



**Progress and Achievement Report**

**2021-22**

## Aim

This report aims to appraise the 2021-22 academic year in respect of:

1. Attendance
2. Progress EYFS – KS3
3. Accredited Learning - KS4
4. Accredited Learning - KS5
5. Destination of Leavers
6. Supported Internships
7. Strengths and Priorities by Provision type
8. Student, Staff and Family voice

### 1. Attendance

Attendance by	EYFS	KS1	KS2	KS3	KS4	KS5	Nurture*	Interns*	Whole School
Number of students	2	10	53	96	63	45	27	3	269
Overall	89.96	94.28	91.45	89.14	86.04	74.75	76.75	86.89	86.66
Boys	89.96	94.28	93.38	90.69	86.63	80.74	78.08	86.89	88.85
Girls	N/A	N/A	81.99	79.24	74.37	56.25	66.07	N/A	72.50
Ever 6 FSM	N/A	94.28	89.72	87.03	78.71	67.14	68.09	80.93	91.85
Non-ever 6 FSM	89.96	N/A	94.80	92.50	92.71	86.17	89.34	98.82	83.18
EHCP	89.96	94.28	91.45	89.14	86.04	74.75	76.75	86.89	86.66
SEN support	89.96	94.28	91.45	89.14	86.04	74.75	76.75	86.89	86.66
English First Language	89.96	94.28	91.30	89.03	85.10	72.53	76.07	86.89	86.12
EAL	N/A	N/A	92.84	99.74	95.04	97.51	94.44	N/A	95.26

\*(these students will appear in this column and their KS column)

#### Professional summary and next steps:

As with all behaviours, there is an understanding that non-attendance to school meets one or more of four functions of behaviour. In line with our plan to improve behaviour across the school, non-attendance will be approached with a 3-tier level of support.

Universal support:

For students who attend well, class teams, led by their Key Stage Leader (KSL) will support maintaining a high level of attendance and improving it further.

Targeted support:

For our severely absent students, a plan will be formed for students with relevant professionals around the student and their family. This may include, but not be limited to, support from the safeguarding team, our training and research function, our Multidisciplinary team and our Positive Behaviour Support Team (PBS Team).

Specialist support:

For student who struggle to leave their houses and attend school, our PBS team, led by our certified BCBA will create an action plan to integrate the students back into school. If appropriate, this may be via our support hub.

## 2. Academic Progress

### Early Years Students: Progress checks 2021-22

There were two students in Early Years Foundation Stage (EYFS) in the academic year 2021-22.

The table shows 100% of EYFS students made personalised progress across the seven areas of learning.

Student A:

	0-3			3-4			Reception			ELG		
	Assessment window 1 by Oct half term	Assessment window 2 by 21 March	Assessment window 3 by 26 June	Assessment window 1 by Oct half term	Assessment window 2 by 21 March	Assessment window 3 by 26 June	Assessment window 1 by Oct half term	Assessment window 2 by 21 March	Assessment window 3 by 26 June	Assessment window 1 by Oct half term	Assessment window 2 by 21 March	Assessment window 3 by 26 June
PSED (started Oct 21)	E	D	D									
Communication and Language	E	D	D									
Physical Development	D	D				E						
Literacy	E	E	D									
Mathematics	E	D	D									
Understanding the world	E	E	D									
Expressive arts and design	E	E	D									

Key

E = Emerging

D = Developing

S = Secured

Student B:

	0-3			3-4			Reception			ELG		
	Assessment window 1 by Oct half term	Assessment window 2 by 21 March	Assessment window 3 by 26 June	Assessment window 1 by Oct half term	Assessment window 2 by 21 March	Assessment window 3 by 26 June	Assessment window 1 by Oct half term	Assessment window 2 by 21 March	Assessment window 3 by 26 June	Assessment window 1 by Oct half term	Assessment window 2 by 21 March	Assessment window 3 by 26 June
PSED	E (started Nov 29 <sup>th</sup> )	D	D									
Communication and Language	E	D	D									
Physical Development	D	D				E						
Literacy	D	D				E						
Mathematics	E	D				E						
Understanding the world	E	D	D									
Expressive arts and design	E	D	D									

Key

E = Emerging

D = Developing

S = Secured

## KS1 Progress

There were 10 students in KS1.

100% of students in KS1 made progress either within a stage of development or beyond and towards year 1 outcomes.

2 Y2 students were working at Year 1 for maths by the end of the year.

2 Y2 students had transitioned onto phase 4/5 phonics.

	Number of students making no progress	Number of students making progress within an age band	Number of students making progress from 1 band to the next	Number of students who made progress by more than one age phase
<b>PSED</b>	0	2	6	2
<b>Communication and Language</b>	0	1	7	2
<b>Physical Development</b>	0	2	8	
Literacy	0	5	4	1
Mathematics	0	4	4	2
Understanding the world	0	4	6	
Expressive arts and design	0	5	4	1

## KS1 reading:

	KS1
Total number of students in Key Stage	10
Total number of students on Phase 1 phonics	5
Number of Phase 1 phonics students who have made progress	5
Number of students learning Phase 2 – 6 phonics	5

Number of the students making progress within a given phase	1
Number of students who have moved up at least 1 phase	4
Number of students classed as fluent readers (beyond Phase 6)	0

### **Professional summary and next steps:**

We used the new development matters document to develop our knowledge of the developmental stage for each child and we chose 'next steps' based on where that child was at in their journey.

This allowed us to show each child's starting point and their Summer 'end' point before transition and in turn, this informed us each term of strengths and gaps in each child's profile.

We could see that the prime areas continued to be an area for development specifically Communication and Language (C+L) and Personal, Social and Emotional Development (PSED).

SALT interventions and strategies delivered daily and weekly blank level groups, bucket therapy and implementation of communication boards and AAC technology provided our students with extra support to develop their communication skills. While C+L continues to be an area of development for some pupils, we saw that **100% of students** were making their needs and wants known to adults and everyone was using a mode of communication – verbally, pictorial or electronically.

PSED was included in each students individual next steps and PSED adult led focus activities were delivered weekly by the class Higher Level Teaching Assistant (HLTA).

From everyone's starting points we can see they all made progress either within their development stage or beyond.

Those students who could access it, were attending phonics and maths sessions in other classes in KS2 who were delivering a KS1 curriculum. This allowed those students to have their learning stretched and also benefited them when it came to transitioning into KS2 later in the year

### **Next steps**

To lead on training for staff to ensure they have child development knowledge and in depth knowledge of the curriculum they help to deliver and to develop the role of the key person within this.

To introduce individual 'play plans' created by each child's key worker: this allows the target to be broken down and achieved through personalised activities, ensuring small steps of progress.

To develop the role play and home corner area to support students' development of expressive arts and design and understanding the world.

Individual targets will continue to be used and displayed: adult will break the target down to ensure SMART approach.

### **Key Stage 2 Reading**

	KS2
Total number of students in Key Stage	53
Total number of students on Phase 1 phonics	3
Number of Phase 1 phonics students who have made progress	3
Number of students learning Phase 2 – 6 phonics	46
Number of the students making progress within a given phase	46
Number of students who have moved up at least 1 phase	24
Number of students classed as fluent readers (beyond Phase 6)	5
Number of students making progress up to 1 year	4
Number of students making progress of 1 year of more	1

All students made reading progress in Key Stage 2.

Next steps to further increase progress are:

- To continue with daily reading interventions for all students
- To support students to develop a love of reading by using our new shared spaces across school including the library and our new reading for pleasure areas
- To implement phonics and reading groups in KS2 to ensure students are working based on stage not age

### **Key Stage 2 Maths**

	KS2
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Total number of students in Key Stage	43
Total number of students using Sandwell Assessments in September 2021 (Early Number)	34
Total number of students using Sandwell Assessments in July 2022 (Early Number)	14 (Student progress meant that GL PTM Maths was accessible – Higher level testing)
Total number of students who made 1-6 months of progress on Sandwell Assessment	9
Total number of students who made 6 months plus of progress on Sandwell Assessment	3
Total number of students who made 12 months plus of progress on Sandwell Assessment	1
Total number of students accessing GL PTM Assessment in September 2021	8
Total number of students accessing GL PTM Assessment in July 2022	28
Total number of students accessing GL PTM Assessment who moved up to 1 year of progress	22
Total number of students accessing GL PTM Assessment who moved up 1 year or more	6

All students in Key Stage 2 made maths progress in the last academic year. Some have made measurable progress within the White Rose Maths scheme of work, whilst others have made progress in their ability to access subject specific study. Engagement model classrooms have developed their environments and resources to ensure all students in key stage 2 can access maths.

Next steps to further increase progress are:

- To continue to deliver a well-resourced curriculum that follows ALS scheme of work
- To support CPD across all roles in Key Stage to support the students using CPA strategies



- To implement maths groups into KS2 to ensure students are working based on stage not age and drive attainment within this subject

### **Key Stage 3 Reading**

	KS3
Total number of students in Key Stage	97
Total number of students on Phase 1 phonics	2
Number of Phase 1 phonics students who have made progress	0
Number of students learning Phase 2 – 6 phonics	10
Number of the students making progress within a given phase	8
Number of students who have moved up at least 1 phase	2
Number of students classed as fluent readers (beyond Phase 6)	85
Number of students making progress up to 1 year	57
Number of students making progress of 1 year of more	14

Overall, students in key Stage 3 made progress within reading. Some students made progress across the phonics phases and all other students made at least progress within a year of their reading age.

Next steps:

- To continue daily reading interventions for students
- To offer opportunities to promote a love of reading across the key stage
- To ensure that the most capable readers are being challenged appropriately

### Key Stage 3 Maths

	KS3
Total number of students in Key Stage	97
Total number of students using Sandwell Assessments (Early Number)	6
Total number of students who made up to 6 months plus of progress on Sandwell Assessment	5
Total number of students who made 12 months plus of progress on Sandwell Assessment	1
Total number of students accessing GL PTM Assessment	89
Total number of students accessing GL PTM Assessment who made up to 1 year of progress	77
Total number of students accessing GL PTM Assessment who made 1 year plus of progress	12

Overall, the majority of students in Key Stage 3 made progress in Maths. Some students demonstrated progress using the Sandwell early number assessments. A minority of students were unable to engage in any form of formal Maths assessments. In these cases, progress was measured using White Rose Maths framework and measuring student ability to access subject specific learning.

Next steps:

- To further develop assessment opportunities for those students unable to access formal assessments
- To continue to develop our maths curriculum, through clear planning progression and strong teaching
- To implement Maths groups in Key Stage 3 to ensure that students are grouped by stage not age to drive attainment

### 3. Accredited Learning KS4

Award	Number of students gaining the award Summer 2022
Open Awards Functional Skills Maths Level 2	0
Open Awards Functional Skills Maths Level 1	3
Open Awards Functional Skills Maths Entry Level Certificate 3	5
Open Awards Functional Skills Maths Entry Level Certificate 2	4
Open Awards Functional Skills Maths Entry Level Certificate 1	4
Total number of Maths qualifications gained	16
Open Awards Functional Skills English Level 2	3
Open Awards Functional Skills English Level 1	0
Open Awards Functional Skills English Entry Level Certificate 3	7
Open Awards Functional Skills English Entry Level Certificate 2	2
Open Awards Functional Skills English Entry Level Certificate 1	2
Total number of English qualifications gained	14
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) Level 2	2
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) Level 1	3
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) at Entry 3	9
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) at Entry 2	3
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) at Entry 1	1
Total number of ICT qualifications gained	18
Open Awards Level 1 Award in Science (RQF)	7
Open Awards Level 1 Certificate in Science (RQF)	4
Total number of Science qualifications gained	11
OCR Life and Living Skills	
OCR Life and Living Skills Entry level 3	7
OCR Life and Living Skills Entry level 2	11
Total number of Life and Living qualifications gained	18
AQA GCSE Maths Higher	1
Total number of GCSEs gained	1
Total number of qualifications gained at KS4	78

### Professional summary and next steps:

There was an increase in the amount of qualifications achieved by the students in KS4. Students were better attuned to the exam process having sat a series of mock exams; this helped their performance. Functional skills lessons used exam style activities to support the students with their confidence with approaching these tasks.

Next steps are to continue to develop the student's capacity and potential for those students who are capable of sitting GCSE exams. Developing student's proficiency and confidence in ICT is needed and this will be supported with more focus on the functions of programmes for example Excel, this is so the students are more confident in its use.

### 4. Accredited Learning KS5

Award	Number of students gaining the award 2022
Open Awards Functional Skills Maths Level 2	1
Open Awards Functional Skills Maths Level 1	2
Open Awards Functional Skills Maths Entry Level Certificate 3	3
Open Awards Functional Skills Maths Entry Level Certificate 2	8
Total number of maths qualifications gained	14
Open Awards Functional Skills English Level 2	1
Open Awards Functional Skills English Level 1	4
Open Awards Functional Skills English Entry Level Certificate 3	1
Open Awards Functional Skills English Entry Level Certificate 2	1
Total number of English qualifications gained	7
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	3
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) at Entry 2	1
Total number of ICT qualifications gained	7
Total number of qualifications gained at KS5	28

### Professional summary and next steps:

Such was the success last year with exam results (50 pass marks) in KS5, it appears that this year success has declined (28 pass marks), although many students did have exam successes to celebrate this year. Many students taking exams this year, were managing the increase of level after their previous success and some required more support in order to be able to replicate the previous successes. Students were prepared well with a series of mock exams and exam style practice, both in learning activities and in format, despite the drop in pass marks.

Next steps are to ensure teaching and learning of Functional Skills lead to an increase in exam successes next year in English, Maths and ICT. Additionally, students will complete qualifications in Science, Employability, PSHE and other subjects (their preferred options) and the aim is to enjoy significant success with regard to positive results.

Students who have surpassed level 2 Functional Skills qualifications in Maths and English, will access GCSE level learning (in partnership with a mainstream secondary school).

### 5. Destination of Leavers

KS4	LIPA (1) Knowsley College (2) City of Liverpool College (5) Merseyside Development Trust (1) Myerscough College (1)
KS5	Greenbank College (3) City of Liverpool College (4) Knowsley Community College (4) Myerscough College (1) Rotunda (1) Activate (1) Voluntary work at Speke Hall (1) Arden Residential College (1) External Supported Internships (3) Internal Supported Internships (1)

#### Professional summary and next steps:

We are absolutely delighted that despite the national statistics being unfavourable for students with SEND, we have no NEET leavers this year.

Our next steps are:

- To continue 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.

## **6. Supported Internships**

This year we had three interns placed at Imagine Independence, Speke Hall and Gardens and Unicourse. Our interns completed a variety of roles as a gardening assistant, administration assistant and media assistant.

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 including one of them going on to study a Level 2 qualification) and the other opted to remain on in a volunteer role at his employer to help build his skills further and start to develop a career in his chosen field. 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 Liverpool Women's Hospital, Flowerbug Florist 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 will also be facilitating one of our interns within our own facilities team at Abbot's Lea.

We have set out monthly priorities for our internship programme and are working with the local authority as well as the growth platform to increase our bank of employers to help appeal to new and potential interns for next year's recruitment. We are working with businesses within our locality and further afield to try and implement supported internships within their organisation.

## **7. Strengths and Priorities by Provision type**

### **Top three practices which benefited students' academic progress:**

#### **EYFS/KS1**

Development of the learning areas and the provision available, allowing students to develop and practise skills during their independent time.

Reading area developed to ensure a dedicated reading space, books available in other areas of provision eg, number stories in maths area, family books in home corner, books relating to students' interests.

Targets displayed for each student to support adult interactions during play.

#### **KS2**

Implementation of reading checklists to ensure all students are reading 1-1 with staff at least twice per week.

The introduction of SEND friendly assessments to ensure that all students are able to access formal assessments and have their progress monitored across the academic year

Introduction of assessment books and learning journeys on EFL. This has allowed teachers to plan effectively based on students next steps.

### **KS3**

Implementing daily reading sessions to support reading progression.

Daily intervention sessions incorporated into student's timetable to support progress in numeracy and personalised targets.

Developing student's awareness of future careers paths through college taster days and assemblies delivered by outside agencies.

### **KS4**

Using exam question style activities in lessons to support student's capacity

Having a series of mock exams to develop student's confidence in the process has supported students greatly

Using more speaking and listening tasks in lessons to support confidence with sharing opinions has developed students confidence

### **KS5**

Providing curricular activities to support students to purposefully consider transition options and to complete applications for further HE study opportunities or employment/training. This led to 20 students leaving class based learning within 2021-2022 academic year.

Daily Reading and Basic Maths Skills activities/interventions supported students' development of key skills and concepts that supported their preparation for exams.

The introduction of additional Accredited Learning qualifications in term five and six provided students with a wider range of academic options and supported their development in written answers to satisfy a range of learning outcome.

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

#### **EYFS/KS1**

Zones of regulation are visible and accessible to use throughout the day. Individual charts with bespoke strategies created by students' allowed them to have ownership of their regulation where possible.

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 and objects of reference 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 a play-based learning approach in lower primary to ensure the gap from KS1 to KS2 less daunting to our younger cohort

Introduction of a wide range of shared spaces across school, including, light therapy, sensory soft play and sensory suite. This has supported student ability to regulate outside of the classroom.

Consistent use of displays and visuals across the department. All classrooms have a wow wall, zones of regulation and appreciation awards.

### **KS3**

Introducing morning routines that include sensory circuits, the daily mile and fine motor activities.

Development of a key stage sensory room that students can access when needed.

Using a daily check in and check out routine using Zones of Regulation, encouraging students identify and self-regulate their emotions.

### **KS4**

Introduction of accredited learning options has supported student's confidence on trying new experiences

Regular sensory breaks in learning has supported students regulation and preparedness for learning

Settling tasks as the students enter the room helps students regulate after transport

### **KS5**

Daily check ins (each lesson) using Zones of Regulation for students to identify emotional wellbeing and strategies required to self-regulate if necessary. Visual representation of this supported students to identify own emotions and seek support where necessary.

Students completed curricular activities that highlighted support for physical, mental and emotional health. This coupled with the creation of emotional wellbeing toolkits supported students to gain knowledge of how to best self regulate.

Personalised support given to students including personalised timetable of learning activities, personalised staff support of students (regular change of face) allowed some students to remain regulated through the day where they had struggled before.

### **Top three priorities for the Key Stage this year:**

#### **EYFS/KS1**

To develop the role of the 'key person' to ensure even better progress and each adult having in depth knowledge of their key child..

To ensure fortnightly 'pupil progress meetings' with the class team to share achievements and next steps of students.

To develop oracy across the key stage to ensure communication and language opportunities to promote independence in communication

#### **KS2**

Implementation of engagement model classrooms including environments, resourcing and planning. This is for those students who are currently unable to access subject specific study.



Introduction of stage not age for phonics and maths groupings in key stage 2

To develop our reporting to families and provide consistent term 3 and term 6 reports across all subjects covered in Key Stage 2 classrooms.

### **KS3**

Implementation of engagement model classrooms for students unable to access subject specific learning.

To develop assessment opportunities in reading and maths over the academic year.

To ensure that are most able students are challenged appropriately and that they are provided access to KS4 learning where appropriate.

### **KS4**

To give the students more experience of what the next steps are for their future

Development of ICT program awareness for the students for example Excel/Word

Develop the extension work for students who are level 2 ready to challenge and support

### **KS5**

To support students unable to access curriculum specific content with the implementation of the Engagement Model. This will include the classroom environment, planning of activities and monitoring of progress on EFL.

Increase support for students taking exams with the implementation of exam practice (learning activities and process of exams) and ensure results increase this academic year compared to last.

To increase the amount of students who access work experience opportunities (both internal and external) and to ensure, from term one, that students are exposed to a range of transition activities to promote their transition out of ALS.

## **8. Student, staff and family voice**

### **Students:**

#### **EYFS/KS1:**

I love lego club

I love seeing my friends, they make me happy

I love drawing

#### **KS2**

Our school is awesome. We have loads of things to do. I love the climbing wall the best!

I love Fridays! I get to go to my club and see my friends in other classes. I get to spend time with Miss X and she was my teacher last year

My favourite thing about school is all the books we have. And now we have a library too. I can change my book lots and my teacher helps me to pick new ones. Am going to start Harry Potter next

**KS3:**

I have really enjoyed our drumming lessons in school, I am now a lot better at drumming.

I enjoy History the most as I love learning about facts!

I enjoy Lego club during our enrichment clubs, we all work as a team to build something.

**KS4:**

Abbot's Lea teachers understood me and helped me manage my anger. That has helped me get in to College, thank you!

I enjoyed year 11 and that made me want to go to college, thanks Abbot's Lea

Key stage 4 has taught me lots of interesting things thank you, I can't wait to see what Key stage 5 is going to teach me!

**KS5:**

It is really helpful to learn about all the possible options available to me after I leave Abbot's Lea School

I really enjoy the extra activities we do on a Friday such as Sports Club, Catering Club and Gardening

I'm glad that extra subjects were introduced as I really enjoy learning more about Science and History!

It was great to be able to experience different work experience opportunities such as Sainsbury's and Speke Hall

**Staff:****EYFS/KS1:**

Positive memories - swimming. All staff really enjoyed it and children too. Staff feel that our team worked together really well to support the less confident students to be confident and got them all in the water.

The team worked well together and communicated well and supported each other when needed (professionally and personally)

The lunch hall – we were so proud of what we worked to (calm environment and all students able to access it for eating).

**KS2**

I have loved KS2 this year. I feel like you have listened to our ideas and implemented them to make things better for the students. I have loved working in the engagement model classroom and watching the students in our class thrive.

We had the best team this year. Being part of the team that supported X to be able to come to class and enjoy activities with his friends when before he wouldn't even go to school. Watching how much progress he has made this year makes me so proud.

I think the theatre trip has to be the highlight of my year. Taking our students and watching them enjoy an experience they have never had was wonderful. Thank you.

**KS3**

Our key stage really does feel like a team, everyone has each other's back and will be there to support whenever needed.

It's great to see X coming to school every day, the staff have put a lot of effort and hard work into support him.

We all focus on building them positive relationships with every student, that's really important.

#### **KS4**

I have loved seeing the students develop, watching the students mature and making good decisions about their future.

I'm a person of few words: Great.

The use of the other hut also helps at lunch times.

#### **KS5**

It has been great to see some students gain the confidence they need to go on work experience and develop new skills, leading to them applying for Supported Internships!

The students have done amazingly well to adapt to completing additional qualifications in the afternoons each week. This will help them when they want to apply for college in the future.

I've worked at Abbot's Lea School for a long time and it still amazes me to see our students develop their confidence when interacting with others, communicating to others in assemblies and being able to sit exams!

#### **Families:**

##### **EYFS/KS1**

I just can't stop crying 😭 all we ever wanted was for X to get a place at Abbot's Lea and it has exceeded all our expectations!! He is such a happy boy and the progress he has made is unbelievable. We will be forever grateful to you all!

Just wanting to email to say Thank you so much for everything you do for my Son X you all go above and beyond for him and all the children in Ireland class, I am forever grateful and you are all like part of my family. He has come on heaps since December and I can't wait to see him blossom even more with all your support in September.

Thank you X has come on so much since being in your class. He actually loves coming to school now and that's all thanks to everyone in the class. Have a lovely weekend we can't thank you enough. Xxxx

##### **KS2**

Thank you so much Miss X.

This has eased mine & dad's mind so much.

I hope he enjoys tomorrow again like you have mentioned and also we are so happy he has made some friends. X has really settled into Abbot's Lea School and we cannot thank you enough.

It's lovely to hear from you. X is really enjoying school. We are really happy that X will be receiving additional homework and a reading book. He's already explained he plans to read it going to and from school, love his attitude. So should get through some books

I've just seen the photos on EFL. I've sobbed, this is an amazing thing for him 2 keep thank you so much for everything you've done for him x he has come on so much. He wants to read at home now and he is able to get out and about without being overwhelmed more these days. x can't thank you all enough x he is a little character x have a lovely weekend x x

### **KS3**

Hi there Mr Hodgson, X came home yesterday much happier thank you! As he was able to see his friends during play and dinner so all is now well.

Thank you to you and all the staff for your support. It's great to see him going into school happy again.

Hello, just a quick thank you for your call yesterday. His attendance has improved so much this year and we just hope it continues. Thank you to you and the team for all your support in school.

### **KS4**

I have been meaning to email you since the assembly but my days keep running away with me. I wanted to thank the staff at Abbots Lea for X's support over the years. He came to you a very different boy in terms of his social, emotional and communication skills and I am certain that it was the supportive environment that led him to be the young man we see now. He is in such a different place in terms of ability to succeed and I am eternally grateful. So thank you to you and all staff who helped Leon over the years – I am forever in your debt

X is absolutely loving the School he thanks me all the time for fighting his corner to get him in there. He said on Saturday 'wish I was in School today' which is lovely to hear.

### **KS5:**

It has been amazing to see X grow in confidence towards the end of this year. She hasn't always found attending school easy, but she is coming home and telling me about her day and what she has enjoyed about it, which has been lovely so thank you for all of your support!

We're so pleased with how X has grown into a fantastic young man, and we're so appreciative of all the support he has received at Abbot's Lea School. The focus on transition in KS5 this year has given X the confidence to apply for College and we know he'll do great at Greenbank College next year. Thank you!

Thank you Mr. X for your patience with X whilst he hasn't been attending school. We were at a loss as to what his future would be like as he wouldn't come in to school this year, but with the support you and your team have given him, he's now attending every day! Although, he's still anxious about his future, he's in school now and so we feel a lot more confident about the future as he's receiving the support at school that he needs.