and with my decision making for when I will leave this year."

"When I was younger, I found it hard to control my emotions, and often get angry and upset. But with help from staff, I now am able to focus on my work and I react a lot more calmly to situations that I find difficult."

"There is a lot of support available to learn about College and Work Experience"

"When I was younger I was out of control. Since joining this class, you have turned my life around."

"I love being in this class. It is great fun."

Staff:

"I think we are all on the same page, we all want to do our best for the children."

"I think the new MDT team will really help us to support our students."

"Some of the most recent changes have really benefited the students. They are making amazing progress."

"X has come on such a positive journey, it's amazing to see his progress".

"Students really benefit from the clear and structured routine."

"A brilliant collaborative team effort in supporting the students' development."

"There is a challenging and engaging curriculum that is great in supporting students to consider their future options/transition plans."

"The students doing their Internships received superb support and practical hands on experience, which was vital in preparing them for work in the future."

"It is amazing to see him saying hello to other students. Before joining Nurture, he would never interact with other students."

"By meeting his needs and personalising activities to his interests, it is fantastic to see how well he engages with lessons."

Families:

"Glad to hear X has settled back to school and how much he is changing is just amazing us."

“I cannot thank you enough for everything you have done. Not only for our child but us as a family.”

“Abbot’s Lea School have supported X so much this year. The use of CHATTA has really

“He has come on so much in your class and is making more mature decisions.”

“The staff go out of their way to support every student.”

“Thank you for all your hard work in supporting my son with his progress in reading.”

“Wow how much he has come along! Thank you for everything you have done for X he will miss you all.”

“Thanks again, we really do appreciate your time and all you have done to help X achieve his place at College!”

“X comes home and talks about his day in a really positive way.”

“Thank you to all the staff for their support and understanding my child. I feel like I have my son back again and it makes me so happy to see him coming home with a smile on his face.”

“Thank you for the regular communication and understanding my son’s needs. As a parent, it is so reassuring to know that your child is well supported and cared for in school.”

“Whatever you are doing with my son is working wonders because he is a totally different child when he gets home. He now has the confidence to socialise and make friends.”

10. Remote Learning

During the academic year of 2020-21 we adapted to the challenges of remote learning. As we came out of lockdown in the weeks before the summer holidays, we moved to a blended learning approach (some students taught onsite and some taught online.)

We taught our students via Zoom, on the first day of their home education in all cases where students were able to engage.

All student belonged to an onsite class and a virtual class. This meant that when they were faced with home learning they joined the virtual class (supported by a member of staff who was also at home)

Students received a “check in” Zoom where the input was shared. They then worked on their task and shared it in the “check out” Zoom in the afternoon.

Where students were unable to engage via Zoom, phone calls home were made by the class team who shared work. The families then completed this work and shared it via email or via Evidence for Learning.

As we move into the academic year of 2021-22, we continue to check with a blended learning approach. Where we are able, we offer Zooms, but as minimal staff are at home self-isolating, we have needed to move to using our Evidence for Learning app. Staff share the work that the class team are completing via Evidence for Learning, and where the students are well, they follow this at home.

Many families are confident using this platform, but where we know there are difficulties, the class team share the work via phone call or email.

There are also resources available online for consolidation work, as well as students having access to platform that they use in school such as Bug Club, Phonics Play, Purple Mash, Numbots, Education City and TT Rockstars.