

Progress and Attainment of IEP Targets 2021/22



Total Students (24)	Overall Expected & Above Progress	Above Expected	Expected	Below Expected
Cognition & Learning (Literacy & Numeracy, PSHE/RSE)	100%	58% (14)	42% (10)	0%
Communication & Interaction	100%	67% (16)	33% (8)	0%
Social & Emotional	96%	50% (12)	46% (11)	4% (1)
Physical & Sensory Personal Development	91%	58% (14)	33% (8)	9% (2)

2021 – 2022 Progress Report – termly targets working towards EHCP outcomes;

- All students made outstanding progress towards realising their EHCP Outcomes, achieving their IEP targets across the curriculum and areas of need.
- The students continued to make excellent progress with, and achieve their academic goals in line with their Cognition and Learning Outcomes and all the students made expected or above expected progress across the year towards their Cognition and Learning EHCP Outcomes
- The cognition and Learning outcomes include progress in Literacy, Numeracy and PSHE/RSE.
- 100% students made expected or accelerated progress in Reading and Literacy
- 100% students made expected or above expected progress in Numeracy
- 100% students made expected or above expected progress in PSHE/RSE – This area of learning and development is one of the “golden threads” running throughout our whole school and college curriculum. The targets set for PSHE/RSE compliment and work alongside those set for Social and Emotional development

2021 – 2022 Progress Report – termly targets working towards EHCP outcomes;

- The student outcomes for Communication and Interaction continued to be outstanding in 2021/22. The use of Talk Pads to support curriculum learning and communication has become embedded in the school and college implementation of this curriculum. The students are now supported to reach their learning targets in communication and Interaction with an assessment framework of “Talk Pad - I Can” targets.
- The progress towards Social and Emotional Outcomes continues to be strong - The majority of the targets in this area related to the student’s further knowledge and understanding of the use of the `Zones of Regulation`. The students continued to build upon their knowledge, understanding and application of the Zones with twice daily sessions led by the teacher and supported by the OT and Assistant Psychologist. The language of the Zones and its application are firmly embedded within the curriculum. The evidence from the students learning journeys show that this approach and our students’ ability to self-regulate and choose “clever actions” has been an important factor in enabling our students to be in the optimum “green” zone for learning and has allowed such significant progress for them across the curriculum
- The Thematic Learning curriculum continues to be an area of strength in the lower school and the achievements and progress of the students continues to validate this approach. The delivery of the Arts, Humanities and D&T are unified by a single theme. This approach inspires the teachers to deliver enjoyable and memorable learning experiences, student levels of engagement and understanding were high and they were able to achieve their individual targets across these subject areas.

2021 – 2022 Progress Report – termly targets working towards EHCP outcomes;

- Accreditation in the curriculum over the past two years has focused upon the students developing their e portfolios of evidence for their OCR Life and Living Skills Introductory award.
- The OCR award offers a flexible yet more comprehensive approach to accreditation for our 6th form students. It is an approach which enables us to bank evidence of skills and knowledge the students have learnt over time.
- Dependent on how much evidence each student has against the Life and Living skills framework means we are able to enter the student for the Introductory or entry level award when they reach the end of their 6th form curriculum.
- This year in Life and Living Skills, the young people have focussed on the environment and community and personal skills.
- The young people have accessed the OCR learning in many ways, such as work experience in the on-site café and work experience offsite in the walled gardens.
- The subjects covered recognising community, identifying local community and facilities and my rights and responsibilities’, everybody matters.
- Seven of our young people have been accredited this year at the Introductory Level and have received their certification from OCR. For 2022-23 we envisage entering a number of our 6th form students at both the introductory and entry level.

- For context the achievement of the OCR Life and living skills award would be the equivalent to a significant accumulation of individual AQA unit awards.
- We have continued to use AQA unit awards to support accreditation in other areas of the curriculum, the focus this year having been our ECO schools award.
- Students across the KS3/4/5 worked towards AQA individual unit accreditation in the following areas;

- **117639 MARKET GARDENING (UNIT 2): PLANTING AND MAINTAINING BEDS**
- **116335 OUTDOOR LEARNING: FIELD TO FORK**
- **116577 CLEARING AND TIDYING AN AREA OF LAND**
- **115766 FOOD CHOICES AND SUSTAINABILITY**
- **79076- HEALTHY EATING WITH SUPPORT**
- **1 111285 PERSONAL WELL-BEING (UNIT 1)**
- **15177 STRESS MANAGEMENT TECHNIQUES (UNIT 1)**

- We will continue to use the AQA unit awards to support accreditation for targeted areas of our curriculum and our planning to develop further accreditation opportunities over the next Academic year.