IEP Data Analysis Summer 2022

Within the student's individual yearly EHCP meeting there are usually 5 targets set.

We aim to cover the 5 areas of Cognition; Developing Independence; Social Emotional and Mental Health; Speech, Language and Communication and Hearing Vision and Physical .

Some students do not have targets in Hearing, Vision and Physical as they do not require specific support linking to this area. They may then have an additional target in another of the areas.

For a few students who require additional support to access the curriculum and school life they may have additional targets linked to Social, Emotional and Mental Health.

The overview and analysis below is looking at the all the targets across school as a whole.

Detail at class or individual level will be analysed during target setting meetings between class teachers and SLT in September.

Analysis: All targets across school
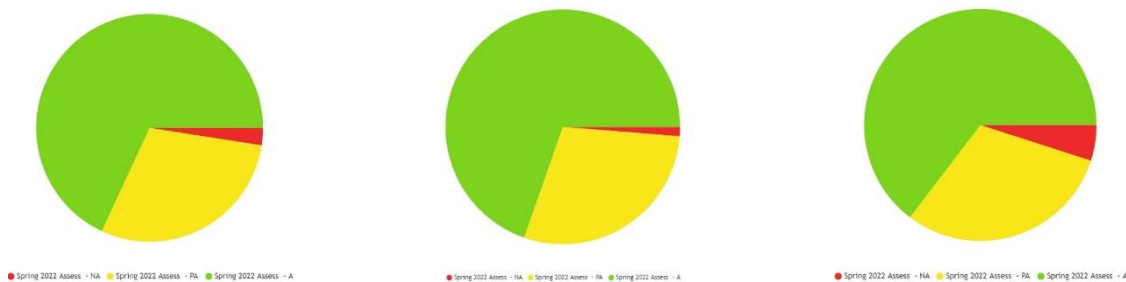
All Students		Non-PP Students		PP Students	
Achieved	68%	Achieved	70%	Achieved	65%
Partially Achieved	29%	Partially Achieved	29%	Partially Achieved	30%
Not Achieved	3%	Not Achieved	1%	Not Achieved	5%

During the academic year 2020/21 there was a SIP target for 70% of students to achieve their IEP targets.

This has been maintained across school a year later with 68% of targets being met across the whole school.

The whole school percentages are based on a total of 560 targets.

The PP percentages are based on 281 targets.

There is a slight dip for the percentage of PP students who have not achieved their target in the last term.

For PP pupils the 5% is made up of 9 individual targets. 3 of these targets are linked to one pupil who is currently subject to significant social care and school support. There has been marked wider progress for the student recently, but this does not relate to these specific targets.

Although the balance of 'Partially Achieved' targets against the 'Achieved' targets is not a cause for concern we would always strive to move the balance further towards more 'Achieved'.

When it was analysed further there are two classes where the balance of partially achieved was noticeably far greater than in other classes.

This disparity will be challenged in target setting meetings with the specific teachers and also via ongoing teacher briefings to support the continued good work around setting SMART targets.

Analysis by Area of Development
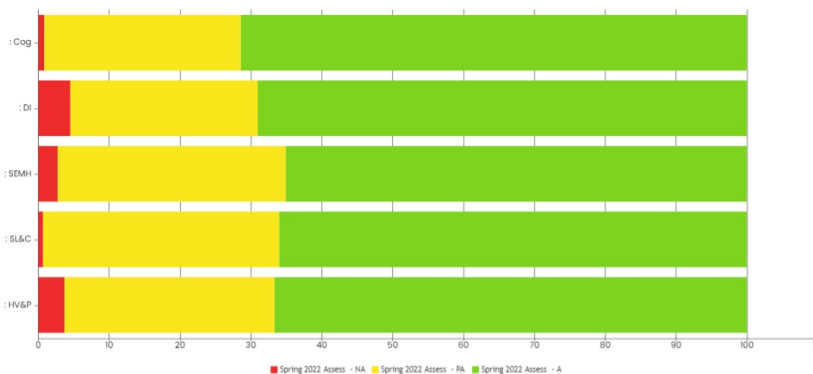
All students across school By Area of Development	Not Achieved	Partially Achieved	Achieved
Cognition	1%	28%	69%
Developing Independence	5%	26%	69%
Social, Emotional and Mental Health	3%	32%	65%
Speech, Language and Communication	1%	33%	66%
Hearing, Vision and Physical	4%	30%	66%

The area of Hearing, Vision and Physical has a slightly higher % of targets not met than other areas for all students.

When this is analysed it is due to there being a smaller number of students having a target in this area.

Two students did not meet their targets in this area which is the same number as 'Developing Independence'.

As stated earlier, it is not surprising that there are less targets in this area of development as not all students require support across this area.

As part of the target setting meetings in September we will look at individual achievement of targets to ensure that we are clear on why students have not achieved a target and to make the target SMARTer for the next academic year.
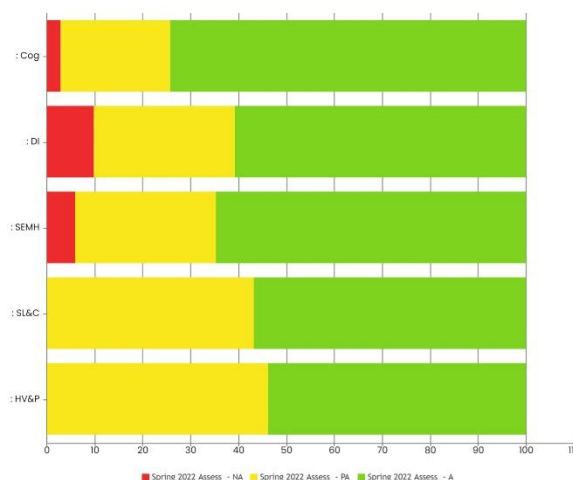
PP Students by Area of Development	Not Achieved	Partially Achieved	Achieved
Cognition	3%	23%	74%
Developing Independence	10%	29%	61%
Social, Emotional and Mental Health	6%	29%	61%
Speech, Language and Communication	0%	43%	57%
Hearing, Vision and Physical	0%	46%	54%
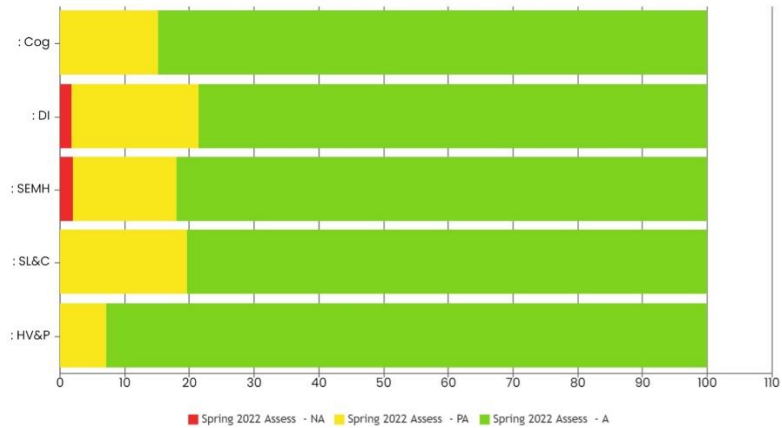
Post 16 by Area of Development (6 classes)	Not Achieved	Partially Achieved	Achieved
Cognition	0%	15%	85%
Developing Independence	2%	20%	78%
Social, Emotional and Mental Health	2%	16%	82%
Speech, Language and Communication	0%	20%	80%
Hearing, Vision and Physical	0%	7%	93%

Overall the Post 16 is positive with the least 'not achieved' across school.

The percentage of students who have achieved their targets are exceptionally high.

This would indicate that the targets are achievable in the desired timeframe.

As part of the target setting meetings it would be important to ensure that the targets have struck the balance between being achievable as well as aspirational to ensure that students are being stretched and challenged.

If this is verified then using staff as examples of good practice will support staff in writing targets for other areas of school.
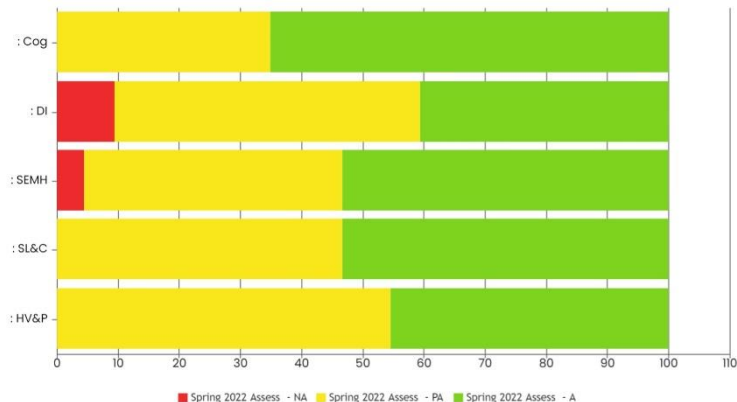
KS4 by Area of Development (7 classes)	Not Achieved	Partially Achieved	Achieved
Cognition	0%	35%	65%
Developing Independence	9%	50%	41%
Social, Emotional and Mental Health	5%	42%	53%
Speech, Language and Communication	0%	47%	53%
Hearing, Vision and Physical	0%	55%	45%

When looking into the Key Stage 4 data in more depth there is a much higher percentage of students achieving 'partially achieved'.

This indicates that the targets are appropriate for the students but potentially not achievable in the designated timeframe.

This group also includes the 2 classes earlier who has extremely high percentage of students in the 'partially achieved' range.

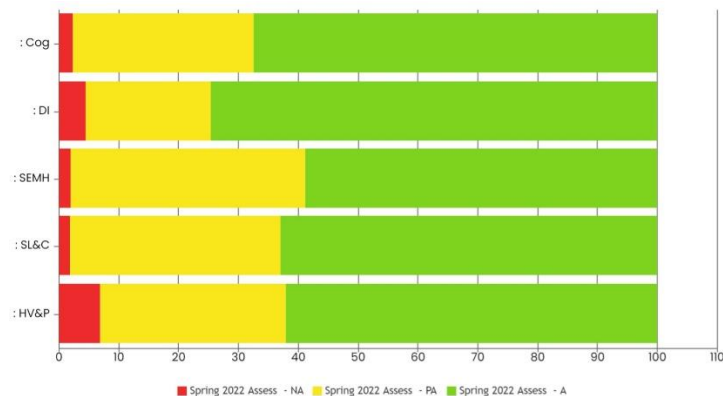| KS3 by Area of Development (9 classes)	Achieved	Partially Achieved	Not Achieved
Cognition	2%	30%	68%
Developing Independence	4%	21%	75%
Social, Emotional and Mental Health	2%	39%	59%
Speech, Language and Communication	2%	35%	63%
Hearing, Vision and Physical	7%	31%	62%

Within Key Stage 3 there is a more varied picture of achievement against IEP targets.

The count of students who have not achieved is 5 students. The student who is having significant home life issues is counted within this group.

Within target setting meetings there are some students who appear more frequently within the partially achieved group. These are not from particular classes but will be discussed in greater depth as to why their targets were not achievable within the time frame and how we can support them moving forward.

Other Areas to consider

There is a small group of students within school who are on and agreed partial timetable which will affect their progress against targets:

- P16 – 1 student
- Key Stage 4 – 2 students
- Key Stage 3 – 1 student

There is also a group of students whose attendance is affected by ongoing Safeguarding issues and the school are working closely with the pupil, family and social care:

- Key Stage 3 – 1 student
- Key Stage 4 – 1 student

A further group are working with the school and the Educational Welfare Officer (EWO) due to low attendance:
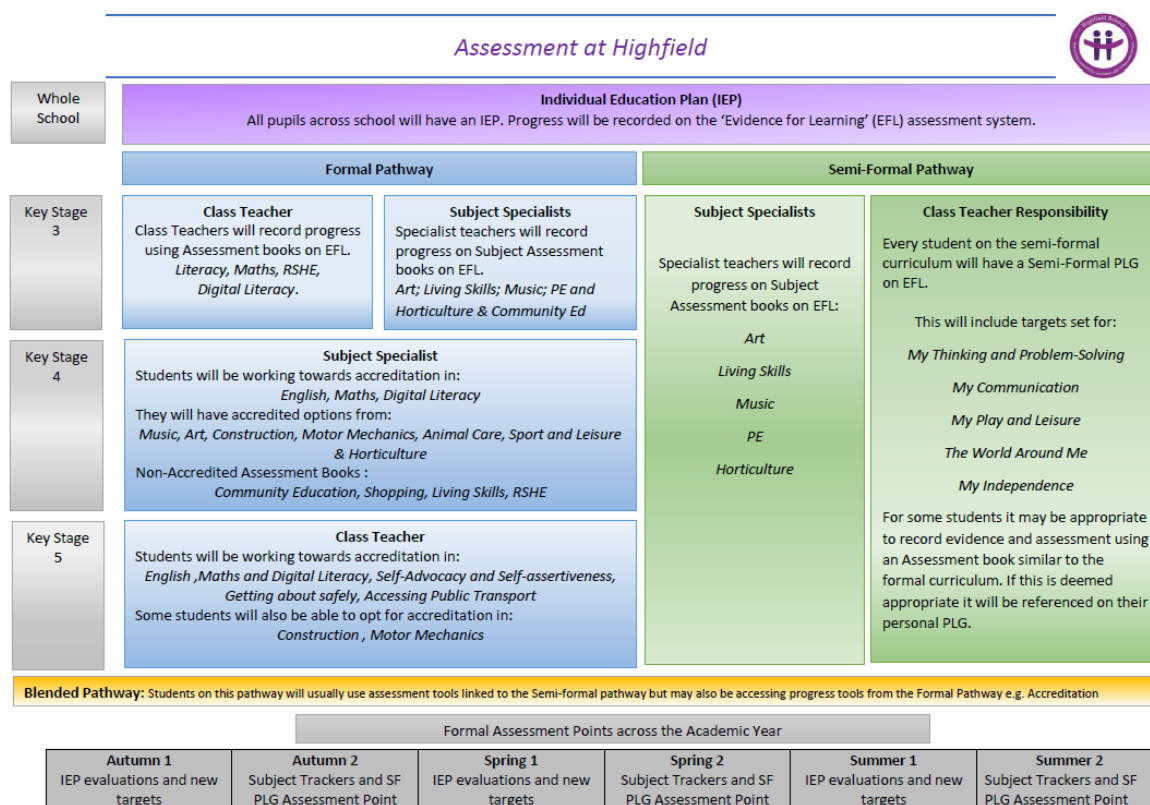
- Key Stage 3 – 2 students

Assessment at Highfield

Highfield uses a wide range of assessment ensure we are meeting the needs of our pupils appropriately.

We would describe this as a 'basket of assessment'.

We have the School level of assessments at outlined below. These are specific to pathway and class. Some pupils from a blended pathway would access across this.

This will be further complemented in September with the SCERTS assessments. Initially these will be used in a few specific classes.

Assessment at Highfield

Whole School	Individual Education Plan (IEP) — All pupils across school will have an IEP. Progress will be recorded on the 'Evidence for Learning' (EFL) assessment system.		
	Formal Pathway		**Semi-Formal Pathway**
Key Stage 3	**Class Teacher** Class Teachers will record progress using Assessment books on EFL. *Literacy, Maths, RSHE, Digital Literacy.*	**Subject Specialists** Specialist teachers will record progress on Subject Assessment books on EFL. *Art; Living Skills; Music; PE and Horticulture & Community Ed*	**Subject Specialists** Specialist teachers will record progress on Subject Assessment books on EFL: *Art, Living Skills, Music, PE, Horticulture* — **Class Teacher Responsibility** Every student on the semi-formal curriculum will have a Semi-Formal PLG on EFL. This will include targets set for: *My Thinking and Problem-Solving, My Communication, My Play and Leisure, The World Around Me, My Independence* For some students it may be appropriate to record evidence and assessment using an Assessment book similar to the formal curriculum. If this is deemed appropriate it will be referenced on their personal PLG.
Key Stage 4	**Subject Specialist** Students will be working towards accreditation in: *English, Maths, Digital Literacy* They will have accredited options from: *Music, Art, Construction, Motor Mechanics, Animal Care, Sport and Leisure & Horticulture* Non-Accredited Assessment Books: *Community Education, Shopping, Living Skills, RSHE*		
Key Stage 5	**Class Teacher** Students will be working towards accreditation in: *English, Maths and Digital Literacy, Self-Advocacy and Self-assertiveness, Getting about safely, Accessing Public Transport* Some students will also be able to opt for accreditation in: *Construction, Motor Mechanics*		

Blended Pathway: Students on this pathway will usually use assessment tools linked to the Semi-formal pathway but may also be accessing progress tools from the Formal Pathway e.g. Accreditation

Formal Assessment Points across the Academic Year

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IEP evaluations and new targets	Subject Trackers and SF PLG Assessment Point	IEP evaluations and new targets	Subject Trackers and SF PLG Assessment Point	IEP evaluations and new targets	Subject Trackers and SF PLG Assessment Point

The English and Maths Subject leaders have worked alongside the Year 7 teachers to provide a comprehensive set of a baseline assessments to ensure consistency for students on entry.

This is supplemented with the BPVS assessment by our in house communication specialist.

For those who are identified as having a visual impairment additional assessments will be conducted by our in-house VI specialist.

These are all further supplemented by assessments by outside agencies such as SALT and OT for all students and Physio for identified students.