



Progress and Achievement Report

2022-23

Executive Summary

This Progress and Achievement report is an annual publication capturing key impact measures of success in the school.

It reports on all three aspects of our ASD Philosophy of Education © by looking at:

- academic progress,
- impact of specialist therapeutic support (on emotional regulation)
- success of our life skills' development, as measured by most senior students' transition into adulthood and next destinations.

In this document, you will find information about:

- Attendance
- Progress EYFS – KS3
- Accredited Learning - KS4
- Accredited Learning - KS5
- Destination of School Leavers
- Supported Internships
- Progress in emotional regulation and engagement in learning
- Strengths and Priorities by Provision type
- Student, Staff and Family voice

We are incredibly proud of everything that has been achieved during the academic year 2022-23.

Our vision to become a centre of excellence in Autism education, research and professional development is ever-nearer.

Many external bodies and organisations have been keen to come and visit the school and see first-hand the practice that results in the progress you will read about in this report.

We would like to thank our Governing Body for the support and challenge offered for our vision and practice.

We would also like to thank our amazing staff who work tirelessly in line with our Code of Conduct: Golden Rules © to ensure that every student gets nothing but the best.

Congratulations go to our students who experienced enormous successes last year and of course, we appreciate the support from our families and the open communication we enjoy with them.

We wish to assure the readers that we are not resting on our laurels. Quite the opposite is true: we are committed to raising the bar in all that we do in order to further enhance the experiences and outcomes for all of our learners.

I hope you enjoy reading this report and I invite you to join us on our continuous developmental journey.

Strategic Leadership Team:

Mrs A Hildrey
Headteacher

Mrs E Tobin
Deputy Headteacher

Mrs K Myers
School Business Manager

Contents

Section	Focus	Page
1	Attendance	4-6
2	Progress EYFS – KS3	7-15
3	Accredited Learning - KS4	16-17
4	Accredited Learning - KS5	18-19
5	Destination of Leavers	19
6	Supported Internships	20
7	Progress in emotional regulation and engagement in learning	20-21
8	Strengths and Priorities by Provision type	22-24
9	Student, Staff and Family voice	24-27

1. Attendance - 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 is approached with a 3-tier level of support. Where students do not attend, daily safe and well checks take place.

Universal support:

For students who attend well, class teams, led by their Assistant Headteacher (AHT) 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 attendance team, led by our Head of Therapies, our Safeguarding Manager and our Deputy Headteacher will create an action plan to integrate the students back into school. If appropriate, this may be via our support hub. Referral and escalation processes will be followed as appropriate.

Although we continue to strive to meet the governmental expectation for attendance, you will see that the impact of our works compares favourably in our Local Authority.

Attendance Category	Number of students	Boys	Girls	FSM	No FSM	LAC	EAL	UA	% of students			
									with +97%	90-97%	below 90%	below 50%
EYFS	6	3	3	1	5			6	4	2		
	96.8	98.0	95.6	92.1	97.7			0.4	66.7	33.3		
KS1	14	13	1	4	10	1	1	14	9	5		
	97	97.2	95.5	96.2	97.4	98.0	97.7	0.1	64.3	35.7		
KS2	58	47	11	38	20	4	4	58	19	26	12	1
	90.8	92.2	84.4	90.3	91.6	73.9	96.1	2.4	32.8	44.8	20.7	1.7
KS3	87	75	12	49	38	6	3	87	28	30	22	7
	87.0	88.9	75.4	86.9	87.2	97.2	97.2	6.6	32.2	34.5	25.3	8.0
KS4	57	52	6	35	23	3	5	58	14	25	13	6
	85.2	82.9	91.3	75.8	95.8	62.5	94.9	7.1	24.6	43.9	22.8	10.5
KS5	48	42	6	29	19	2	2	48	8	11	20	9
	73.9	75.7	61.2	67.6	83.3	50	90.1	12.8	16.7	22.9	41.7	18.8
Intern	5	4	1		5			5	1	2	2	
	92.4	91.5	96.1		92.4			3.0	20.0	40	40	
Whole School	276	236	40	156	120	16	15	276	83	100	69	23
	85.6	86.5	80.7	81.9	90.5	79.0	95.2	6.4	30.1	36.2	25.0	8.3

	Number of cases	No impact	Static impact	Emerging impact	Good impact	Significant impact
Part-time timetables	10	0	2	3	4	1
Attendance Plans EYFS/KS1	1					1
Attendance Plans KS2	11	3	1	6		1
Attendance Plans KS3	29	2	2	17	7	1
Attendance Plans KS4	18	4	2	10	1	1
Attendance Plans KS5	32		13	3	13	3

ALS IMPACT MEASURES

- Increase in school engagement
- Increase in frequency and/or duration of school attendance
- Increase in attendance data
- Move from one category to another (SA-PA, PA-above 90%)

No progress

Static progress

Emerging Progress

Good progress

Significant progress

None of the above present

Impact has stayed the same since the last review point

One of the above present

Two or more of the above present

The student has more than 90% attendance

Comparison to other Liverpool City Council Special Schools 2022-23

	Absence	Persistent Absence	Severe Absence	Permanent Exclusions	Suspensions	Starters to roll	Leavers from roll
School A (ALS)	11.1%	26.7%	6.5%	0	3	37	8
School B	10.8%	29.7%	3.7%	0	4	44	5
School C	14.3%	40.6%	7.1%	0	13	51	8
School D	22.6%	66.7%	13.0%	0	32	16	2
School E	12.0%	44.3%	1.4%	0	12	31	0
School F	9.2%	33.3%	1.4%	0	0	28	3
School G	9.9%	28.2%	2.4%	0	0	26	4
School H	12.5%	39.6%	3.8%	0	0	23	3
School I	10.1%	33.9%	1.2%	0	0	66	2
School J	9.7%	27.7%	1.1%	0	0	22	5
School K	14.7%	42.6%	8.2%	0	0	28	3
School L	26.2%	58.4%	18.2%	2	41	26	7
All schools	12.7%	36.8%	5.9%	0	105	403	68

**We wish to highlight with the above data that comparison between special school with different designations should be treated very carefully. Each special school faces some similar challenges, but also, some very different challenges.*

National Special School Comparisons 2022-23

	Absence	Persistent absenteeism
National Data	13.1%	38.7%
Abbot's Lea School data	11.4%	28%

2. Progress EYFS – KS3

Early Years Students: Progress checks 2022-23

There were six students in Early Years Foundation Stage (EYFS) in the academic year 2022-23. The tables below show 100% of EYFS students made progress across one or more of the seven areas of learning.

Professional summary and next steps:

All students followed a 'next steps' approach, based on the student's starting points. Progress across the academic year was monitored through class team assessments, and Pupil Progress Meetings, held termly with the Deputy Headteacher.

Students were summatively tracked at three points across the year and their progress was documented as in the tables above across all seven areas of the EYFS framework. This allowed us to show the individual progress of each student.

The prime areas continued to be the strongest focus and particularly Communication and Language (C+L) and Personal, Social and Emotional Development (PSED).

A range of strategies have been implemented to support progress in the prime areas. Working alongside the Therapies team, students have received universal, targeted and specialist SALT interventions as appropriate. In addition to this, all students have benefited from weekly blank level activities, bucket therapy, the implementation of communication boards and AAC technology within the classroom to develop communication and language. In order to ensure that all students were taught an ambitious curriculum, where able, students accessed KS1 phonics and maths sessions alongside KS2 students.

Next steps

- To continue to lead and develop CPD for all staff in EYFS/KS1 classrooms, ensuring that they have child development knowledge and in-depth knowledge of the curriculum they help to deliver.
- To establish working relationships with other EYFS/KS1 departments in both mainstream and specialist education settings to ensure that teacher assessment is moderated.
- To develop and enhance our outdoor spaces including the main playground area

Key:

E = Emerging

D = Developing

S = Secured

Student A:

	0-3			3-4			Reception			ELG		
	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)
PSED	D	D				E						
Communication and Language	D	D	D									
Physical Development	D				E	D						
Literacy	D	D	D									
Mathematics	D	D	D									
Understanding the world	E	D	D									
Expressive arts and design	E				E	E						

Student B:

	0-3			3-4			Reception			ELG		
	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)
PSED	D				E	E						
Communication and Language	D	D	D									
Physical Development	D				D				D			
Literacy	E	D	D									
Mathematics	D	D	D									
Understanding the world	E	D	D									
Expressive arts and design	D				D	D						

Student C:

	0-3			3-4			Reception			ELG		
	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)
PSED	F	D				F						
Communication and Language	D	D				F						
Physical Development	D				D				F			
Literacy	D				F				D			
Mathematics	D				D				F			
Understanding the world	E	D				F						
Expressive arts and design	D				F	D						

Student D:

	0-3			3-4			Reception			ELG		
	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)
PSED	D						D	D				
Communication and Language	D						F	D				
Physical Development	D				D				D			
Literacy	D				D				F			
Mathematics	D								F	F		
Understanding the world	D				D	D						
Expressive arts and design	D				D	D						

Student E:

	0-3			3-4			Reception			ELG		
	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)
PSED	D				F	D						
Communication and Language	D				F	D						
Physical Development				D				D	D			
Literacy	D							D	D			
Mathematics	D							D	D			
Understanding the world	D				D	D						
Expressive arts and design	D				D	D						

Student F:

	0-3			3-4			Reception			ELG		
	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)	Assessment window 1 (by 31 Oct)	Assessment window 2 (by 21 March)	Assessment window 3 (by 26 June)
PSED			D					D	D			
Communication and Language			D					D			F	
Physical Development			D					D			F	
Literacy	D							D			F	
Mathematics				D				D			F	
Understanding the world	D							D	D			
Expressive arts and design	D							D	D			

Overall EYFS Progress

	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
PSED	0	4	7	3
Communication and Language	0	4	8	2
Physical Development	0	2	11	1
Literacy	0	5	7	2
Mathematics	0	4	8	2
Understanding the world	0	6	6	2
Expressive arts and design	0	4	10	0

KS1 Progress

There were 14 students in KS1. 100% of students in KS1 made progress either within a stage of development or beyond and towards Year 1 outcomes.

One Year 2 student accessed KS2 formal phonics lessons in terms 5 and 6. This student is currently working within phase 3 phonics.

KS1 reading:

Total number of students in Key Stage	14
<hr/>	
Total number of students on Phase 1 phonics	11
Number of Phase 1 phonics students who have made progress	11
<hr/>	
Number of students learning Phase 2 – 6 phonics	3
Number of the students making progress within a given phase	3
Number of students who have moved up at least 1 phase	0

Key Stage 2 Reading

Professional summary and next steps

All but 2 students made reading progress in Key Stage 2. Of the two students who did not make progress, one was classed as a PA and was unable to be assessed and the other refused all reading assessments in school. This student has however, moved from Bespoke curriculum into adapted National Curriculum and is making remarkable progress. We would expect that student B will make reading progress this academic year.

Next steps to further increase progress are:

- To analyse all assessment data to identify strengths and weaknesses and support students to engage in formal assessments
- 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 ensure phonics and reading groups in KS2 are implemented from term one and continue throughout the academic year. All reading, phonics and comprehension schemes should be taught ambitiously.
- To ascertain by term 3, 2023 – 2024 which students can be entered for KS2 SATS and follow a reading curriculum that supports this.

Total number of students in Key Stage	56
Total number of students on Phase 1 phonics	8
Number of Phase 1 phonics students who have made progress	8
Phase 2 – 6	
Number of students learning Phase 2 – 6 phonics	32
Number of the students making progress within a given phase	17
Number of students who have moved up at least 1 phase	13
Fluent Readers	
Number of students classed as fluent readers (beyond Phase 6)	14
Number of students making progress up to 1 year	5
Number of students making progress of 1 year of more	9

Key Stage 2 Maths

Professional summary and next steps

All students in Key Stage 2 made progress in maths in the last academic year. Bespoke classrooms have developed their environments and resources to ensure all students in key stage 2 can access maths in a play-based way.

Next steps to further increase progress are:

- To implement maths groups into KS2 to ensure students are working based on stage not age and drive attainment within this subject
- To ascertain by term 3, 2023 – 2024 which students can be entered for KS2 SATS and follow a maths curriculum that supports this.
- To have robust systems in place to monitor progress and ensure all students are able to access formal assessments in both GL Assessments and Sandwell
- To improve the recording of assessment data using Arbor

Total number of students in Key Stage	56
Total number of students using Sandwell Assessments in September 2021 (Early Number)	21
Total number of students who made 1-6 months of progress on Sandwell Assessment	10
Total number of students who made 6 months plus of progress on Sandwell Assessment	2
Total number of students who made 12 months plus of progress on Sandwell Assessment	9
Total number of students accessing GL PTM Assessment in September 2021	28
Total number of students accessing GL PTM Assessment in July 2022	37
Total number of students accessing GL PTM Assessment who moved up to 1 year of progress	27
Total number of students accessing GL PTM Assessment who moved up 1 year or more	10

Key Stage 3 Reading

Professional summary and next steps

A significant number of students in key Stage 3 made progress within reading. Some students made progress across the phonics phases and all other students made progress within a year of their reading age or beyond.

Next steps:

- To embed the menu on offer to red, amber and green readers
- To continue offer opportunities to promote a love of reading across the key stage
- To look at the timetabling of group reading interventions to ensure maximum time is spent on developing young reader

Total number of students in Key Stage	96
Total number of students on Phase 1 phonics	0
Number of Phase 1 phonics students who have made progress	0
Number of students learning Phase 2 – 6 phonics	12
Number of the students making progress within a given phase	7
Number of students who have moved up at least 1 phase	5
Number of students classed as fluent readers (beyond Phase 6)	84
Number of students making progress up to 1 year	24
Number of students making progress of 1 year of more	16

Key Stage 3 Maths

Students and staff reported that moving to grouping for maths at Key Stage 3 has a huge impact on progress and lessons could be even more focussed, albeit with adaptations. Student voice was in favour of this approach, as apart from the maths benefits, students reported feeling more grown up.

Next steps:

- To further develop assessment opportunities for secondary students unable to access formal assessments
- To continue implement Maths groups in Key Stage 3 based on this year's feedback
- To share details of TT Rockstars with families and encourage learners to use this at home

Total number of students in Key Stage	96
Total number of students using Sandwell Assessments (Early Number)	0
Total number of students who made up to 6 months plus of progress on Sandwell Assessment	0
Total number of students who made 12 months plus of progress on Sandwell Assessment	0
Total number of students accessing GL PTM Assessment	66
Total number of students accessing GL PTM Assessment who made up to 1 year of progress	12
Total number of students accessing GL PTM Assessment who made 1 year or more of progress	19

3. Accredited Learning - KS4

Professional summary and next steps:

There was an increase in the amount of qualifications achieved by the students in KS4 from the previous 76 passes across English, Maths, Science and ICT to an impressive 98 passes. This is testament to the quality first teaching and hard work of all staff supporting them. Students were better attuned to the exam process having sat a series of mock exams throughout the year, which helped their performance. Functional skills lessons used exam style activities to support the students with their confidence with approaching these tasks.

Last year also included success within GCSE results with 20 pass marks gained across Maths, English Language, English Literature, Biology, Chemistry, Physics and further Maths.

Next steps:

- To continue to develop each student's capacity and potential to gain further success within their exams, and to increase the number of students who gain success within their GCSE exam results.
- To develop each student's proficiency and confidence in ICT through even more focus on the functions of programmes for example Excel. To enhance the Personal Development curriculum even further to include more focus on independent travel
- To develop the offer of GCSE English Literature
- To continue to ready students to move to their next destinations

Qualifications gained 2022-23

Award	Number of students gaining the award Summer 2023
Open Awards Functional Skills Maths Level 2	0
Open Awards Functional Skills Maths Level 1	2
Open Awards Functional Skills Maths Entry Level Certificate 3	4
Open Awards Functional Skills Maths Entry Level Certificate 2	6
Open Awards Functional Skills Maths Entry Level Certificate 1	4
Total number of Maths qualifications gained	16
Open Awards Functional Skills English Level 2	1
Open Awards Functional Skills English Level 1	1
Open Awards Functional Skills English Entry Level Certificate 3	5
Open Awards Functional Skills English Entry Level Certificate 2	3
Open Awards Functional Skills English Entry Level Certificate 1	6
Total number of English qualifications gained	16
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) Level 2	0

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 3	4
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) at Entry 2	10
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) at Entry 1	6
Total number of ICT qualifications gained	21
Open Awards Level 1 Award in Science (RQF)	13
Open Awards Level 1 Certificate in Science (RQF)	4
Total number of Science qualifications gained	17
OCR Life and Living Skills	0
OCR Life and Living Skills Entry level 3	0
OCR Life and Living Skills Entry level 2	0
Total number of Life and Living qualifications gained	0
Total number of GCSEs gained	16
Total number of qualifications gained at KS4	98

4. Accredited Learning - KS5

Professional summary and next steps:

This year has seen improvement from 28 pass marks to an improved 37 pass marks.

As in previous years, our students were prepared well with a series of mock exams and exam style practice at two stages last year.

Our next steps to ensure further improvements next year are to ensure teaching and learning of Functional Skills lead to an increase in exam successes in English, Maths and ICT. Additionally, students will complete qualifications in Science, Employability, PE, Food technology and RE as well as other their option subjects.

Last year also included success within GCSE results with 4 pass marks gained across Maths, English Language and English Literature.

Next steps:

- To enhance the Personal Development curriculum even further to include more focus on independent travel
- To develop the offer of GCSE English Literature
- To continue to ready students to move to their next destinations

Award	Number of students gaining the award 2023
Open Awards Functional Skills Maths Level 2	1
Open Awards Functional Skills Maths Level 1	5
Open Awards Functional Skills Maths Entry Level Certificate 3	6
Open Awards Functional Skills Maths Entry Level Certificate 2	2
Open Awards Functional Skills Maths Entry Level Certificate 1	3
Total number of maths qualifications gained	17
Open Awards Functional Skills English Level 2	2
Open Awards Functional Skills English Level 1	2
Open Awards Functional Skills English Entry Level Certificate 3	1
Open Awards Functional Skills English Entry Level Certificate 2	0
Open Awards Functional Skills English Entry Level Certificate 1	1
Total number of English qualifications gained	6
Open Awards Functional Skills Qualification in Information & Communication Technology (ICT) Level 2	0

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	5
Total number of ICT qualifications gained	10
Total number of GCSEs gained	4
Total number of qualifications gained at KS5	37

5. Destination of Leavers

Professional summary and next steps:

We are absolutely delighted that this year we had a staggering 32 students who moved on from Abbot's Lea School to a meaningful destination highlighted in the previous table. Only one student left school without a meaningful destination, but they remain our priority and we are still supporting their significant mental health trauma. They are receiving mental health support to hopefully access Further Education in the future.

Our next steps are:

- To continue to work with families of KS4 and KS5 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
- To increase the number of students accessing Supported Internships

KS4	City of Liverpool College x4 Greenbank College x3 Hugh Baird College x2 Knowsley College x1 Robbie Fowler Academy x1 LMA x1
KS5	Greenbank College x4 City of Liverpool College x2 Knowsley College x2 Myerscough College x2 Steps to Work x2 Employment x2 Hugh Baird College x1 SWARC x1 Activate x1 Robbie Fowler Academy x1 STAR x1 Wirral MET College x1 NEET x1

**This student has been advised by medical practitioners that a period of time at home would be in their best interests on the grounds of mental health. So that this student gets the support they needs, our Safeguarding Team have ensured that they are open to the Transition Team.*

6. Supported Internships

This year we had five Supported Interns placed at Liverpool Women's Hospital, Liverpool Tennis Centre, Flowerbug Florist and at Abbot's Lea School. Our interns completed a variety of roles including a maintenance assistant, floristry assistant, porter and coaching assistant.

All 5 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 Robbie Fowler Academy) and the others pursued work base opportunities. The Supported Internship program provided all five 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.

This year, we have secured Supported Internship placements at Speke Hall, Liverpool Tennis Centre and Liverpool College who have each agreed to host Supported Interns 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 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. Progress in emotional regulation and engagement in learning

Professional Summary and next steps

As a school, we have experienced significant progress in our students' ability to emotionally regulate and engage. What we are doing something transformative and has been commended by several external bodies. It aligns with the strategic direction of Liverpool City Council.

There is a well-developed universal offer of PBS. This is the first of its kind written in the UK. Staff have reported that the impact of our in-house MDT offer is significant. We have also developed a family training offer and this has been embedded.

Next steps:

- To continue to embed our universal offer of PBS
- To identify families who are able to support with training and support other families

The table below shows the breakdown of the 24 students whose cases were open to the PBS team last academic year.

Please note that in addition to the numbers in the table below, there are (as of June 2023) a further 7 students under assessment from the PBS Team. There are also 5 family training interventions in progress.

	Total number of students supported	No impact	Emerging impact	Good impact	Significant impact
Supported at targeted intervention	8 (of which 2 is SA)	1	2	4	1
Being maintained at targeted intervention	2			1	1
Closed having been targeted intervention	2				2
Supported at Specialist Intervention	8 (of which 2 are SA)		4	2	2
Being maintained at Specialist intervention	1			1	
Closed having been specialist intervention	3	1		2	
Total number	24	2	6	10	6

- SA = Severe Absentee (under 50% attendance)

Impact Measures for the tables above

We have 4 measures of impact:

- Increase in school engagement
- Decrease in frequency and/or intensity of challenging behaviour
- Reduction in RPI (frequency and/or intensity)
- Reduction in staff burn out

No progress

Emerging Progress

Good progress

Significant progress

Remarkable progress

none of the above present

one or more of the above present

all of the above with PBS support

all of the above, held by class team

this student has used the experience of being supported and can now emotional regulate and follow expected behaviour and engagement in a range of setting

8. Strengths and Priorities by Provision type

Top three practices which benefited students' academic progress:

EYFS/KS1

- Introduction of shared spaces between EYFS/KS1 classrooms allowing for the sharing of resources.
- The development of our Key worker system
- Support from Therapies team to ensure all students have access to universal, targeted and specialised SALT and OT

KS2

- Introduction of Bespoke curriculum classes to ensure the needs of our most complex learners are met
- Developing physical spaces to support transition from EYFS/KS1 to KS2 by allowing play opportunities across all curriculum areas in both Bespoke and adapted National Curriculum classes
- Implementation of robust reading protocols to ensure all students read with an adult in school at least three times per week.

KS3

- Grouping students into Reading groups and Maths groups based on their academic ability, which allowed for greater challenge in each lesson.
- Students being supported effectively through intervention activities to support progress and development in key areas such as Maths and Reading.
- Students supported to increase their awareness of future careers paths through college taster days and assemblies delivered by outside agencies

KS4

- Students being well prepared for their exams by completing a range of mock exam scenarios and completing activities that support their ability to cope under pressurised situations
- The introduction of additional Accredited Learning qualifications
- Enhancing our GCSE offer

KS5

- Activities linked to transition to support students to purposefully consider transition options and to complete applications for further HE study opportunities or employment/training, resulting in them achieving meaningful destinations
- High ambition of progress and development for all students, with more academically able students encouraged to complete GCSEs in Maths, English and Science.
- The introduction of additional Accredited Learning qualifications this year provided students with a wider range of academic options

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

EYFS/KS1

- Implementation of daily activities to promote a calm environment.
- Staff supported by Therapies team 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

KS2

- Following a consistent approach across all environments to ensure students understand what our school expectations are (CHAMPS)
- Implementation of a clear Therapies referral process to allow all students to access support from PBS, OT, SALT and Child Psychotherapist
- All classrooms using WOW walls consistently and part of the PBS Universal offer for Abbot's Lea School

KS3

- Consistent use of Zones of Regulation
- Introduction of CHAMPS
- Receiving special recognition awards each day to build up their confidence and self-esteem through recognition of their hard work and positive attitudes whilst at school

KS4

- Appropriate level of challenge within a new range of Accredited Learning, supporting students to make progress and achieve and feel positive about themselves
- Students arrive into school with a clear plan for the day on a visual timetable
- Clear expectations provided through CHAMPS

KS5

- Appropriate level of challenge within a new range of Accredited Learning, supporting students to make progress and achieve and feel positive about themselves
- Students arrive into school with a clear plan for the day on a visual timetable
- Clear expectations provided through CHAMPS

Top three priorities for the Key Stage this year:

EYFS/KS1

- To include the staff team in preparation and feedback for and from pupil progress meetings to celebrate the shared achievements.
- To establish partner mainstream and special EYFS setting to moderate teacher assessment
- To embed the Therapies offer in EYFS/KS1 to ensure that all practice is supported by SALT/OT.

KS2

- To further develop assessment protocols across KS2

- To support students who are able to access formal testing (KS2 SATS) and ensure that their curriculum offer reflects this
- For all KS2 students to have the offer of attending a residential in this academic year.

KS3

- To evaluate the timing of reading interventions on the timetables
- To provide opportunities for students to complete some qualifications and access work experience placements
- To provide students with the opportunity to access a school residential

KS4

- To engage students with CIAG and support their transition to a meaningful destination after ALS
- To increase in AQA UAS qualifications for all students
- To provide access to work placements for students and ensure all students complete work experience at least once

KS5

- To increase support and opportunities for students taking exams with the implementation of exam practice and quality first teaching to ensure further progress is made in relation to positive exam results.
- To increase the number of students who access work experience opportunities
- To increase the number of students who access Supported Internships

9. Student, Staff and Family voice

Students:

EYFS/KS1:

I love to see my friends and play with them

Our soft play is the best. I love to go to soft play.

Student A (pre-verbal using AAC) – huge, beaming smile. Visibly happy in environment and selecting his favourite activities on his commas device!

KS2

I have loved PE this year. We had lots of fun sessions using all of the equipment. We had some lessons with LFC Coaches who taught us lots of new skills.

Fridays are the BEST! We have fish and chips, assembly and enrichment clubs. My favourite club this year has been Art club. Miss X has taught us how to make so many things!

The best day this year was our visit to the library. It was so cool. We got to visit a room that was like Hogwarts! When I got home, my family signed me up to the local library. Now I can read as many books as I want too!

KS3:

I love being able to learn new skills on different instruments through our music tuition.

I've really enjoyed our Maths lessons this year.

I enjoy it when we read a book as a class and we all share our thoughts on the story.

KS4:

I like the fact that we can gain so many qualifications.

I struggled a bit in my Maths lessons this year, but staff helped me gain confidence and complete my work.

It was great when we went to experience different colleges during visits last year!

KS5:

I love how we can visit colleges as it helps me see what it would be like at college when I leave school.

I really enjoyed my work experience at Speke Hall this year.

I've been at ALS for ten years and staff have really helped me during my time here.

Staff:

EYFS/KS1:

I really enjoyed working with the staff team in X class and working together towards goals for the children. I particularly enjoyed working on attention, listening, and building a joy of communication.

When I look back at where we started and look how far we have come, I am so incredibly proud of our class (both staff and students). Students are regulated and enjoying the environment and staff understand and know how best to support.

Student A generally only uses his communication device to spontaneously request food. Yesterday, when dysregulated, Student A said "Miss X, squeeze" (using his device). This is absolutely incredible progress for student A and such an important skill to request support when he really needs it.

KS2

Working as a Teacher in one of the newer Bespoke classrooms, I was anxious that I would not understand the curriculum. The staff in the Bespoke classes across school have supported me, shared resources and helped me to understand the expectations. Thank you for your guidance and support throughout the year.

Working in KS2 this year has been amazing! I have loved supporting with the smaller phonics groups and watching how much progress the students in my group have made. One student has increased their reading age from 8 year 8 months to 10 years 11 months!! His understanding has increased and he is producing great work across all subjects.

Working alongside the PBS team this year has been a great learning experience. Having them in class to guide and support in 'real life' situations and been extremely useful and their guidance have helped student B to make amazing progress. He is settled, calm and able to follow CHAMPS. Thank you!

KS3

It has been great to see students being given the chance to visit colleges this year to help them prepare for life after ALS.

I have enjoyed working in KS3 this year, and seeing the students step up to new challenges.

The new work space really has provided support when students need a quieter environment to work in outside of the classroom.

KS4

It has been great to see students make brave decisions with their future and leave ALS where they have been for so long.

The Accredited Learning options have been great and the students get to learn so much more with the new qualifications.

The staff really do work hard to ensure that all students have the best chance of success.

KS5

It is amazing when students feel confident enough to make big decisions about their future through our support.

I think it's great how students get to go on work experience!

To see students achieve great success in their exams is truly amazing!

Families:

EYFS/KS1

As a family, we simply cannot thank you enough. Student C has made so much progress and he is genuinely excited to come to school every day! Can he stay in Ireland class forever?!?! Thank you so much.

The care and love that has been shown to student D this year has been phenomenal. I know he can be really tricky but honestly, you are always so kind and calm with him.... We cannot thank you all enough.

WOW! You simply are superstars. The progress student E has made since joining Abbot's Lea is unbelievable. He can communicate with us at home and he will use his iPad to ask for things which he has never done before. Thank you for giving my son a voice.

KS2

Student G is using lots of communication at home. We are very impressed and so happy that he is using full sentences now. He has come so far.

The support put in place at Abbot's Lea School has been fantastic! We are thrilled to see how much progress student H has made! Thank you!

Support from the class team has been great. We want to thank the whole team for the guidance and support offered to Student I and us as a family to help us with our son. We are

very grateful. Thank you to PBS too!

KS3

Thank you for your support with (student A) this year. The patience and positivity you've shown in the face of great challenges has been so amazing!

Thank you to you and all the staff for your support. It's great to see (student B) enjoying school and telling us about his day!

Thank you so much for all your support for (student C). Due to your help and support, (student C) can see a positive future for himself, taking on challenge without fear of failure. There are now words to tell you how much this means to us!

KS4

We just wanted to say a massive thank you to the incredible team that we have had the pleasure to meet so far and for the kindness, understanding and patience they have shown (student D).

When (student E) joined ALS, we weren't sure how long he would last, but due to your help and support he is doing amazingly well. We are so grateful for your support!

Thank you for your consistent support of (student F), he is going to college because of your support!

KS5:

(Student G) has done so well this year and achieved more than we could've hoped thanks to your support!

Thank you! (Student H) has got a place at college and is so excited to start the next chapter in his journey!

Thank you for all your support with (student I) and consistently going above and beyond for her. She has been accepted to college and is so excited to start!