



Year/ cohort group	Strength	Intervention focus	Summary actions and next steps	Impact
EYFS N1-R All abilities	<ul style="list-style-type: none"> 79% pupils making greater than or expected progress in English, Maths and Science. The quality of teaching in EYFS is judged to be at least good The EYFS team are highly motivated and focus on child centred learning. At least 3 members of EYFS staff are qualified to level 6 early year practitioner status, and are led by a qualified teacher. Ensuring quality teaching and learning. The EYFS staff are highly ambitious for the department. They have a wealth of knowledge and experience of working with students who have disabilities and also supporting their parents/carers. 	<ul style="list-style-type: none"> Greater focus on communication including alternative communication and PODD . Improve reading by introducing Read, Write Inc. Experimenting with 3 differentiated sub-groups to ensure that curriculum is most relevant to meet the individual's needs. 	<ul style="list-style-type: none"> Early Years lead to focus staff CPD on PODD. Buy into Read, Write Inc. and source training for EYFS staff. Identify peer groupings for Sensory, Emerging and Developing sub-groups. 	<ul style="list-style-type: none"> The enhanced total communication environment ensures that all pupils have an effective means of communication. Raised staff awareness of new reading scheme; Read, Write Inc. Effective subgroup learning activities ensures that our differentiated offer best meets the learning needs of each child.
Sensory Pathway Y1-Y14 P1i-P4	<ul style="list-style-type: none"> In Sensory Pathway 90% made expected or better progress in English, with 11% exceeding expected progress. 91% made expected or better progress in Maths, with 10% exceeding expected progress. 92% made expected or better progress in Maths, with 9% exceeding expected progress. 	<ul style="list-style-type: none"> Greater focus on sub-group work to increase engagement, pace and challenge in the classroom. 	<ul style="list-style-type: none"> Each class to identify sub-groups within their sensory class and build in opportunities into their timetable to begin work on object, symbol, photograph and simple word recognition and PECS. 	<ul style="list-style-type: none"> Staff are incorporating more progressive targets and methods into their teaching to move sensory students on in their learning, development and progress.
Emergin g Pathway Y1-Y11 P5-P8	<ul style="list-style-type: none"> In Emerging Pathway 91% made expected or better progress in English, with 14% exceeding expected progress. 93% made expected or better progress in Maths, with 15% exceeding expected progress. 	<ul style="list-style-type: none"> Create a total communication environment within class to ensure that all pupils have the opportunity to choose their preferred communication methods. 	<ul style="list-style-type: none"> Teachers to assess the communication needs of their pupils on Communicate ladder and identify individuals' next steps. Attendance at PODD training. 	<ul style="list-style-type: none"> Pupils selecting their preferred communication method from a range on offer so that they can communicate more effectively in different



	<ul style="list-style-type: none"> 94% made expected or better progress in Maths, with 9% exceeding expected progress. 			contexts.
Developing Pathway Y1-Y11 Beyond P8	<ul style="list-style-type: none"> In Developing Pathway 91% made expected or better progress in English, with 14% exceeding expected progress. 92% made expected or better progress in Maths, with 15% exceeding expected progress. 93% made expected or better progress in Maths, with 9% exceeding expected progress. 	<ul style="list-style-type: none"> Audit of reading provision across school Baseline assessment of reading for each pupil Formalised plan for reading established 	<ul style="list-style-type: none"> Source training and resources for Read, Write Inc. Teachers attend Read, Write Inc training. 	<ul style="list-style-type: none"> Formalised reading curriculum in place. Students' progress in reading improved.
14-19 Department Y8-Y14 Beyond P5	<ul style="list-style-type: none"> Of this department's leavers this year, two will receive an E3 Diploma in Independent Living, four at E2 and four at E1. Two will gain a L1 Award in Employability and Development Skills and credits towards a L1 Award in Achieving Excellence in a Vocational Skill. At KS5 91% made expected or better progress in English, with 18% exceeding expected progress. At KS5 91% made expected or better progress in Maths with 7% exceeding expected progress. 	<ul style="list-style-type: none"> Further development of enterprise with more involvement from all 14-19 groups of students. All 14-19 students taking relevant accredited courses. 	<ul style="list-style-type: none"> All 14-19 groups to have work based learning in the community café. All groups in the 14-19 department now running OCN accredited course units in Maths, English, ICT and Independent Living skills. 	<ul style="list-style-type: none"> All students in 14-19 groups gaining accreditation at the relevant level. All students accessing the work placement venues and making progress in vocational and life skills.