Educational Outcomes

Educational outcomes in GCSE English, Maths and Science are widely regarded as a measure of success of schools. Our curriculum is designed to provide a breadth of curriculum opportunities for young people whilst acknowledging that future pathways may well depend upon success within GCSE English and Maths in particular. There is, as you may imagine, variation each year as a response to the variation in cohort each year both in terms of numbers and interests. We will also enter our young people in successive years to retake the same qualification if we believe that it is of benefit to them.

The 100% GCSE pass rate indicates our effective targeted entry policy.

The high number of GCSE Maths and English passes each year indicates high quality teaching within these areas.

Higher passes and the percentage increase in higher passes has increased significantly. A more targeted entry policy coupled with more robust Teaching and Learning practices has enabled these high achievements.

This success means that numbers of entries post 16 are reducing, enabling the young people to study further new courses instead of retaking these core GCSEs.

Results for 2017-18

<table>
<thead>
<tr>
<th>Year</th>
<th>No. Entries</th>
<th>No. Passes</th>
<th>No. High Passes</th>
<th>% Passes</th>
<th>% High Passes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>9</td>
<td>10</td>
<td>4</td>
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Our Therapy Service Model

Therapies
At Alderwasley Hall School, Therapies is a key part of our curriculum and provision. It is embedded within our structure and remains an integrated service. Therapy Service is driven by the types of severe and complex needs of the students and consists of:

- Speech and Language Therapy (SLT)
- Occupational Therapy (OT)
- Mental Health/Emotional Wellbeing (MH/EWB)

We will buy in other therapies (e.g. Physiotherapy, Art Therapy) as required.

The model of our service is aimed at providing input at all levels (Universal Level, Targeted Level and Specialist Level)

• Individulised therapy programmes
• Direct Therapy Intervention
• Sharing ‘formulation’ and understanding of students needs

Specialist

• Specialist input into a differentiated curriculum
• Individualised timetables
• PSHE workshops
• Lunch Clubs / House Meetings
• Key team support

Targeted

• Training to parent/carers/staff
• Consultation/supervision with staff
• Contributing to school culture
• Creating communication/sensory friendly environments

Universal

Continued...
User satisfaction: Questionnaires
Parents and Staff Feedback – July 2017

Every 2 years, we ask parents/carers and staff about their satisfaction with the Therapy Service, in terms of overall value, quality and impact of service. Consistently this has provided us with the evidence that the majority of service users believe the service to be outstanding, whilst also identifying areas of potential improvement year on year.

From the data we received in July 2017 a particular area for development was to ensure that staff and parents fully understand what we are doing and why, and that they are involved in sessions and meetings wherever possible.

Impact of Practice:
Therapy Provision and Services are consistently measured using 3 types of outcomes
• User satisfaction (student, staff, parent/carer, LA)
• Achievement of therapy intervention/targets
• Impact on user’s skills, attainment and wellbeing

Student Feedback – July 2018
The students are surveyed each year (July 2018), and the results show that overall the students enjoyed and valued Therapies.

How much have you enjoyed the therapies this year?

Have you found it useful?
Achievement of Therapy Intervention / Targets:

Each student has a yearly Individualised Therapy Intervention Plan jointly devised by the student’s Occupational Therapist and Speech and Language Therapist which is monitored and updated throughout the year. The plan addresses all areas of the student’s Education Health and Care Plan.

Headlines for 2017-2018 include:

Overall this academic year, 76% of students met or exceeded with their therapy targets, with 23% showing progress.

This academic year we have introduced an online Therapy Software programme that ensures that the therapist have to add GAS (Goal Attainment Scaling) goals to each outcome, so in effect identifying exactly what it would look like to have achieved an outcome from -2 (gone backwards) to +2 exceeded.

This will give us an overall GAS scoring, aligned to Health for us to make comparisons. In addition the software can quickly identify areas of success of individual intervention programmes.

Continued...
The aim of therapy intervention is to ensure that students have the best possible skills to help them make relationships, enjoy and succeed in learning and life and reach their full potential.

Our therapy pathway of intervention addresses individual student need and provides them with the underpinning skills to achieve:

- A sense of belonging
- Productivity
- Emotional and Physical Wellbeing

### Sense of Belonging
- Working on a student’s ability to understand themselves and build relationships (being able to initiate conversation; understand others intentions etc.) enables them to start to form friendships/develop better family relationships, join groups and develop a community around them.
- By having a secure community, they develop a true sense of belonging.

### Productivity
- A sensory diet and the correct seating in a classroom helps the student to manage their sensory needs enabling them to sit and listen in a lesson and learn.
- Providing students support in retaining vocabulary and strategies for organising language enables the students to retain what they are learning and retrieve information required for lessons, examinations and everyday conversation.
- Intervention and strategies to improve student’s literacy skills enable them to access more curriculum content and world knowledge through reading, recording and to develop their expressive writing therefore achieving in lessons.
- Teaching independence skills helps students develop their ability to manage money, travel on public transport, and access the local community keeping themselves safe, all leading to more independent and productive lives.

### Emotional and Physical Wellbeing
- Working on a student’s ability to understand their strengths and challenges helps them to identify their aspirations/goals in life.
- Interventions to help a student understand their feelings and emotions enables them to cope with challenges and everyday life.
- Strategies and intervention on how to get better sleep enables a student to rest and recuperate and be ready for learning.
**Impact on student’s skills**

**Problem Solving**

Using the Elementary Test of Problem (E-TOPS), Speech and Language Therapists measure the improvement from baseline assessment around Year 6.

This test measures the following skills:
- Making Inferences
- Sequencing
- Negative Questions
- Problem Solving
- Predicting
- Determining Causes

All students have assessment at various points in the year. This year both key stage 4 students are making progress with the majority exceeding progress.

**Expressive and Receptive Vocabulary**

Using the British Picture Vocabulary Scales (BPVS) and the Expressive Vocabulary Test (EVT), Speech and Language Therapists measure the improvement from baseline assessment. All students have assessment at various points in the year. Normal development follows 1 month progress in a month.

Almost all students primary to key stage 4 are making expected progress with the majority exceeding progress.

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**Impact on a student’s impairment, level of activity, participation and wellbeing.**

Last academic year the Therapy team have implemented the nationally recognised Outcome Tool, Therapy Outcome Measures (TOMs) to capture the overall impact of therapy on a person’s:

- **Impairment**: Degree of abnormality observed, in terms of its variance from the norm
- **Activity**: Level of independence for an individual with given difficulty
- **Participation**: Level of participation in work, leisure, education and to have a social role
- **Wellbeing**: Emotions, feelings, anxiety and level of upset experienced

Developed by Enderby and John (most recent edition 2015) TOMs is based on the International Classification of Function, Disability and Health (ICF) developed by the World Health Organisation (WHO).

The 11 point scale has 0 indicating the most severe level of functioning and 5 as no Impairment

Over the past year we have collected data for each student, and below we have summarised this for each key stage.

<table>
<thead>
<tr>
<th></th>
<th>Nov 17</th>
<th>May 18</th>
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<td>2.98</td>
</tr>
<tr>
<td>Total</td>
<td>2.55</td>
<td>2.76</td>
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<table>
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<th></th>
<th>Nov 17</th>
<th>May 18</th>
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<tbody>
<tr>
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<tr>
<td>May 18</td>
<td>2.18</td>
<td>2.58</td>
</tr>
</tbody>
</table>

This table shows the following information:
- All areas show an overall improvement in scores over the 6 month period, ranging from 0.05 progress in Impairment in Primary to 0.57 progress in wellbeing in Key Stage 4
- Impairment is the hardest indicator to make progress, as with the complex nature of the student, their range of impairment will always remain relatively severe
- On average over 6 months, students have shown an improvement of 0.21 in Impairment, 0.41 in Activity, 0.42 in Participation and 0.4 in Wellbeing. This is a percentage increase ranging from 8% to 21%.
The wider impact of therapy intervention

Outcome data that also demonstrate the wider impact of the therapy intervention can be seen in the following data:

- Education attainment (e.g. accessing lessons to learn, underpinning teaching skills etc.)
- EHCP outcomes
- Incident statistics (e.g. managing emotions, understanding others intentions, comprehension intervention etc.)
- Leaver destinations
- Attendance data (e.g. readiness to learn, increase in self-esteem etc.)

In March 2018 The Challenge Partner Team recognised the school as having an Area of Excellence in:

“Developing therapeutic and sensory strategies to enhance the attendance and behaviour for learning of pupils with autism and/or anxiety”

Quotes from the review include:

“The therapy provision available at the school is well regarded and often a key reason for pupils’ placement at the school. The school’s specialist teams not only provide individual programmes for pupils, but also have responsibility to ensure that staff throughout the school are well prepared to support pupils and help them to overcome their barriers to learning. To achieve this, the school provides training and support for all staff to ensure that they have the skills to set up and maintain a learning environment that is conducive to engaging pupils, and thereby encouraging their attendance and positive behaviour for learning.”
Our goal is for all young people to fulfil their academic and social potential. Through the execution of a broad, relevant, challenging and engaging curriculum young people’s attendance is outstanding leading to exceptional destinations on leaving our provision.

100% of our leavers in July 2017-18 had an agreed placement to move onto following their placement at our school/sixth form.
CASE STUDY

School Refuser to Successful Apprentice

Background
This case study highlights the key actions and impact on the changes made to the curriculum to enable one of our students to progress from school refusal (pre Alderwasley) to an apprenticeship (post Alderwasley). It is an example of how the standard 14-19 year old curriculum at Alderwasley Hall School is adapted to suit the needs of the individual.

Student A was out of school during the academic year 2012/13 due to anxiety following his placement at a secondary school breaking down. He was admitted to Year 9 at Alderwasley Hall School in September 2013, starting on a part time timetable that gradually increased over the first two years to become full time.

On arrival Student A displayed verbally aggressive behaviour whenever he felt anxious and had difficulty engaging in any academic tasks where there was a possibility of making a mistake or admitting he did not know something.

Therapists at the school monitored his use of social communication skills, the management of his sensory processing difficulties, and his ability to cope with frustration, stress and anxiety, particularly around change.

He required individual support throughout his time in Education. He demonstrated good ability in Music, Art and Mechanics. He progressed through Key Stage 4 achieving Level 1 Functional Skills English and Level 2 Functional Skills Maths.

One of the key positive factors in his timetable for Year 11 was the continuation of his work experience placement at a local garage.

Key Actions:

September 2016
An individualised timetable was devised: GCSE Maths, Functional Skills Level 2 English, and a BTEC in Engineering Level 1, where the practical tasks were completed at his work experience placement.

January 2017
The local garage showed an interest in Student A progressing onto an apprenticeship with them, the timetable was adapted to include developing skills in using public transport.

May 2017
A pathway was designed in collaboration with Student A and his family to progress him onto an apprenticeship with a further education provider and the local garage by July 2018.

September 2017
Student A increased the amount of time at the garage, reducing the level of support needed and learning about the requirements of a future apprenticeship.

March-April 2018
The garage firmed up their offer of an apprenticeship to start in September 2018. Student A visited Chesterfield and Derby Colleges with staff support and decided to attend Derby College for the theory part of his apprenticeship.

June-July 2018
Apprenticeship is confirmed to start in September 2018.

October 2018
Student A successfully passed his driving test and is now transporting himself to his apprenticeship.

Impact of Practice:

- 97.58% attendance on a 5 day / week timetable for his final academic year.
- Merit in his BTEC Engineering at Level 1.
- The local garage provides positive feedback on Student A’s capacity to contribute to work within the garage and offers an apprenticeship.
- GCSE Maths and Level 2 Functional Skills in English achieved.
- Reduction in requirement for support from 1:1 at all times to remote support via email and telephone.
Continued...

What a fantastic first half term we had at Alderwasley Hall School! Earlier in the year, Brian Jones, our Chief Executive Officer won tickets to Chatsworth House, Gardens and Farm from Derbyshire County Council, which he kindly gave to us for our students.

We held a Pathways competition for students to win the tickets. Students were given criteria for the competition entries and classes definitely got creative with a range of resources available to them; from painting landscapes of the house and gardens, to building the maze and inside of the house out of clay and cardboard.

Students handed in the entries and awaited the results of the winners. The final decision was made for two Key Stage 3 classes to win entry to the house, gardens and farm. The amazing work of the winners is shown below. The intricate building of the maze and rooms inside Chatsworth were completed as a whole class and showed fantastic commitment, dedication and teamwork by the classes that entered.
After half term the winning groups enjoyed a day out at Chatsworth. Even in the pouring rain, students engaged in lots of different activities; holding guinea pigs, visiting the farm, playing on the adventure playground and enjoying time socialising with peers and staff. A great insight into some of the community and leisure activities that are available to our students in the local area; engaging with nature, being outdoors, and seeing some of opportunities for activities that they would like do again. The grounds and buildings at the house and gardens were inspiring for the students and they would love to visit again in the future.

A fantastic day out was had by all!
Partnership Working with Derby Museum and Derby City Schools

Partnership working with organisations outside of the school is a fundamental part of our work, opening up fantastic opportunities for our students. This summer we sponsored Derby Museums two family focused summer exhibitions, ‘Wild’ and ‘Bare Bones’.

Teachers from Alderwasley Hall and Bladon House School were involved in the project. Our music teachers and a sixth form student performed an acoustic set to visitors at the ‘Wild’ exhibition family launch day.

Class teachers from both schools worked with the Museums School Programmer and Activity Facilitator to develop strategies and tips for museum staff to work with young people with autism and learning disabilities. Students from Alderwasley Hall School and Bladon House School were given exclusive access to the exhibition and took part in a ‘Bare Bones’ Classification session in September. We also invited young people from St Benedict’s School in Darley Abbey and St Martins School in Derby to enjoy exclusive access to the exhibition and Classification session.

Visitor comments

“We loved this, magical and wild. What a great adventure for our children this summer – Thank you”

“Thank you for the wonderful child friendly exhibition. We liked it very much and remember our own childhood seeing newts in ponds – happy days”

16,786 visitors to the two exhibitions
(Wild = 8365 and Bare Bones = 8421)

In addition to the SENAD schools and St Martins and St Benedict’s, 10 other schools visited the exhibition, 282 children in total.
June saw a team of staff from Alderwasley Hall School attend The Autism Show at the NEC in Birmingham as exhibitors. We’d been preparing for the event since January and even toyed briefly with the idea of taking Bramble one of our school Therapy Dogs in the early days. It had been a number of years since the school had a presence at this event and we felt that it was about time we got out there and showed visitors what’s so special about our school.
**Providing Consistently High Standards of Care**

The homes at the school and the sixth form Centre have both achieved their third consecutive ‘Outstanding’ grade for the care and support they give to young people placed with us on a residential basis.

Accommodation for older students, aged 16 to 19 years, comprises of two houses, one located on the Sixth Form Centre site and another located just down the road in Matlock. Inspectors found staff to be passionate about ensuring young people had long term positive outcomes, which was reflected in the close working with education and therapy staff and the fact that most young people went on to higher or further education or joined apprenticeship schemes. They also commented on the effectiveness of the staff in working with young people with complex mental health conditions.

Inspectors found the children’s home at the school provided a service which consistently exceeds the standards of good and contributes significantly to the positive outcomes and experiences of young people who are placed at the school on a residential basis.

Staff were praised for their partnership working with parents and the warm nurturing relationships they build with young people. A strong key team of care, education and therapy meet regularly with parents and the young person to work out strategies to ensure progress.

The inspectors also commented on the wide range of activities young people are able to take part in, the strong safeguarding process and the strong leadership team.

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