

# Pupil Outcomes: Education Health & Care Plans 2017

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SLATED ROW SCHOOL



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### Read in Conjunction with:

- Pupil Outcomes: Progress & Attainment 2017
- Pupil Outcomes: Qualifications & Leavers 2017

## Summary

- The complexity of students at school is shown in the number of needs identified in their EHCP.
- All EHC outcomes are at least emerging, with 92% developing and more than half (56%) secure.
- Pupils Lower School secured 81% of their outcomes with all others developing.
- Middle school, KS3 and KS4, where between 92% and 96% are at least developing and between 53% and 56% of outcomes are secure.
- In Sixth Form far fewer outcomes are secure (36%), with 83% are still developing. This is largely due to a single class where there were a number of pupils with high medical needs and a further complexity to their learning needs.
- There is no significant difference between categories of need.
- Those receiving targeted provision have been able to secure a higher percentage of outcomes than their peers. The lower number of students secure in their outcomes who receive specialist provision are those with higher emotional needs or mental health difficulties as would be expected.
- There is little difference in the Communication & Interaction outcomes when looking at Speech & Language provision, with 50% or more secure in their challenging outcomes.

## Introduction

The school has led on the converting of statements to Education, Health and Care Plans (EHCPs). Having one system at the school has enabled a focus on ensuring the document is fit for purpose and the each pupil's personal needs are met.

Much time is invested in eliciting the pupil voice and the family knowledge, expertise and desires. There has been direct input into the vast majority of plans from the school's Speech and Language Team and the school has had high engagement from the SEND teams and Social Care Team in Milton Keynes, and other authorities. This multi-professional approach with the high levels of parent/carer and pupil input gives us confidence that the short term outcomes are both appropriate and challenging.

## Commentary on EHCP Short Term Outcomes

The areas of need identified within the school's EHCPs reveal that all students have a Cognition & Learning, Communication & Interaction and Social, Emotional & Mental Health need, with 83% having a Physical & Sensory need. (Data Table 1)

When viewing the data across the whole school (Data Table 2), it is evident that all EHC outcomes are at least emerging, with 92% developing and more than half (56%) secure.

Between Middle school, Key Stage 3 and Key Stage 4, there is not a great difference, with between 92% and 96% at least developing, or between 53% and 56% of outcomes being secure.

The greatest variance is seen in the increased number of secure outcomes in Lower School (81%).

It becomes evident that Sixth Form has far fewer outcomes which are secure (36%), as 83% are still developing. This is analysed in more detail in Data Table 4.

Data Table 3 outlines the EHC outcomes related to areas of need. All Areas of Need (Social, Emotional Mental Health; Cognition & Learning; Physical & Sensory; Communication & Interaction) are at least emerging, with over 90% at least developing in all areas. Over half of all these outcomes in each area are secure. There is little difference between each Area of Need, showing that the school is meeting the variety of needs in our student population.

Data Table 4 focuses on Sixth Form outcomes, to analyse the difference in secured outcome percentages. Viewing the data by class reveals that Falcons is clearly below the three other classes in its developing and secure EHC outcomes. This Personal Pathway class contained a large number of particularly complex needs students, with a number of medical needs. 2 students underwent operations and were then hospitalised for a substantial amount of time, taking their attendance down to 67% and 77%. Another student had a huge increase in the number and severity of seizures, again leading to hospitalisation and an impact on attendance (72%). A high proportion of the other students also have medical conditions which impact on them on a daily basis. One member of the class is an elective mute, who therefore has struggled to communicate fully with staff or peers, and therefore it is difficult to fully judge her understanding.

Data Table 5 views the impact of Wellbeing Provision at Slated Row School, following the establishment of the Wellbeing Team, who have provided both Targeted and Specialist support, and supported the universal provision to students across the school with a focus on Social Emotional Mental Health. Both Targeted and Specialist provision have aided all SEMH outcomes to be at least emerging, with between 90% and 97% at least developing and 46-60% secure. There is a difference between the percentage outcomes secured for those students targeted (60%) and those who received specialist interventions (46%). This can be due to the ongoing mental health issues experienced by many of the students receiving the more intensive, specialist interventions.

The Speech and Language Team have provided both targeted and specialist interventions, and supported the universal provision for students across the school, with specific focus on their Communication & Interaction outcomes (Data Table 6). Pupils at all levels of provision are emerging in their Communication & Interaction outcomes, with 90% or more at least developing towards their outcomes. Those receiving targeted provision had secured 10-12% less of their outcomes than those receiving universal or specialist interventions. This could be partly attributed to there only being half of the outcomes in the data set than in the specialist data set. As a result of the school's bespoke training, teachers and their teams are equipped to support the pupils in developing or securing their outcomes.

### **Conclusions, including areas development**

The complexity of students at school is shown in the fact that all pupils have an identified need in Cognition & Learning, Communication & Interaction and Social, Emotional & Mental Health, with 83% of them having Physical & Sensory need identified in their EHCP. The data suggests the school meets the differing needs of the pupils equally well, as there is little significant difference between the percentage of outcomes that are developing or secure in each area of need.

A higher number of pupils in lower school are secure in their outcomes. This can be explained by the rapid increase in skill development at this age, as a result of skilful use of resources and teaching supporting their to access the curriculum and world around them.

Sixth Form students showed less progress towards their outcomes. When drilling down, a specific class in the Personal Pathways was shown to be performing at a slower rate to the others. This class had a number of pupils with high medical need.

Provision for wellbeing is shown to be effective. Those receiving targeted provision have been able to secure a higher percentage of outcomes than their peers. The lower number of students secure in their outcomes who receive specialist provision are those with higher emotional needs or mental health difficulties as would be expected. There is little difference in the Communication & Interaction outcomes when looking at Speech & Language provision, with 50% or more secure in their challenging outcomes. This points to provision being targeted appropriately by the school in both the areas of Well Being and Communication.

- Further investigation needs to take place into the Falcons' setting and evaluation of outcomes.
- Further develop the assessment of life skills for the sixth form personal pathway.

## Data Tables on Short Term EHCP Outcomes

Data table 1: Areas of need identified on EHCPs

Cohort = 179	Cognition & Learning	Communication & Interaction	Physical & Sensory	Social, Emotional & Mental Health
Number of pupils with need recorded	179	179	149	179
Percentage of pupils with need recorded	100%	100%	83%	100%

Data table 2: Education, Health & Care Plan Short Term Outcomes by Groups

Cohort	Cohort size	No. Outcomes	Percentage of outcomes that are ...		
			... at least emerging	... at least developing	... secure
Whole School	179	1325	100%	92%	56%
Lower School (Reception to Year 3)	27	237	100%	95%	81%
Middle School (Year 3 to 6)	38	294	100%	92%	56%
Key Stage 3 (Year 7 to 9)	45	319	100%	96%	53%
Key Stage 4 (Years 10 & 11)	28	170	100%	95%	55%
Sixth Form (Years 12 to 14)	41	309	100%	83%	36%

Data table 3: Whole School by area of Need

Area of need	Cohort size	No. Outcomes	Percentage of outcomes that are ...		
			... at least emerging	... at least developing	... secure
Social Emotional Mental Health	179	357	100%	94%	53%
Cognition & Learning	179	338	100%	92%	54%
Physical & Sensory	149	259	100%	92%	57%
Communication & Interaction	179	375	100%	92%	58%

Data table 4: Sixth Form Health &amp; Care Plan Short Term Outcomes by class

Cohort	Cohort size	No. Outcomes	Percentage of outcomes that are ...		
			... at least emerging	... at least developing	... secure
<b>Sixth Form</b>	<b>41</b>	<b>309</b>	<b>100%</b>	<b>83%</b>	<b>36%</b>
Falcons	12	81	100%	57%	14%
Kites	12	103	100%	92%	61%
Hawks	7	49	100%	90%	24%
Eagles	10	76	100%	96%	32%

Data table 5: Social Emotional &amp; Mental Health by Wellbeing Provision

Cohort	Cohort size	No. Outcomes	Percentage of outcomes that are ...		
			... at least emerging	... at least developing	... secure
Universal only	128	250	100%	93%	54%
Targeted	23	42	100%	90%	60%
Specialist	28	65	100%	97%	46%

Data table 6: Communication &amp; Interaction Outcomes by Speech and Language Therapy Provision

Cohort	Cohort size	No. Outcomes	Percentage of outcomes that are ...		
			... at least emerging	... at least developing	... secure
Universal only	107	375	100%	92%	60%
Targeted	27	62	100%	94%	50%
Specialist	45	124	100%	90%	62%





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