


# Progress and Achievement Report

## 2025-26

# Executive Summary

**What is going well?**

**Attendance**

- Whole-school attendance remains above national and local special school averages.
- Strong multi-agency working, family engagement and personalised support continue to support pupil attendance and engagement.

**Pupil Progress**

- Students across all phases continue to make strong progress from their individual starting points.
- Assessment systems are becoming increasingly effective at capturing the small-step progress that is particularly important for our learners.
- Reading, communication and mathematical development remain key strengths across the curriculum.

**Therapeutic Support**

- The school's integrated approach to Positive Behaviour Support (PBS), Speech and Language Therapy (SALT) and Occupational Therapy (OT) continues to have a positive impact on pupil outcomes.
- Therapeutic approaches are increasingly embedded within everyday classroom practice rather than operating as stand-alone interventions.

**Qualifications and Achievement**

- Students achieved 162 Functional Skills qualifications across KS4 and KS5.
- Increasing numbers of students are accessing accredited pathways and achieving recognised qualifications.

**Preparation for Adulthood**

- Students continue to progress to positive post-16 and post-19 destinations.
- Supported Internship opportunities continue to provide meaningful pathways towards employment and independence.

**What are the key challenges?**

**Attendance**

- Persistent absence remains concentrated amongst a small number of students with the most complex needs and family circumstances.

**Increasing Complexity of Need**

- The complexity of students' social, emotional, mental health and communication needs continues to increase.
- Demand for specialist therapeutic support remains high.
- Health and Safety compliance is increasingly difficult to maintain due to severity of needs and unsuitability of accommodation.

**Employment Outcomes**

- Further development of employer partnerships and supported employment pathways remains a priority.

**Priorities 2026-28**

**1. Further Improve Educational Outcomes**

- Ensure curriculum pathways remain ambitious and appropriately personalised.

**2. Improve Preparation for Adulthood**

- Expand opportunities for independence, community inclusion and employability.
- Increase the number of students progressing to meaningful employment-related destinations.
- Further strengthen employer engagement and supported internship pathways.

**3. Respond to Increasing Complexity of Need**

- Continue to develop integrated educational and therapeutic practice.
- Ensure provision remains responsive to increasing levels of communication, behavioural and mental health need.
- Further reduce the use of restrictive practices through preventative and proactive approaches.

**4. Strengthen Attendance, Belonging and Engagement**

- Reduce persistent absence.
- Increase pupil participation, leadership and engagement.
- Continue to develop a strong sense of belonging for all learners.

**5. Invest in People, Systems and Infrastructure**

- Ensure professional development remains aligned to pupil need.
- Further develop digital and physical resources to support learning and safeguarding.

**Overall Evaluation**

The school continues to provide a good quality of education and care for students with SEND. We have a clear understanding of both the school's strengths and its areas for development. The priorities identified for 2026-28 are designed to improve educational outcomes, preparation for adulthood and long-term life chances for all students.

## Introduction

This annual Progress and Achievement Report provides a comprehensive overview of the key indicators of success across our school community.

It reflects the three pillars of our unique ASD Philosophy of Education ©, focusing on:

- Academic progress
- Specialist therapeutic support
- Development of life skills, particularly as demonstrated through the transition of our senior students into adulthood and their next destinations

We are immensely proud of the achievements made during the 2025-26 academic year.

We extend our heartfelt thanks to our Governing Body for their unwavering support and constructive challenge, and to our dedicated staff who consistently uphold our Golden Rules © to ensure every student receives the highest quality of education and care.

Congratulations to our students for their remarkable accomplishments, and sincere appreciation to our families for their ongoing support and open communication.

While we celebrate these successes, we remain focused on continuous improvement.

Our commitment to raising standards and enhancing outcomes for all learners is stronger than ever.

As we launch our new 2-year School Development Plan we are confident that Abbot's Lea School will continue to go from strength to strength.

We hope you find this report both informative and inspiring - and we warmly invite you to be part of our ongoing journey of growth and excellence.

**Strategic Leadership Team:**

| | | |
|---|---|---|
| Mrs A Hildrey | Mrs E Tobin | Mrs K Myers |
| Headteacher | Deputy Headteacher | School Business Manager |

# Attendance

**Professional summary and next steps:**

As with all behaviours, there is an understanding that non-attendance 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 persistently or 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 Multidisciplinary team, including our safeguarding team, Positive Behaviour Support Team (PBS Team) or in-house therapists.

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.

*Please note that any national comparisons only apply for students of statutory school age*

| **2025-26** | | | | |
|---|---|---|---|---|
| | **National** | **Local** | **Abbot's Lea School – all students** | **Abbot's Lea School – statutory school age** |
| **Special Schools** | 86.81% | 86.23% | 88.9% | 88.2% |

**Attendance for Academic Year 2025-26**

| 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 | 5 | 1 | 3 | 3 | 0 | 0 | 6 | 1 | 1 | 4 | 0 |
| | 82.6 | 88.8 | 51.5 | 72.9 | 92.2 | 0 | 0 | 3.3 | 16.6 | 16.6 | 66.6 | |
| **KS1** | 31 | 20 | 11 | 23 | 8 | 0 | 5 | 31 | 8 | 15 | 8 | 0 |
| | 91.6 | 92.4 | 90.1 | 91.0 | 93.0 | 0 | 90.4 | 2.2 | 25.8 | 48.3 | 25.8 | 0 |
| **KS2** | 77 | 62 | 15 | 45 | 32 | 3 | 12 | 77 | 30 | 32 | 13 | 2 |
| | 92.6 | 94.1 | 86.1 | 91.7 | 93.7 | 99.3 | 89.1 | 2.4 | 38.9 | 41.6 | 16.9 | 2.6 |
| **KS3** | 82 | 65 | 17 | 49 | 33 | 2 | 17 | 82 | 27 | 30 | 19 | 6 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 87.2 | 88.6 | 81.8 | 84.7 | 90.8 | 71.9 | 92.0 | 7.6 | 33 | 36.6 | 23.2 | 7.3 |
| **KS4** | 45 | 37 | 8 | 26 | 19 | 3 | 2 | 45 | 12 | 16 | 10 | 7 |
| | 80.3 | 80.5 | 79.7 | 70.8 | 93.5 | 62.8 | 97.6 | 9.0 | 26.6 | 35.5 | 22.2 | 15.6 |
| **KS5** | 42 | 40 | 2 | 29 | 13 | 3 | 2 | 42 | 10 | 16 | 11 | 5 |
| | 81.8 | 82.3 | 72.1 | 78.7 | 88.9 | 90.1 | 96.3 | 6.3 | 23.8 | 28 | 26.1 | 12 |
| **Interns*** | 9 | 9 | 0 | 7 | 2 | 0 | 0 | 9 | 1 | 2 | 3 | 3 |
| | 62.9 | 62.9 | 0 | 58.2 | 79.6 | 0 | 0 | 18.7 | 11.1 | 22.2 | 33.3 | 33.3 |
| **Whole School** | 283 | 229 | 54 | 175 | 108 | 11 | 38 | 283 | 88 | 110 | 65 | 20 |
| | 87.1 | 88 | 83.4 | 84.1 | 92.1 | 81.9 | 91.4 | 5.5 | 31.1 | 38.9 | 22.9 | 7.0 |

**Reduced Timetables**

| Number of cases | No impact | Static impact | Emerging impact | Good impact | Significant impact |
|---|---|---|---|---|---|
| 22 | 5 | 3 | 2 | 4 | 8 |

- School attendance
- Increase in school engagement
- Move from one category to another (SA-PA, PA-above 90%)

| | |
|---|---|
| No progress | **None** of the above present |
| Static progress | **Impact has stayed the same since the last review point** |
| Emerging Progress | **One** of the above present |
| Good progress | **Two or more** of the above present |
| Significant progress | **The student has more than 90% attendance** |

Across the cohort, there was clear evidence of emerging, good, and significant progress in re-engaging students with education through carefully tailored support. For students with highly complex needs, gradual increases to timetables were achieved alongside the implementation of intensive interventions, resulting in reduced incidents and greater consistency in attendance.

Notably, there were a number of younger students who were on part-time timetables who struggled to regulate during a full school day who were placed on a part-time timetable, increasing the day to fulltime hours.

Students previously disengaged or absent from learning were supported back into full-time education through multi-disciplinary input, personalised timetables, and strong partnership with families.

Particularly significant successes include students who moved from frequent physical interventions to self-managing within school, and those who are now attending and engaging daily despite long histories of non-attendance.

These outcomes demonstrate the impact of responsive, collaborative approaches in enabling sustained improvements in attendance, engagement, and wellbeing.

Where there has been no impact, the majority of students were part of our key stage 5 cohort and although we were unable to support an increase to full-time hours at school, they were supported to new alternative placements.

# EYFS

**Professional summary**

During the 2025–26 academic year, the EYFS curriculum at Abbot's Lea School was reviewed and further developed to ensure that provision reflected the individual needs, starting points and developmental profiles of students, whilst maintaining full coverage of the EYFS Statutory Framework. A modified curriculum and structured next-steps approach were implemented to enable learning to be appropriately sequenced and differentiated. Curriculum content and assessment opportunities were mapped across the six half terms, ensuring that all seven areas of learning were systematically addressed throughout the academic year. This approach provided students who were able to work consistently towards the Early Learning Goals (ELGs) with appropriate opportunities to make sustained progress towards these outcomes, whilst allowing learning to remain responsive to the individual needs of other students. Focused, evidence-based observations supported consistency across the four EYFS/KS1 classrooms and provided staff, including those with less EYFS-specific experience, with a clear framework to maintain focus on key learning priorities, accurately track individual student progress and identify appropriate next steps and targets.

The prime areas of learning continued to be a significant focus throughout the 2025–26 academic year, with Communication and Language (C+L) remaining the highest priority. Students accessed a range of targeted interventions alongside consistent support from staff. Partnership working with the Multidisciplinary Team (MDT) continued to strengthen staff knowledge and confidence, particularly in relation to the effective implementation and embedding of the universal Speech and Language Therapy (SALT) offer. This approach was developed and implemented progressively throughout the academic year and has continued to empower staff to apply communication strategies consistently within everyday learning and continuous provision, strengthening the communication environment for our youngest students.

Within Personal, Social and Emotional Development (PSED), the use of the BESST intervention with identified students highlighted a wider area for development. It was recognised that a number of students had limited identified interests, which consequently reduced the range of motivating activities and resources available to support engagement within interventions. This was also reflected more broadly across EYFS and KS1, where students' limited range of interests could restrict opportunities to develop play, engagement and interaction skills. In response, 'What's in the Box?' activity sessions were introduced across the department. Each class was provided with an activity box which was changed and rotated weekly, with resources and activities specifically selected to develop play skills, encourage exploration and broaden students' interests. The boxes were continually refreshed with new and varied resources, providing repeated opportunities for students to develop familiarity with activities whilst also being introduced to new experiences beyond their existing preferences.

The introduction of 'What's in the Box?' has been overwhelmingly successful, with increased engagement and interest in a wider range of play-based activities observed across the department. The impact of this approach has also informed resource purchasing for the 2026–27 academic year, with a number of the most highly sought-after and motivating resources now available in every classroom as part of continuous provision. This ensures that students

have regular access to familiar, motivating resources whilst also providing staff with a consistent bank of resources to support the development of play, communication, interaction and independence.

## Early Years Students: Progress checks 2025-2026

There were five students in the Early Years Foundation Stage (EYFS) during the 2025-26 academic year. One student joined the school in July 2026 following a tribunal order and attended an extended transition programme on a part-time timetable. Owing to the timing of her admission, progress data was not collected; however, a baseline assessment was completed to establish her starting points.

The tables below therefore reflect the progress of the remaining four EYFS students. They show that 100% of these students made progress in one or more of the seven areas of learning.

**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 | D | | | | | | | | | |
| Communication and Language | D | D | | | | 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 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 | D | | | | D | | | | | | |
| Communication and Language | D | D | | | | 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 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 | D | D | D | | | | | | | | | |
| Communication and Language | D | D | 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 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 | S | | | | S | | | |
| Communication and Language | | | | S | S | | | | S | | | |
| Physical Development | | | | S | S | | | | S | | | |
| Literacy | S | | | | D | S | | | | | | |
| Mathematics | | | | D | S | | | | D | | | |
| Understanding the world | | | | D | S | | | | S | | | |
| Expressive arts and design | | | | D | S | | | | S | | | |

**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 | 2 | 2 | 0 |
| **Communication and Language** | 0 | 1 | 3 | 0 |
| **Physical Development** | 0 | 1 | 3 | 0 |
| Literacy | 0 | 2 | 1 | 1 |
| Mathematics | 0 | 1 | 2 | 1 |
| Understanding the world | 0 | 1 | 3 | 0 |
| Expressive arts and design | 0 | 2 | 2 | 0 |

**Next steps**

- A key area of development for the 2026–27 academic year is the implementation of the BESST intervention across EYFS. BESST is a targeted intervention designed specifically to address the skill deficits identified within our youngest cohorts and to explicitly develop the foundational 'learn to learn' skills required for students to access and engage successfully with their learning. The intervention provides a structured framework for identifying individual areas of need and systematically teaching the prerequisite skills that underpin successful engagement in the classroom, including attention, engagement, responding, interaction and participation.

  Following the development work undertaken during 2025–26, the systems required to support the consistent delivery of BESST are now in place. Staff training has been scheduled across the academic year to develop staff understanding of the intervention and build confidence in implementing strategies within everyday classroom practice. PBSAs will complete initial assessments for all EYFS students to establish individual skill profiles and identify specific areas requiring intervention. Class teams will then work alongside their allocated PBSA to implement BESST interventions tailored to individual student needs, with ongoing coaching and support provided to ensure consistency and fidelity of implementation.

  The key target for 2026–27 is for BESST to become fully embedded within EYFS practice. This will ensure that staff are confident in identifying individual skill deficits,

selecting appropriate targets and implementing strategies consistently, with PBSAs providing ongoing coaching and oversight. Embedding BESST within everyday provision will support students to develop the foundational 'learn to learn' skills required to increase their engagement, participation, independence and readiness to access the wider curriculum.

- All EYFS classrooms will adopt and consistently implement a Total Communication approach, ensuring that students have access to a range of appropriately selected communication methods and resources throughout the school day. This will include carefully selected and accessible communication resources, readily available communication boards and the full implementation of the Universal SALT Offer.

  To support successful implementation, front-loaded training from the in-house SALT team will be provided in September, establishing a strong foundation of knowledge and practice at the beginning of the academic year. Further specific SALT training will be delivered across the year to build staff confidence, develop understanding and support the consistent application of strategies within everyday classroom practice. Ongoing support from the in-house SALT will ensure that staff can embed and sustain the approach, with the aim of establishing consistent, high-quality Total Communication practice across all EYFS classrooms.

- A key priority for 2026–27 will be to continue to refine and develop the EYFS curriculum in response to the increasingly complex and diverse needs of students admitted to Abbot's Lea School. The profile of students entering the school continues to develop, with increasing numbers presenting with a range of medical and care needs alongside more significant barriers to engagement, communication and learning. It is therefore important that the curriculum remains sufficiently flexible to respond to these emerging needs whilst maintaining high expectations and appropriate opportunities for progression.

  The EYFS staffing team for 2026–27 should be specifically selected to reflect the specialist knowledge and experience required to support this cohort, with staff bringing previous experience of working with EYFS students across earlier academic years. This existing expertise will provide a strong foundation from which to further develop consistent, responsive and effective practice.

  The curriculum and its structure remain appropriate; however, small adaptations to the assessment framework will be made to ensure that identified 'next steps' are increasingly precise and tailored to individual students. This will enable staff to more accurately identify the specific skills each student needs to develop, ensuring that assessment directly informs subsequent teaching and provision. The aim is to strengthen the link between assessment, next steps and classroom practice, supporting students to make sustained and measurable progress from their individual starting points.

## KS1

### Phonics

There were 31 students across Key Stage 1 during the 2025–26 academic year. All students (100%) made progress within their identified stage of development or beyond, with students

working towards Year 1 outcomes through the EYFS/KS1 curriculum. A significant number of students accessed formal phonics teaching across Phases 2 and 3, reflecting their readiness to engage with more structured literacy provision. This resulted in two students in France class successfully passing the Key Stage 1 Phonics Screening Check, demonstrating their progress in developing early reading and phonological awareness skills.

One further student demonstrated progress within their phonics development but was unable to access the formal Phonics Screening Check during Term 6 due to significant behaviours of concern impacting their ability to engage with the assessment. In response to their changing needs, the student subsequently transitioned to the Flexible Provision (FP), where provision could be more closely aligned to their individual profile and level of need.

**Reading:**

| Total number of students in EYFS/KS1 | 31 |
|---|---|
| | |
| Total number of students on Phase 1 phonics | 14 |
| Number of Phase 1 phonics students who have made progress | 14 |
| | |
| Number of students learning Phase 2 – 6 phonics | 17 |
| Number of the students making progress within a given phase | 11 |
| Number of students who have moved up at least 1 phase | 5 |

## Key Stage 2

### Phonics and Fluent Reading

All but two students in Key Stage 2 made measurable progress in reading during the 2025–26 academic year. These two students were accessing Flexible Provision, reflecting the complexity of their individual needs; one student subsequently transitioned to secondary provision for the 2026–27 academic year. Both students accessed targeted interventions designed by the PBS team to develop emotional regulation and increase engagement with learning.

At this stage, formal phonics and reading assessments were not considered appropriate for either student, as their current barriers to engagement and regulation significantly impacted their ability to access formal assessment conditions. Their progress is therefore monitored through personalised targets, observation and evidence of engagement within their individualised provision, ensuring that assessment remains appropriate to their current developmental and learning needs.

| Total number of students in Key Stage 2 (Adapted National Curriculum) | 34 |
|---|---|
| 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 | 19 |
| Number of the students making progress within a given phase | 9 |
| Number of students who have moved up 1 phase | 7 |
| Number of students who have moved up more 1 phase | 2 |
| | |
| Number of students classed as fluent readers (beyond Phase 6) | 15 |
| Number of students making progress up to 1 year | 6 |
| Number of students making progress of 1 year of more | 3 |

**Next steps**

- Extend targeted Reading and Phonics provision across Key Stage 2. During Term 6, Key Stage 2 students joined Key Stage 3 Reading and Phonics groups. This approach increased the range of targeted provision available and reduced the need for students at different phonics stages to be taught together within mixed groups, for example combining Phase 3 and Phase 4 learners. This enabled teaching to be more closely matched to students' specific phonics knowledge and identified learning needs. This approach will be embedded and further developed during the 2026–27 academic year, with consideration given to extending the model across English groups. This will strengthen targeted teaching and group learning at an appropriate level for students accessing the adapted National Curriculum at Key Stage 2.

- Explore the implementation of Ready Steady Write Phonics to strengthen alignment with the revised English curriculum and provide greater consistency in the teaching and progression of phonics across the phase. This will support both students and staff through a more coherent approach to phonics instruction, assessment and progression.

- Implement Rapid Phonics and Rapid Plus across reading groups to further strengthen the breadth and quality of the reading offer. These programmes will provide structured, appropriately levelled reading opportunities, with Rapid Phonics supporting students who require continued development of their phonics and decoding skills, and Rapid Plus providing an appropriate progression for more fluent readers. The latter will enable a greater focus on developing spelling, comprehension, vocabulary and grammar, ensuring that students continue to develop their wider literacy skills as their reading fluency improves.

**Maths**

All students, with the exception of two students in Key Stage 2, made progress in mathematics during the 2025–26 academic year. The two students who did not demonstrate measurable progress are identified within the Reading section of this report and were accessing Flexible Provision due to significant barriers to engagement and learning.

Students accessing the Adapted National Curriculum (ANC) continued to follow the White Rose Maths programmes of study at a level appropriate to their individual assessment data and identified learning needs. As with Reading and Phonics, the flexibility of the group structure was further developed during Term 6, with Key Stage 2 students joining Key Stage 3 mathematics groups. This increased the range of groupings available and enabled teaching to be more closely targeted to students' individual levels of mathematical understanding, reducing the need for wider mixed-ability groupings.

Students accessing Bespoke provision continued to access mathematics at an appropriate level, where their engagement and developmental readiness allowed. Students within Bespoke do not follow the full mathematics curriculum at the pace expected within ANC, as this would not always be appropriate or accessible given their individual profiles and needs. Instead, class teams use students' individual assessment information and identified next steps to plan personalised mathematical learning opportunities. This ensures that students continue to develop relevant mathematical skills whilst also maintaining a pathway towards more formal academic study should their readiness and engagement increase.

| Total number of students in Key Stage KS2 | 34 |
|---|---|
| Total number of students using Sandwell Assessments in September 2025 (Early Number) | 22 |
| Total number of students who made 1-6 months of progress on Sandwell Assessment | 15 |
| Total number of students who made 6 months plus of progress on Sandwell Assessment | 4 |
| Total number of students who made 12 months plus of progress on Sandwell Assessment | 1 |
| Total number of students who moved from accessing Sandwell assessments to GL PTM Assessments | 2 |
| Total number of students accessing GL PTM Assessment in September 2025 | 11 |
| Total number of students accessing GL PTM Assessment in July 2026 | 13 |
| Total number of students accessing GL PTM Assessment who moved up to 1 year of progress | 3 |
| Total number of students accessing GL PTM Assessment who moved up 1 year or more | 8 |

**Next steps**

- Increase access to digital mathematics practice across KS2. Additional iPads will be introduced across the department to ensure that students have more frequent opportunities to consolidate core mathematical skills through platforms such as TT Rock Stars and Numbots. This will support regular practice of number facts, fluency and recall alongside classroom-based teaching.

- Further develop cross-phase mathematics groupings. The successful approach trialled in Term 6, whereby KS2 students joined KS3 mathematics groups, will be embedded and further developed during 2026–27. This will provide greater flexibility in group formation and enable students to access teaching at a level more closely matched to their individual mathematical knowledge and needs.

- Protect dedicated curriculum time for foundational mathematics. Specific time will be identified within ANC timetables for students to develop and consolidate core mathematical skills, including number knowledge, calculation, fluency and problem-solving. This will ensure that foundational skills are revisited regularly and remain a consistent focus alongside the wider mathematics curriculum.

- Strengthen assessment across the department. The number of Sandwell assessment packs available will be increased to ensure that all students can be assessed at an appropriate level. This will include students accessing Bespoke provision where they demonstrate the readiness and engagement to access aspects of the adapted mathematics National Curriculum. Improved access to assessment materials will support staff to identify precise starting points, track progress and establish increasingly personalised next steps.

## Primary Bespoke Curriculum

During the 2025–26 academic year, 45 students accessed the Primary Bespoke Curriculum. A trial data-tracking system was introduced to strengthen the monitoring of measurable progress and support more robust assessment, reporting and curriculum planning. Data was collected at three points across the academic year (Terms 2, 4 and 6), providing a clearer picture of individual student progress over time. All students were assessed and had data recorded, with the exception of one student who was unable to be assessed due to non-attendance. This trial has provided a strong foundation for further developing systematic progress tracking across Bespoke provision.

| Total number of students accessing Primary Bespoke Curriculum | 45 |
|---|---|
| Total number of students assessed in SCERTS in term 2 | 43 |
| Total number of students who remained in the same partner stage and made no progress (between terms 2 and 4) | 0 |
| Total number of students who remained in the same partner stage and have made progress (between terms 2 and 4) | 41 |
| Total number of students who have moved up a partner stage (between terms 2 and 4) | 2 |

| | |
|---|---|
| Total number of students who have moved down a partner stage (between terms 2 and 4) | 0 |
| Total number of students assessed in SCERTS in term 4 | 45 |
| Total number of students who remained in the same partner stage and made no progress (between terms 4 and 6) | 0 |
| Total number of students who remained in the same partner stage and have made progress (between terms 4 and 6) | 41 |
| Total number of students who have moved up a partner stage (between terms 4 and 6) | 1 |
| Total number of students who have moved down a partner stage (between terms 4 and 6) | 0 |

**Next steps:**

- Define and clarify each curriculum area within the Bespoke offer and update curriculum manuals accordingly. The introduction of Bespoke Foundations, Explorers and Voyagers will further strengthen progression and ensure provision is matched to students' developmental needs.
- Embed Forest School and planned community visits within the curriculum, providing purposeful opportunities for students to generalise skills, develop independence and apply learning in a range of environments.
- Embed systematic SCERTS data collection and tracking across all Bespoke classrooms to provide consistent, measurable evidence of student progress.
- Embed the Universal PBS, OT and SALT Offers across Bespoke classrooms, ensuring specialist strategies and approaches are consistently incorporated into everyday practice.
- Embed the new Bespoke Curriculum Manual, with clearly aligned expectations for target setting, assessment and next-step planning. This will ensure all staff have a shared understanding of students' individual targets and are confident in planning provision that directly supports progression.
- Develop an Abbot's Lea Bespoke Curriculum to replace the EQUALS framework, ensuring the curriculum is specifically designed around the needs of our students. The new curriculum will provide a clear and consistent vehicle through which SCERTS targets are taught and developed, ensuring stronger alignment between curriculum planning, individual targets, assessment and measurable progress.

## Key Stage 3

### Phonics and Fluent Reading

A significant majority of students made progress within their phonics and reading last academic year with 46 students out of 51 making good or strong progress. The 6 students that didn't will continue to receive, further reading interventions to ensure future progress can be made.

| Total number of students in Key Stage 3 | 51 |
|---|---|
| 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 | 14 |
| Number of the students making progress within a given phase | 3 |
| Number of students who have moved up at least 1 phase | 11 |
| | |
| Number of students classed as fluent readers (beyond Phase 6) | 37 |
| Number of students making progress up to 1 year | 15 |
| Number of students making progress of 1 year of more | 22 |

**Next Steps:**

- To analyse all assessment data to identify strengths and weaknesses and provide support/challenge where needed
- To ensure that the new reading scheme (Ready Steady Write) is followed appropriately and all staff are trained on how to use it to ensure students are taught effectively
- To further develop staff' phonics knowledge, ensuring all new support staff are trained to deliver our phonics scheme.
- To ensure that students are receiving a robust and varied literature diet throughout the year, reading texts appropriate to their reading level.

**Maths**

Students and staff continue to report that grouping students for Maths based on their ability levels in Key Stage 3, continues to have a positive impact on student progress and lessons have been focussed, with students able to target mathematical concepts to improve maths fluency. Student voice continues to be in favour of this approach, as apart from the maths benefits, students reported feeling more grown up and enjoy the opportunity to work alongside other peers and be supported by their staff within the Key Stage.

| Total number of students in Key Stage 3 | 45 |
|---|---|
| Total number of students using Sandwell Assessments (Early Number) | 4 |

| | |
|---|---|
| Total number of students who made up to 6 months plus of progress on Sandwell Assessment | 2 |
| Total number of students who made 12 months plus of progress on Sandwell Assessment | 2 |
| Total number of students accessing GL PTM Assessment | 41 |
| Total number of students accessing GL PTM Assessment who made up to 1 year of progress | 36 |
| Total number of students accessing GL PTM Assessment who made 1 year or more of progress | 5 |

**Next steps:**

- To further develop assessment opportunities for secondary students unable to access formal assessments, including Sandwell assessments for students within the Bespoke provision
- To continue to promote maths fluency by quality assuring maths lessons and maths interventions through the week
- To use mid-year assessment to ensure students are placed in the correct group

## Secondary Bespoke Curriculum

During the 2025–26 academic year, 33 students accessed the Secondary Bespoke Curriculum. A trial data-tracking system was introduced to strengthen the monitoring of measurable progress and support more robust assessment, reporting and curriculum planning. Data was collected at three points across the academic year (Terms 2, 4 and 6), providing a clearer picture of individual student progress over time. The majority of students were assessed and had data recorded, with the exception of three students who were unable to be assessed due to non-attendance. This trial has provided a strong foundation for further developing systematic progress tracking across Bespoke provision.

Please find a table below of students progress in our Secondary Bespoke provision:

| Total number of students accessing Secondary Bespoke Curriculum | 33 |
|---|---|
| Total number of students assessed in SCERTS in term 2 | 30 |
| Total number of students who remained in the same partner stage and made no progress (between terms 2 and 4) | 1 |
| Total number of students who remained in the same partner stage and have made progress (between terms 2 and 4) | 29 |
| Total number of students who have moved up a partner stage (between terms 2 and 4) | 1 |
| Total number of students who have moved down a partner stage (between terms 2 and 4) | 0 |

| | |
|---|---|
| Total number of students assessed in SCERTS in term 4 | 30 |
| Total number of students who remained in the same partner stage and made no progress (between terms 4 and 6) | 0 |
| Total number of students who remained in the same partner stage and have made progress (between terms 4 and 6) | 30 |
| Total number of students who have moved up a partner stage (between terms 4 and 6) | 0 |
| Total number of students who have moved down a partner stage (between terms 4 and 6) | 0 |

**Next steps:**

- Define and clarify each curriculum area within the Bespoke offer and update curriculum manuals accordingly. The introduction of Bespoke Foundations, Explorers and Voyagers will further strengthen progression and ensure provision is matched to students' developmental needs.
- Embed Forest School and planned community visits within the curriculum, providing purposeful opportunities for students to generalise skills, develop independence and apply learning in a range of environments.
- Embed systematic SCERTS data collection and tracking across all Bespoke classrooms to provide consistent, measurable evidence of student progress, using assessment data to identify any students who may need to move to ANC provision where appropriate (even access to grouped core learning subjects)
- Embed the Universal PBS, OT and SALT Offers across Bespoke classrooms, ensuring specialist strategies and approaches are consistently incorporated into everyday practice.
- Embed the new Bespoke Curriculum Manual, with clearly aligned expectations for target setting, assessment and next-step planning. This will ensure all staff have a shared understanding of students' individual targets and are confident in planning provision that directly supports progression.
- Develop an Abbot's Lea School Bespoke Curriculum to replace the EQUALS framework, ensuring the curriculum is specifically designed around the needs of our students.

## Accredited Learning - KS4

Across Functional Skills Reading, Writing and Speaking, Listening and Communicating this year, students amassed an impressive 80 pass marks. There were also a further 15 passes in Functional Skills Maths, amounting to 95 passes across the year. This is testament to the quality first teaching and hard work of all staff supporting them. Students were well prepared for 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.

**Qualifications gained 2024-25**

| Award | Number of students gaining the award Summer 2024 |
|---|---|
| Open Awards Functional Skills Maths Level 2 | 0 |
| Open Awards Functional Skills Maths Level 1 | 1 |
| 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 | **15** |
| Open Awards Functional Skills Reading Level 2 | 0 |
| Open Awards Functional Skills Reading Level 1 | 6 |
| Open Awards Functional Skills Reading Entry Level Certificate 3 | 7 |
| Open Awards Functional Skills Reading Entry Level Certificate 2 | 9 |
| Open Awards Functional Skills Reading Entry Level Certificate 1 | 5 |
| Total number of Reading qualifications gained | **27** |
| Open Awards Functional Skills Writing Level 2 | 0 |
| Open Awards Functional Skills Writing Level 1 | 8 |
| Open Awards Functional Skills Writing Entry Level Certificate 3 | 7 |
| Open Awards Functional Skills Writing Entry Level Certificate 2 | 9 |
| Open Awards Functional Skills Writing Entry Level Certificate 1 | 4 |
| Total number of Writing qualifications gained | **28** |
| Open Awards Functional Skills Speaking, Listening and Communicating Level 2 | 0 |
| Open Awards Functional Skills Speaking, Listening and Communicating Level 1 | 6 |
| Open Awards Functional Skills Speaking, Listening and Communicating Entry Level Certificate 3 | 6 |
| Open Awards Functional Skills Speaking, Listening and Communicating Entry Level Certificate 2 | 9 |
| Open Awards Functional Skills Speaking, Listening and Communicating Entry Level Certificate 1 | 4 |
| Total number of Speaking, Listening and Communicating qualifications gained | **25** |

**Next steps:**

- To continue to develop each student's capacity and potential to gain further success within their exams
- To increase opportunities for all students to gain qualifications before they leave Abbot's Lea School
- To prioritise each student's opportunity to participate in maths fluency activities

## Accredited Learning - KS5

Across Functional Skills Reading, Writing and Speaking, Listening and Communicating this year, students amassed an impressive 57 pass marks. There were also a further 10 passes in Functional Skills Maths, amounting to 67 passes across the year. 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.

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, and Maths.

| Award | Number of students gaining the award 2024 |
|---|---|
| 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 | 2 |
| Open Awards Functional Skills Maths Entry Level Certificate 2 | 4 |
| Open Awards Functional Skills Maths Entry Level Certificate 1 | 1 |
| Total number of maths qualifications gained | **10** |
| Open Awards Functional Skills Reading Level 2 | 6 |
| Open Awards Functional Skills Reading Level 1 | 4 |
| Open Awards Functional Skills Reading Entry Level Certificate 3 | 2 |
| Open Awards Functional Skills Reading Entry Level Certificate 2 | 7 |
| Open Awards Functional Skills Reading Entry Level Certificate 1 | 3 |
| Total number of Reading qualifications gained | **22** |
| Open Awards Functional Skills Writing Level 2 | 2 |
| Open Awards Functional Skills Writing Level 1 | 2 |

| | |
|---|---|
| Open Awards Functional Skills Writing Entry Level Certificate 3 | 2 |
| Open Awards Functional Skills Writing Entry Level Certificate 2 | 6 |
| Open Awards Functional Skills Writing Entry Level Certificate 1 | 3 |
| Total number of Writing qualifications gained | **15** |
| Open Awards Functional Skills Speaking, Listening and Communicating Level 2 | 5 |
| Open Awards Functional Skills Speaking, Listening and Communicating Level 1 | 6 |
| Open Awards Functional Skills Speaking, Listening and Communicating Entry Level Certificate 3 | 2 |
| Open Awards Functional Skills Speaking, Listening and Communicating Entry Level Certificate 2 | 5 |
| Open Awards Functional Skills Speaking, Listening and Communicating Entry Level Certificate 1 | 2 |
| Total number of Speaking, Listening and Communicating qualifications gained | **20** |
| Total number of qualifications gained at KS5 | |

**Next steps:**

- To continue to develop each student's capacity and potential to gain further success within their exams
- To increase opportunities for all students to gain qualifications before they leave Abbot's Lea School
- To prioritise each student's opportunity to participate in maths fluency activities

## Destination of Leavers

We are absolutely delighted that this year we had 32 students who moved on from Abbot's Lea School to a meaningful destination (highlighted in the table below). Four students left school without a confirmed destination but were successfully transitioned into the support of external agencies.

| | |
|---|---|
| KS4 | City of Liverpool College x2<br>Greenbank College x1<br>Hugh Baird College x3<br>Knowsley College x1<br>Southport College x1<br>Careers Connect Referrals x2 |
| KS5 | Greenbank College x8<br>Knowsley Community College x3<br>Steps to Work x1<br>Hugh Baird College x3<br>SWRAC x1<br>Myerscough College x1<br>City of Liverpool College x3<br>Careers Connect Referrals x2 |

**Next steps:**

- 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/Carees Connect 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 opportunities students in KS4 and KS5 receive to access college visits and work experience

**Supported Internships**

This year we had four Supported Interns, 4 were placed at Abbot’s Lea School and 1 at Greenbank Sports Centre. Our interns completed a variety of roles including a maintenance assistant, a classroom assistant, an IT assistant and a sports coaching assistant.

All 5 of our Interns have transitioned to new destinations at the end of their work-based programs, acquiring places at FE colleges, demonstrating the positive impact the SI programme had on them this year.

The Supported Internship program provided all 5 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 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.

## Progress in emotional regulation and engagement in learning

**Professional Summary**

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

After four years of development, we have established a well-developed universal offer of PBS and SALT across the school. This year, a universal offer of Occupational Therapy (OT) has also been developed and implemented across the school.

Staff have reported that the impact of our in-house MDT offer is significant, and the team works with every class team across the school. This includes supporting the implementation of the universal offer, delivering staff training, undertaking individual casework at targeted and specialist levels, and providing weekly MDT clinic sessions.

**Positive Behaviour Support (PBS)**

The table below shows the breakdown of the 50 students whose cases were open to the PBS team during the last academic year. These students continue to be monitored by the team.

The table below shows the breakdown of the 50 students whose cases were open to the PBS team last academic year. They continue to be monitored by the team.

| | Total number of students supported | No impact | Emerging impact | Good impact | Significant impact |
|---|---|---|---|---|---|
| Supported at targeted intervention | 3 | 1 | 1 | 1 | |
| Being maintained at targeted intervention | 1 | | | 1 | |
| Closed having been targeted intervention | 9 | 2 | 3 | | 4 |
| Supported at Specialist Intervention | 15 (of which 1 is SA) | 4 | 4 | 6 | 1 |
| Being maintained at Specialist intervention | 11 | 2 | 3 | 1 | 5 |
| Closed having been specialist intervention | 11 (of which 3 are SA) | 4 | | 2 | 5 |
| Total number | 50 | 13 | 11 | 11 | 15 |

- *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 | **none** of the above present |
| Emerging Progress | **one or more** of the above present |
| Good progress | **all** of the above with PBS support |
| Significant progress | **all** of the above, held by class team |

**Next steps**

- To continue to embed our universal offer of PBS, SALT and OT, and to further develop staff skills in embedding targeted interventions within classrooms.
- To increase our understanding of, and support for, students who are unable to attend school or who struggle to manage within the classroom, and to offer an even more robust package of support in conjunction with Flexible Provision.

- To implement the British Early Special Skills Teaching Model (BESST) within the early years and primary bespoke classrooms.
- To support the implementation of the SCERTS curriculum across the school.
- To further develop the therapeutic skills of class teams.

**Speech and Language Therapy (SaLT)**

The table below shows the breakdown of the 46 students whose cases were open to the SALT during the last academic year. They continue to be monitored by the team. The Speech and Language Therapist also worked closely with six classes on whole-class interventions.

| | Total number of students supported | No impact | Emerging impact | Good impact | Significant impact |
|---|---|---|---|---|---|
| Supported at targeted intervention | 4 | | 3 | | 1 |
| Being maintained at targeted intervention | 22 | | 11 | 5 | 6 |
| Closed having been targeted intervention | 11 | 1 | 2 | 5 | 3 |
| Supported at Specialist Intervention | 1 | | | | 1 |
| Being maintained at Specialist intervention | 1 | | | 1 | |
| Closed having been specialist intervention | 7 | 2 | 1 | 2 | 2 |
| Total number | 46 | 3 | 17 | 13 | 13 |

**Impact Measures for the tables above**

We have 4 measures of impact:

- Increase in the understanding of the student's communication needs
- Increase in students expanded communication
- Increase in activity/curriculum engagement
- Increase in social interest

| | |
|---|---|
| No progress | **none** of the above present |
| Emerging Progress | **one or more** of the above present |
| Good progress | **all** of the above with SALT support |
| Significant progress | **all** of the above, held by class team |

**Occupational Therapy (OT)**

The table below shows the breakdown of the 31 students whose cases were open to the OT during last academic year. The students continue to be monitored by the team. The OT also worked closely with seven classes on whole-class interventions.

| | Total number of students supported | No impact | Emerging impact | Good impact | Significant impact |
|---|---|---|---|---|---|
| Supported at targeted intervention | 1 | 1 | | | |
| Being maintained at targeted intervention | 3 | | 2 | 1 | |
| Closed having been targeted intervention | 12 (of which 1 is SA) | 3 | 5 | 1 | 3 |
| Supported at Specialist Intervention | 3 | 1 | 2 | | |
| Being maintained at Specialist intervention | 3 | | | 2 | 1 |
| Closed having been specialist intervention | 9 | 3 | | 2 | 4 |
| Total number | 31 | 8 | 9 | 6 | 8 |

- *SA = Severe Absentee (under 50% attendance)*

**Impact Measures for the tables above**

We have 4 measures of impact:

- Increase in the understanding of the student's sensory needs
- Increase in students emotional regulation
- Increase in activity/curriculum engagement
- Increase in functional independence

| | |
|---|---|
| No progress | **none** of the above present |
| Emerging Progress | **one or more** of the above present |
| Good progress | **all** of the above with OT support |
| Significant progress | **all** of the above, held by class team |

## 2025-26 Strengths by Provision type

## Top three practices which benefited students' academic progress

**EYFS/KS1**

- The introduction of 'What's in the Box?' sessions significantly increased students' engagement with play-based learning and broadened their range of interests. The weekly rotation of motivating, developmentally appropriate resources provided students with regular opportunities to explore new activities, develop play skills and sustain engagement. This also increased the range of motivating resources available

to staff to support communication, interaction and learning across continuous provision and targeted interventions.

- The development of new EYFS assessment systems, including the mapping of the seven areas of learning across the academic year, strengthened the consistency and accuracy of assessment across the department. This ensured that focused observations were purposeful and linked directly to individual students' learning priorities, enabling staff to identify precise next steps and use assessment more effectively to inform subsequent teaching and provision.

- The increased collaboration with the Multidisciplinary Team, particularly the in-house Speech and Language Therapy (SALT) team, strengthened staff knowledge and confidence in supporting communication and engagement. Staff were supported to implement and embed the Universal SALT Offer consistently within everyday classroom practice, increasing students' access to communication opportunities throughout the school day. This strengthened the consistency of the communication environment across EYFS/KS1 and supported students to engage more successfully with learning.

**KS2**

- The introduction of combined KS2 and KS3 groupings across Phonics, Reading and Mathematics during Term 6 provided greater flexibility in grouping students according to their individual levels of attainment and identified learning needs, rather than solely by chronological age. This reduced the need for broad mixed-level groups and enabled more specific, targeted teaching. Students were therefore able to access learning at an appropriate level, with teaching more closely matched to their individual starting points and next steps. The success of this approach has provided a strong foundation for further developing cross-phase groupings during 2026–27.

- The continued development of the Bespoke curriculum, alongside the introduction of Sensory Cooking and Sensology, provided students with increased opportunities to engage with learning through structured, multi-sensory experiences. These approaches supported students who experience significant barriers to engagement to access learning in a meaningful and motivating way, whilst developing attention, communication, interaction, independence and functional skills. The activities also provided opportunities for staff to identify and build upon individual students' interests, strengths and areas for development, supporting progression towards their personalised next steps.

- The successful embedding of SCERTS tracking, monitoring and assessment systems has strengthened the way progress is identified and monitored across Bespoke provision. In particular, the introduction of individual assessment folders has provided staff with a clear and accessible record of students' assessment information, progress and identified next steps. This has enabled class teams to target individual learning more precisely and ensure that planning and provision are closely aligned with each student's assessment framework. As a result, staff are better equipped to identify small but meaningful steps in progress, respond to emerging needs and provide learning opportunities that are appropriately matched to individual developmental levels.

**KS3**

- The continued use of targeted Reading, English and Mathematics groupings enabled students to access learning that was closely matched to their current attainment and identified learning needs. This approach allowed teachers to provide a more appropriately challenging curriculum and ensured that learning was pitched at the correct level for each learner. The establishment of dedicated English groups further strengthened support for reading and writing development, resulting in improved engagement, increased confidence and stronger progress across core subjects.
- The implementation of tailored intervention programmes and dedicated EHCP intervention time enabled staff to address individual barriers to learning and accelerate progress towards personalised outcomes. Focused intervention sessions in Reading and Mathematics provided students with opportunities to revisit core concepts, strengthen essential skills and consolidate learning. As a result, students made meaningful progress towards both their academic targets and wider EHCP outcomes.
- The continued development of Secondary Bespoke provision strengthened staff expertise in supporting learners with complex communication and regulation needs. Through increased familiarity with the SCERTS framework, ongoing professional development and a greater emphasis on communication and emotional regulation, staff were better equipped to assess, monitor and support progress. This resulted in increased engagement, improved participation in learning and stronger progress towards individual SCERTS outcomes and wider educational goals.

**KS4**

- The implementation of a structured programme of mock examinations and practice assessments played a significant role in preparing students for external accreditation. Regular opportunities to experience formal examination conditions increased students' confidence, resilience and familiarity with assessment expectations. This enabled students to manage examination pressures more effectively and demonstrate their knowledge and skills successfully within formal assessments.
- The introduction of regular visits to Further Education providers across Liverpool increased students' understanding of the pathways available beyond school. Through first-hand experience of different learning environments, courses and support services, students developed a greater awareness of post-16 opportunities. These experiences supported informed decision-making and strengthened transition planning.
- The delivery of personalised Careers Information, Advice and Guidance (CIAG) enabled students to explore their strengths, interests and long-term aspirations in greater depth. Through careers interviews, transition activities and engagement with colleges and training providers, students developed a clearer understanding of potential progression routes. This strengthened students' preparedness for adulthood and contributed to positive destination outcomes.

**KS5**

- The implementation of a comprehensive programme of transition-focused activities supported students to prepare effectively for life beyond Abbot's Lea School. Through personalised guidance, application support, destination planning and career exploration opportunities, students developed a clearer understanding of the options

available to them. This contributed to successful transitions into further education, training and other meaningful destinations.

- The introduction of planned visits to Further Education colleges and post-19 providers provided students with valuable first-hand experience of a range of learning environments. By engaging directly with providers and exploring available courses, support services and facilities, students developed a greater understanding of possible future pathways. These experiences increased confidence and enabled students to make informed decisions about their next steps.
- The delivery of personalised Careers Information, Advice and Guidance (CIAG) supported students to identify progression routes that reflected their strengths, interests and long-term aspirations. Through one-to-one careers meetings, transition events and engagement with education and training providers, students gained a clearer understanding of available opportunities. This contributed to successful transition planning and positive post-school outcomes.

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

**EYFS/KS1**

- The development of timetabled access to shared spaces, including the playpark, soft play, trampolines and ball pit, provided students with regular opportunities to access environments that supported their individual sensory and regulation needs. This enabled class teams to use movement, sensory experiences and changes of environment proactively, rather than relying solely on reactive approaches when students became dysregulated. The impact was particularly evident in Ireland class, where a daily visit to the playpark was identified as instrumental in supporting students' regulation throughout the school day, while also contributing positively to progress in Personal, Social and Emotional Development (PSED). The increased access to these spaces has supported students to return to learning in a more regulated state and increased their ability to engage with classroom activities.
- The introduction and embedding of the Universal OT Offer strengthened staff knowledge and confidence in supporting students' sensory and regulation needs within everyday classroom practice. Rather than relying solely on individual therapeutic intervention, staff were supported to develop their understanding of sensory needs and apply appropriate strategies proactively throughout the school day. This has enabled therapeutic strategies to become more consistently embedded within classroom routines and provision, supporting students' regulation and increasing staff confidence in identifying and responding to individual sensory needs.
- The increased staffing capacity within EYFS provided class teams with greater opportunities to offer responsive co-regulation and implement proactive strategies throughout the day. This enabled staff to respond to students' individual regulation needs earlier and more consistently, providing appropriate adult support before students reached a point of significant dysregulation. Increased capacity also allowed staff to support students within everyday classroom routines, helping them to develop the foundations required for increasingly independent self-regulation. This has strengthened the overall regulation environment across EYFS and enabled staff to balance individual support with continued access to learning and engagement.

**KS2**

- The implementation of the My Happy Mind programme and Wellbeing Wednesday curriculum supported students to develop a greater understanding of emotions and self-regulation. The use of the 5-Point Scale and personalised regulation toolkits further strengthened students' emotional literacy and increased their ability to identify and access appropriate regulation strategies independently.
- The embedding of the CHAMPS and STARS frameworks across the Primary Department provided students with increased consistency, predictability and structure throughout the school day. Dedicated VIP Time strengthened relationships between staff and students, whilst fidelity checks of the PBS Universal Offer improved consistency in the use of visual supports, routines and transition strategies. Together, these approaches supported students to better anticipate expectations and manage transitions.
- The introduction of weekly Multidisciplinary Team (MDT) clinics enabled staff to access specialist advice and support in responding to complex regulation needs. This collaborative approach strengthened staff confidence, improved intervention planning and ensured that support strategies could be reviewed and adapted in response to individual student progress.

**KS3**

- The development and implementation of progressive curriculum maps ensured that learning remained accessible, appropriately challenging and responsive to students' individual needs. By enabling students to experience success and make sustained progress, this approach strengthened confidence, self-esteem and engagement with learning.
- The consistent implementation of the CHAMPS and STARS frameworks provided students with a clear, structured and predictable learning environment. Explicit teaching of expectations, routines and engagement behaviours reduced uncertainty and anxiety, enabling students to regulate more successfully and participate more fully in school life.
- The introduction of regular recognition and celebration opportunities increased students' confidence, self-esteem and motivation. The consistent acknowledgement of effort, resilience and achievement helped students develop a stronger sense of self-worth and contributed positively to emotional wellbeing and engagement.

**KS4**

- The consistent implementation of the CHAMPS framework across Key Stage 4 provided students with clear and predictable expectations for behaviour, engagement and communication. This reduced uncertainty, increased feelings of safety and supported students to make positive behaviour choices throughout the school day.
- The continued development of strong, positive relationships between students and staff created a safe and supportive environment in which students were able to develop effective regulation strategies. Trusted adults supported students to identify emotions, communicate needs and access appropriate coping strategies, leading to increased emotional awareness and resilience.

- The implementation of personalised support plans in collaboration with the Multi-Disciplinary Team (MDT) ensured that strategies were closely aligned with students' individual strengths, needs and EHCP outcomes. Regular review and adaptation of these plans enabled students to make sustained progress in communication, emotional regulation, independence and engagement with learning.

**KS5**

- The continued development of trusting relationships between students, peers and staff strengthened students' sense of belonging and supported positive emotional wellbeing. Through consistent guidance and modelling from staff, students developed greater confidence in recognising and communicating their needs and became increasingly able to manage challenges independently.
- The consistent implementation of the CHAMPS framework across Key Stage 5 ensured that students experienced clear routines, expectations and responses across all learning environments. This consistency reduced uncertainty, strengthened independence and supported students to regulate more effectively throughout the school day.
- The implementation of individualised support programmes informed by the Multi-Disciplinary Team (MDT) enabled students to access targeted interventions that addressed their specific strengths and needs. This coordinated approach reduced barriers to learning and supported progress in social, emotional, communication and academic development.

## 2026-27 Priorities

**EYFS/KS1**

- Students will benefit from the full implementation of the BESST curriculum across EYFS and KS1, with staff receiving comprehensive training, coaching and ongoing professional development to ensure consistent delivery. This will strengthen the school's ability to identify and address skill deficits at an early stage, enabling students to develop the foundational attention, engagement, communication and learning behaviours required to access the wider curriculum successfully.
- Students will access enhanced learning environments and resources that are closely aligned to continuous provision, curriculum themes and individual interests. Carefully selected resources will provide increased opportunities for exploration, communication, interaction and play-based learning, supporting higher levels of engagement and enabling staff to build effectively on students' strengths and motivations.
- Students will benefit from increasingly robust assessment systems that utilise evidence-based observations and personalised next-step planning. The continued refinement of assessment processes will enable staff to identify learning priorities with greater precision, tailor teaching more effectively to individual needs and demonstrate sustained progress over time.

**KS2**

- Students will access a revised Adapted National Curriculum that is fully aligned with the school's block-timetabling approach. Curriculum content will be carefully sequenced to maintain breadth and progression whilst reducing unnecessary repetition, ensuring that learning is increasingly coherent, purposeful and accessible to all learners.
- Staff will have access to a centralised curriculum SharePoint hub containing curriculum documentation, templates, policies, assessment materials and teaching resources. This will improve consistency in curriculum delivery, reduce workload and support staff in accessing the most up-to-date guidance and resources required to deliver high-quality teaching and learning.
- Students accessing Bespoke provision will benefit from strengthened SCERTS assessment, tracking and monitoring systems. Improved data collection and analysis will enable staff to identify progress more effectively, establish increasingly personalised next steps and ensure that curriculum planning is closely aligned to students' developmental needs.

**KS3**

- Curriculum areas will be equipped with high-quality resources and learning materials that enable students to access engaging, meaningful and ambitious learning experiences across all subjects. Learning will be further enhanced through a carefully planned programme of educational visits, workshops and community-based experiences that bring the curriculum to life and provide real-world contexts for learning. These opportunities will help students deepen their understanding, develop cultural capital and apply classroom learning in practical situations.
- Students will be provided with meaningful opportunities to explore the world of work through structured work experience placements, employer encounters and vocational learning opportunities. Alongside personalised Careers Information, Advice and Guidance (CIAG), these experiences will support students to identify their strengths, aspirations and future pathways, ensuring that transition planning begins early and is informed by individual interests and abilities.
- Students will access a broad and diverse enrichment programme, with a particular focus on outdoor learning and personal development. Opportunities such as the Duke of Edinburgh's Award, inter-school competitions, leadership activities and community projects will support the development of resilience, teamwork, communication and problem-solving skills whilst broadening experiences and raising aspirations.

**KS4**

- Students will engage in a comprehensive programme of Careers Information, Advice and Guidance (CIAG) that supports informed decision-making about life beyond Abbot's Lea School. Through careers interviews, transition planning, employer encounters and engagement with Further Education providers, students and their families will develop a clear understanding of available pathways and destination opportunities.
- Students will participate in a rich programme of enrichment opportunities designed to promote personal growth, independence and wider life skills. Activities including the Duke of Edinburgh's Award, sporting events, outdoor education and community projects will provide valuable experiences that build confidence, resilience and readiness for adulthood.

- Students will access meaningful work-related learning and work experience opportunities that reflect their individual interests, strengths and aspirations. Through a range of supported and community-based experiences, students will develop employability skills, gain greater understanding of workplace expectations and build confidence in preparation for future education, training and employment pathways.

**KS5**

- Students will be provided with a wide range of leadership opportunities that enable them to make a meaningful contribution to the school community. Roles such as Head Student, Student Council Representative, House Captain and Peer Mentor will support the development of confidence, communication, independence and leadership skills while promoting student voice and participation.
- A greater number of students will access high-quality work experience opportunities that are aligned to their individual interests, strengths and long-term aspirations. By extending partnerships with employers and community organisations, students will gain valuable workplace experience, develop employability skills and increase their readiness for future employment pathways.
- Students and families will receive enhanced support to understand and access Supported Internship opportunities. Through careers education, transition planning, employer engagement and exposure to successful internship providers, more students will be equipped to consider Supported Internships as a realistic and aspirational next step, supporting successful preparation for adulthood, employment and greater independence.