



**Kingsweston School**  
**Education, Health and Care Plan Reporting**  
**June 2019**

# Education, Health and Care Plan Progress Report

June 2019

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Plus, for older pupils:

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Pupil Group Analysis is then undertaken for each of the following potentially vulnerable groups up to Year 11:

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## 1. Introduction

Education, Health and Care Plans (EHCP) outcomes have been designed to capture the pupil specific priority outcomes to be achieved by the end of their current Key Stage. Since the introduction of the EHCP process we have made significant investments in staffing and processes to ensure that family and pupil voice has a high profile and that they and multi-disciplinary colleagues make an active contribution to the content and ambition of the outcomes that are set.

It is worth noting that once papers have been drawn up for an EHCP meeting they are sent to the Local Authority who use them to produce a document containing the final pupil outcomes. A very small proportion of these outcomes (and particularly those that were established in the relatively early days of EHCP processes) have been poorly written or reflect contributions from multidisciplinary colleagues who don't know the school and the specific pupils very well. In this very small proportion of instances we will reframe these outcomes, in partnership with the parents/families, to make them meaningful, relevant and appropriately challenging to the pupil concerned. This is a response that arises from our engagement with many of the leading schools nationally, and is consistent with their practices.

The data is drawn from individual pupil outcomes that have been set in each of the 4 areas of each pupils EHCP:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Those pupils in Year 9 and older have outcomes in relation to a set of Preparation for Adulthood outcomes:

- Employment
- Community Inclusion
- Independent Living
- Health

The outcomes that each pupil has in each of these areas are set for achievement by the end of their key stage. At each Annual Review these end of key stage outcomes are broken down into annual outcomes designed as stepping stones reflecting the ambition for the end of key stage outcomes.

We have identified two categories for the purpose of reporting arrangements;

**On track to achieve their outcome**

**Not on track to achieve their outcome**

Nearly all outcomes and pupils will be covered by one of these two categories of outcome. However, operationally we utilise a third category, Not Applicable (N/A). Some outcomes will be considered as N/A when, for example, at the point of analysis the outcomes were set only a couple of weeks previously. After such a brief period of time a judgment about whether or not a pupil is on track to achieve their outcome cannot reasonably be made. Another circumstance when a N/A judgment could be made would be when no teaching/ learning in relation to a particular outcome has begun at the point of data collection. So for example a pupil might have an objective about independent travel training but this hasn't yet begun as a sequence of work. It remains the case however that the vast majority of outcomes will be covered in the data and analysis that follows.

## 2. Education, Health and Care Plan Progress

### Whole School Progress Tables

Communication and Interaction	
Not on track	On track
4%	96%

Cognition and learning	
Not on track	On track
6%	94%

Social, emotional and mental health	
Not on track	On track
8%	92%

Sensory and/or physical needs	
Not on track	On track
7%	93%

Preparation for Adulthood (P4A) outcomes (for pupils in Year 9 (11) and above):

P4A Employment	
Not on track	On track
9%	91%

P4A Community Inclusion	
Not on track	On track
26%	74%

P4A Independent Living	
Not on track	On track
10%	90%

P4A Health	
Not on track	On track
7%	93%

### Summative Analysis of EHCP outcomes:

Of all these data sets it is 'P4A Community Inclusion' that indicates a need for particular scrutiny. This has been subject to a further breakdown to support analysis:

P4A Community Inclusion (SLD)	
Number of Pupils: 15	
Not on track	On track
33%	67%

P4A Community Inclusion (ASC)	
Number of Pupils: 11	
Not on track	On track
17%	83%

### SLD Strand:

- A number of Community Inclusion outcomes have been difficult to achieve due to the complex issue of transition for a number of pupils with complex needs. Although as a school we have been able to provide experiences, this has not always been able to be replicated at home due to pupil support needs and the level of adult supervision required. Staff continually supports families to apply and request further support. Post 16 pupils also faced a major transition in September to a new part of the school

which is due to be refurbished. The priority for a major part of this academic year therefore was to support pupils with accepting this transition before extending to outside the school. PFA targets are now set in year 9 and the targets set are envisaged to be worked on into KS5 where the curriculum is more focussed and has greater opportunities for community inclusion activities. One pupil has had significant absence since the start of the academic year and therefore is not on track to meet his outcomes. The family are receiving close support from the AH and Safeguarding Lead as well as referrals to external support agencies. Some outcomes have also not yet been met as at the time of reporting, these outcomes were planned to be focussed on in term 6. Through lesson outcomes and accreditation evidence, the quality of teaching and learning has been judged as in line with teacher standards and there are no concerns. There are regular opportunities for all pupils to practise skills in the familiar school environment before transferring to the wider community.

- There are 3 pupils in SLD Post 16 who are not on track for 1 or 2 of their Independent Living outcomes. These are pupils who transitioned to Post 16 and to a new area of the school and have a history of high anxiety and extreme difficulties with transition. See above for further explanations.

#### ASC Strand:

P4A Community Inclusion – The 17% of pupils recorded as not on track mainly represents outcomes which were intended to be worked on during out-of-college hours, either in the home or out in the community. It clearly raises questions about how we decide on targets for this section of the EHCP. We need to question the inclusion of such outcomes within the young person's EHCP, or, if it is felt to be a vital area for that pupil, then we should consider including it under the auspices of social care. This needs to be raised as a discussion point before beginning next year's round of EHCP reviews so that guidelines can be shared.

### 3. Pupil Group Progress - Communication and Interaction

Early Years	
Number of Students: 3	
Not on track	On track
25%	75%

Key Stage 1	
Number of Students: 9	
Not on track	On track
0%	100%

Key Stage 2	
Number of Pupils: 47	
Not on track	On track
1%	99%

Key Stage 3	
Number of Pupils: 40	
Not on track	On track
7%	93%

Key Stage 4	
Number of Pupils: 30	
Not on track	On track
2%	98%

KEEP	
Number of Pupils: 5	
Not on track	On track
0%	100%

ASC Strand	
Number of Pupils: 75	
Not on track	On track
6%	94%

SLD Strand	
Number of Pupils: 48	
Not on track	On track
2%	98%

Pupil Premium	
Number of Pupils: 52	
Not on track	On track
3%	97%

Ethnic Minority pupils	
Number of Pupils: 59	
Not on track	On track
3%	97%

Girls/Young Women	
Number of Pupils: 27	
Not on track	On track
6%	94%

Looked After Children	
Number of Pupils: 3	
Not on track	On track
20%	80%

## Analysis of Communication and Interaction EHCP outcomes:

### Early Years:

This reflects 1 pupil who has had close Safeguarding Mentor and AH monitoring throughout the year due to inability to stay awake and significant amount of time during the school day sleeping. Multi-professionals are aware and investigating.

### SLD Strand:

Only 2% of pupils not on track. These have been discussed with the AH and are being monitored by the class teacher.

### ASC Strand:

Communication continues to be a strong focus and pupils are regularly exposed to conversation skills and listening skill through the school day. A high percentage of this is done through positive modelling from staff and, in primary, small communication groups in morning session, Lego therapy and with our interventions support.

ASC Strand Primary identifies 1 pupil not on track for their current long term outcome. This is a complex needs pupil who is currently experiencing increased emotional dysregulation. Historically his default behaviour to increased anxieties is selective mutism. Now with the support of key staff he has not reverted to this fully, although a reluctant speaker he responds to discrete conversations but is not ready to spontaneously initiate. There is clear progress in his conversation but not at the anticipated level. This pupil falls into 3 other identified groups showing the same % as not currently on track.

#### 4. Pupil Group Progress - Cognition and learning

Early Years	
Number of Students: 3	
Not on track	On track
20%	80%

Key Stage 1	
Number of Students: 9	
Not on track	On track
0%	100%

Key Stage 2	
Number of Pupils: 47	
Not on track	On track
3%	97%

Key Stage 3	
Number of Pupils: 39	
Not on track	On track
11%	89%

Key Stage 4	
Number of Pupils: 30	
Not on track	On track
5%	95%

KEEP	
Number of Pupils: 5	
Not on track	On track
44%	56%

ASC Strand	
Number of Pupils: 75	
Not on track	On track
6%	94%

SLD Strand	
Number of Pupils: 48	
Not on track	On track
1%	99%

Pupil Premium	
Number of Pupils: 52	
Not on track	On track
10%	90%

Ethnic Minority pupils	
Number of Pupils: 59	
Not on track	On track
2%	98%

Girls/Young Women	
Number of Pupils: 28	
Not on track	On track
3%	97%

Looked After Children	
Number of Pupils: 3	
Not on track	On track
0%	100%



## Analysis of Cognition and Learning EHCP outcomes:

Early years:

See above comments

SLD Key Stage 2:

A small number of pupils new to the school arrived with Long Term EHCP outcomes from their previous provision which we consider as not appropriate as they were either not challenging enough or no longer relevant to each pupil's current presentation. These have been addressed and more relevant targets suggested during their annual review meetings this year and agreed with parents.

Also there are 2 pupils new to the school with significant and complex medical conditions which have impacted on their attendance and learning.

SLD Strand:

Only 2% of pupils not on track. These have been discussed with the AH and are being monitored by the class teacher.

ASC Strand:

Pupils within the ASC Strand continue to make positive developments towards their outcomes. Teaching and learning across the department continues to offer secure developments in core learning.

Primary analysis has identified one pupil is not fully on track to complete work for longer than 5 minutes without reassurance. He can attend to self-chosen activities for longer periods but requires regular encouragement in a teaching task. This pupil will again fall into 2 other identified groups showing the same % as not currently on track. It is hoped with maturity this will increase and once he is less anxious about peer interactions and year 7 transition.

## 5. Pupil Group Progress - **Social, emotional and mental health**

Early Years	
<b>Number of Students: 3</b>	
Not on track	On track
0%	100%

Key Stage 1	
<b>Number of Students: 9</b>	
Not on track	On track
10%	90%

Key Stage 2	
<b>Number of Pupils: 47</b>	
Not on track	On track
2%	98%

Key Stage 3	
<b>Number of Pupils: 39</b>	
Not on track	On track
16%	84%

Key Stage 4	
<b>Number of Pupils: 30</b>	
Not on track	On track
7%	93%

KEEP	
<b>Number of Pupils: 5</b>	
Not on track	On track
28%	72%

ASC Strand	
<b>Number of Pupils: 75</b>	
Not on track	On track
10%	90%

SLD Strand	
<b>Number of Pupils: 48</b>	
Not on track	On track
2%	98%

Pupil Premium	
<b>Number of Pupils: 52</b>	
Not on track	On track
10%	90%

Ethnic Minority pupils	
<b>Number of Pupils: 59</b>	
Not on track	On track
6%	94%

Girls/Young Women	
<b>Number of Pupils: 28</b>	
Not on track	On track
4%	96%

Looked After Children	
<b>Number of Pupils: 3</b>	
Not on track	On track
0%	100%

## Analysis of Social, Emotional and Mental Health EHCP outcomes:

### SLD Strand:

Only 2% of pupils not on track. These have been discussed with the AH and are being monitored by the class teacher.

### ASC Strand:

The ASC Strand has a very positive approach in supporting all pupils to acquire a readiness to learn. Pupils are made to feel secure within their learning space and we provide many opportunities to build secure relationships with key staff. There are regular opportunities for movement breaks, check-ins with staff and sensory regulation within individual timetables to ensure this is well embedded.

## 6. Pupil Group Progress – Sensory and Physical

Early Years	
<b>Number of Students: 3</b>	
Not on track	On track
0%	100%

Key Stage 1	
<b>Number of Students: 9</b>	
Not on track	On track
7%	93%

Key Stage 2	
<b>Number of Pupils: 47</b>	
Not on track	On track
4%	96%

Key Stage 3	
<b>Number of Pupils: 39</b>	
Not on track	On track
10%	90%

Key Stage 4	
<b>Number of Pupils: 30</b>	
Not on track	On track
9%	91%

KEEP	
<b>Number of Pupils: 5</b>	
Not on track	On track
45%	55%

ASC Strand	
<b>Number of Pupils: 75</b>	
Not on track	On track
6%	94%

SLD Strand	
<b>Number of Pupils: 48</b>	
Not on track	On track
4%	96%

Pupil Premium	
<b>Number of Pupils: 52</b>	
Not on track	On track
7%	93%

Ethnic Minority pupils	
<b>Number of Pupils: 59</b>	
Not on track	On track
6%	94%

Girls/Young Women	
<b>Number of Pupils: 28</b>	
Not on track	On track
12%	88%

Looked After Children	
<b>Number of Pupils: 3</b>	
Not on track	On track
17%	83%

## Analysis of Sensory and Physical EHCP outcomes:

### SLD Strand:

Only 4% of pupils not on track. These are pupils who are already being closely monitored and have been discussed with the AH.

### ASC Strand:

In addition to the offer in SEMH, primary pupils follow an enhanced offer of physical education where staff have been able to work alongside a sports coach. This has secured staff CPD, knowledge has been increased and staff can cascade new skills through their delivery year. Pupils have been encouraged to experience a wider range of activities which has further developed physical needs.

Sensory active and fine motor activities are embedded within class timetables across the week to enhance individual pupil needs.

## 7. Actions arising from the analysis of EHCP progress:

- Ensure all staff are clear that P4A targets are set in the Y9 reviews. (This is new requirement as previously P4A outcomes were only set in year 11. This has been highlighted and agreed in a recent meeting with Kat and Sue about ways to proceed with P4A outcomes. Kat has shared a useful document with information about appropriate and developing P4A outcomes).
- Clarify how we decide on the content of P4A Community Inclusion targets, including who is accountable for them and who monitors them.
- Review all SLD Community Inclusion outcomes at the start of the academic year and ensure sufficient opportunities are planned across the year.
- Continue to monitor samples of outcomes to ensure they are appropriate, challenging and, as appropriate SMART. Continue to link these to external moderation for challenge and evidence of outcomes/analysis.
- Clarify understanding of all staff of when “not on track” and “n/a” are recorded, to ensure the accuracy and consistency of data.
- Develop use of the Earwig EHCP tracking tool in order to provide a more accurate and clear data set.