SHAFTESBURY HIGH SCHOOL

WELLBEING.
EMPOWERMENT.
POSITIVITY.

# Outcome Report

## Shaftesbury High School: 2025-2026

November 2026

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**What is an Outcomes Report?**

An Outcomes Report is an annual document that schools use to evaluate their effectiveness, provide a layer of accountability and support strategic decision-making.

In a mainstream school the outcome report provides an objective assessment of student examination based performance and progress, among other items. The outcome report supports governing bodies as part of assessing the educational performance of a school in its specific context. The outcome report supports the Governing Body in understanding and challenging the strategic direction taken by the school.

The outcome report would usually report on:

A. In a mainstream setting academic attainment and progress would be analysed. This would include: Key Stage results (e.g., KS2 SATs, GCSE/A-Level), and progress measures such as Progress 8 (secondary) or internal progress data, which would show the average progress pupils made between key stages compared to other pupils with similar starting points. Specific results for English (Reading and Writing) and Maths can be shared.

   In a SEND setting school examination and curriculum data can be shared. A holistic consideration of cognition and learning, communication and interaction, social, emotional and mental health and sensory or physical needs.

B. Specific pupil groups. This would include disadvantaged pupils (Pupil Premium), pupils eligible for Free School Meals (FSM) to review if the funding provided is effectively closing identified attainment gaps. The outcomes and progress of pupils with EHCPs. The impact of SEND support. The report may include analysis of outcomes based on gender, ethnicity, or those with English as an Additional Language (EAL).
C. Factors that may impact on wider outcomes. This can include attendance and absence rates. Exclusions/behaviour data and Post-16/18 Destinations.

The data in an outcomes report should be benchmarked against relevant standards.

1. School vs. national averages
2. School vs. Local Authority (LA) averages
3. School vs. school's own history (Trend Data)
4. Internal group comparisons
5. School vs. aspirational schools

The Outcomes Report provides the necessary data to support the Governing Body to consider the school vision, provide challenge, ensure that spending of funds such as Pupil Premium are tied to strategies that have an impact, support Ofsted readiness and have accountability to the wider audience via the web site.

**School Context: Relevant Census Information. Taken from the Spring census 2026.**

**Pupils on roll by age and sex**

| Age as at 31 August 2025 | Number of pupils | | | | | | |
|---|---|---|---|---|---|---|---|
| | Full-time | | | Part-time | | | All |
| | Male | Female | Total | Male | Female | Total | Total |
| 19 or over | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 | 11 | 4 | 15 | 0 | 0 | 0 | 15 |
| 17 | 8 | 10 | 18 | 0 | 0 | 0 | 18 |
| 16 | 9 | 8 | 17 | 0 | 0 | 0 | 17 |
| 15 | 15 | 10 | 25 | 0 | 0 | 0 | 25 |
| 14 | 20 | 8 | 34 | 0 | 0 | 0 | 34 |
| 13 | 12 | 10 | 22 | 0 | 0 | 0 | 22 |
| 12 | 19 | 4 | 23 | 0 | 0 | 0 | 23 |
| 11 | 14 | 3 | 17 | 0 | 0 | 0 | 17 |

- Total Number of Students on Roll: 165

There were approximately 1,050 special schools in England in June 2026. Using the latest available figures in the UK, the overall mean average number of students in special schools across the UK is approximately 135 students per school in the UK. This is a mean average. There are a small number of larger sized special schools that could be seen to skew the data. There is a lack of accurate modal or median data. .gov.uk Headline SEND statistics

Registered Student First Language

| Language | Number of Pupils | Language | Number of Pupils |
|---|---|---|---|
| Akan (Twi/Asante) | 1 | Pashto | 3 |
| Albanian | 2 | Panjabi | 1 |
| Arabic | 6 | Polish | 4 |
| Bengali | 2 | Portuguese | 1 |
| Bulgarian | 1 | Farsi/Persian (Any Other) | 4 |
| English | 84 | Dari Persian | 3 |
| French | 0 | Romanian | 6 |
| Gujarati | 13 | Russian | 2 |
| Hindi | 2 | Sindhi | 1 |
| Italian | 1 | Somali | 6 |
| Marathi | 1 | Spanish | 1 |
| Indonesian/Bahasa Indonesia | 1 | Tamil | 8 |
| Nepali | 2 | Turkish | 2 |
| Other Language | 1 | Urdu | 6 |

English as a Second Language (EAL)

49% of students at SHS have English as a second language. Students who have EAL have communication challenges in accessing education.

Approximately 21.6% of students in English mainstream schools are categorised as being 'EAL'. The figure of 21.6% EAL pupils in schools comes from statistics published by the UK government's Department for Education (DfE) for the 2021-2022 academic year. UK Stats First Language Statistics There is an uneven

distribution across schools. E.g. 22% of schools have less than 1% EAL students and over 8% of schools have a majority of students with EAL.

16.0% of pupils who have SEN support (not SEND school specific) and 15.8% of pupils with an EHC plan are believed to have EAL. .gov.uk Headline SEND statistics 2025-2026

The national average for students with English as an Additional Language (EAL) in UK schools is not necessarily accurate as many schools in the UK do not run EAL specific programmes and parents may not define their child as EAL. EAL is banded into different categories (e.g. European Language Levels ) so is in essence an artificial construct with different levels.

Specific Types of Pupils on Roll

| Pupils on roll: | Number of pupils |
|---|---|
| Boarders | 0 |
| Service children | 0 |
| Pupils for whom the school receives top-up funding | 165 |
| Post looked after arrangements - includes children ceased to be looked after through adoption, special guardianship, residence order or child arrangement order | 1 |
| Eligible for free school meals on census day | 70 |
| Unique pupils with any period of eligibility for free school meals reported in the current census (includes those eligible on census day) | 70 |

Free school meals (FSM)

The percentage of students at SHS who have free school meals is 42%

All regions had an increase in the rate of free school meal eligibility, London had the largest increase of 1.3 percentage points, to 29.2% of pupils.

Free school meals are often used as a socio-economic factor in assessing outcomes in a school.

SEND of Pupils on Roll

| Code | Description | Primary Need | Secondary Need |
|---|---|---|---|
| SPLD | Specific Learning Difficulty | 3 | 3 |
| MLD | Moderate Learning Difficulty | 41 | 29 |
| SLD | Severe Learning Difficulty | 8 | 10 |

| | | | |
|---|---|---|---|
| PMLD | Profound and Multiple Learning Difficulty | 2 | 1 |
| SEMH | Social, emotional and mental health | 0 | 5 |
| SLCN | Speech, Language and Communication Needs | 23 | 22 |
| MSI | Multi-Sensory Impairment | 2 | 2 |
| HI | Hearing Impairment | 2 | 2 |
| VI | Vision Impairment | 1 | 3 |
| PD | Physical Disability | 7 | 5 |
| ASD | Autistic Spectrum Disorder | 70 | 7 |
| DS | Down Syndrome | 2 | 2 |
| NSA | SEN support but no specialist assessment of type of need | 0 | 0 |
| OTH | Other Difficulty / Disability | 10 | 14 |

July 2026: Over 1.8 million pupils in England have special educational needs (SEN)

538,547 students in schools in England now have an EHCP. This is an increase of 11.6% from 2025. This is an increase of 91,400 (5.2%) pupils since 2025. The increasing trend has continued since 2016. .gov.uk Headline SEND statistics 2025-2026. The percentage of pupils with SEN support (no EHC plan) has increased to 14.8%, from 14.2% in 2025.

The most common type of need for those with an EHC plan is autistic spectrum disorder, and for those with SEN support is speech, language and communication needs.

Nationally

The Education Policy Institute (EPI) highlights changes in the proportion of pupils aged 2-19 with SEND identified as having certain primary needs since 2016:

| **Primary Need Type** | **Percentage Point Change (approx. 2016-2025)** |
|---|---|
| Autistic Spectrum Disorder (ASD) | +7.5 percentage points |

| | |
|---|---|
| Speech, Language and Communication Needs (SLCN) | +5 percentage points |
| Social, Emotional and Mental Health Needs (SEMH) | +5 percentage points |
| Moderate Learning Difficulties (MLD) | -11.5 percentage points |
| Severe Learning Difficulties (SLD) | -1 percentage point |

The percentage point changes indicate a proportional shift in SEND identification, with a significantly greater share of pupils with SEND now having ASD, SLCN, or SEMH as their primary need compared to 2016, and a smaller share of students with SEND having MLD.

**Examination Courses Taken at SHS**

Shaftesbury High School Key Stage 4 students took a range of examinations from the examination boards AQA and Pearson. Our KS4 students worked on both non-examination assessment and sat examinations across Entry levels 1, 2, and 3. This academic year was the first year that we did not have Level 1 examinations in Maths or English. However, we included Year 9 students in the exam cohort, meaning that they may take Level 1 or even Level 2 qualifications in the future.

The accreditations that our students took in 2025-2026 included

- Functional Skills English Entry Level 1
- Functional Skills English Entry Level 2
- Functional Skills Mathematics Entry Level 1
- Functional Skills Mathematics Entry Level 2
- Functional Skills Mathematics Entry Level 3
- Science AQA Single Award Entry Level 1,2, and 3
- Home Cooking Skills Level 1
- Trinity Arts Award Level 1 (Bronze)

Shaftesbury High School Key Stage 5 students took a range of examinations from the examination boards ASDAN and Pearson. Our KS4 students worked on both non-examination assessment and external accredited examinations

- ASDAN Bronze

The Entry Level and Functional Skills Level courses (Entry Qualification) are pre-GCSE courses (GCSE courses are at Level 1 (1-3 grades) and Level 2.

We have also been accepted as a centre for WJEC qualifications, and this will run from 2026-27

Education Health Care Plans (EHCPs)

Students at SHS all have an EHCP. The EHCP details particular targets that are set for the student. The targets can include, but are not limited to, academic, social, emotional, and therapy based targets. Students at SHS have SEND and they make progress against EHCP targets rather than against linear attainment grades. Students continue to make academic progress against targets. The subject specific 'I can' targets provide a subject based target criterion for development within that academic area.

The number of pupils with an EHCP has approximately doubled e.g., from around 240,000 in 2015 to 538,547 in Jan 2026. There has been an increase of students identified with SEND, with no EHCP, by around 327,000 pupils. This is approximately a 33% increase (between 2016 and 2025.

This has had a significant impact on SEND schools and parent expectations of placement. SHS has received students with increasingly complex needs over the last few years. What is most noticeable is the students that are being shared for consult have smaller numbers of students with a primary need of MLD and instead have increasingly complex learning needs

Predicted Grades

Entry Level and Level courses do not require predicted grades that are formally sent to the examination board. As such there is no comparison data using predicted passes over actual passes. Entries are made based on Evidence for Learning evidence. This ensures that students are entered for the correct level of examination.

SHS and Pathway Data

Shaftesbury High School students follow one of four pathways.

Pathways and G-Steps Levels:

| able hway 1 | Pathway 2 | Pathway 3 | Pathway 4 |
|---|---|---|---|
| Green Curriculum<br>G4-G7 (small steps) | E1/E2<br>G8- G10 | E3/ L1<br>G11-G14 | L1/L2 onwards<br>G15 |

The G Step Levels are recorded on a student's EHCP for English, Maths and Science. The G Step Levels are discussed at each student's Annual Review. G Steps are shared termly with families via Evidence for Learning family app.

- Blue Curriculum: a more traditional MLD curriculum
- Green Curriculum: a more traditional SLD curriculum, operating below Key Stage 2

Entry Level and Level Descriptors

Each entry level qualification is available at three sublevels - 1, 2 and 3. Entry level 3 is the most difficult.

For comparison of type 1 and type 2 qualifications that can be studied nationally below.

Entry level qualifications can include:

- entry level award
- entry level certificate (ELC)
- entry level diploma
- entry level English for speakers of other languages (ESOL)
- entry level essential skills
- entry level functional skills
- Skills for Life

Level 1 qualifications can include:

- first certificate
- GCSE - grades 3, 2, 1 level 1 award
- level 1 certificate
- level 1 diploma
- level 1 ESOL
- level 1 essential skills
- level 1 functional skills
- level 1 national vocational qualification (NVQ)
- music grades 1, 2 and 3

Examination Entries

| **Functional Skills Maths** | | | |
|---|---|---|---|
| | Entry Level 1 | Entry Level 2 | Entry Level 3 |
| Key Stage 3 | | 2 | 2 |
| Key Stage 4 | 20 | 6 | 3 |
| Key Stage 5 | 1 | 1 | |
| | | | |
| **Functional Skills English** | | | |
| | Entry Level 1 | Entry Level 2 | Entry Level 3 |
| Key Stage 3 | 1 | 1 | |
| Key Stage 4 | 8 | 5 | |
| Key Stage 5 | | | |
| | | | |
| **Home Cooking** | | | |
| | Home Cooking Skills Level 1 CNK32 | Home Cooking Skills Level 2 CNK32 | |
| Key Stage 3 | | | |
| Key Stage 4 | 3 | 1 | |
| Key Stage 5 | | | |
| | | | |

| | Art Award Bronze | Art Award Explorer | |
|---|---|---|---|
| Key Stage 3 | | | |
| Key Stage 4 | 4 | 2 | |
| Key Stage 5 | | | |
| | | | |
| | **ASDAN Bronze** | **ASDAN SIlver** | |
| Key Stage 3 | | | |
| Key Stage 4 | | | |
| Key Stage 5 | 14 | | |

Each year group is different and assessment of exam entry data across years' girls often has limited value.

Please note that 2024-5 also includes 16 science entries. Students are now being entered in Key Stage 5 for the Functional Skills courses in English and Maths.

There has been a significant increase in more accurate examination entries in Key Stage 4. In part this is down to the ongoing development of Evidence for Learning supporting students being more accurately placed into the correct learning level.

Examples of Level 1 Examinations

Past Paper Level 1 Functional Skills- Maths

Functional Skills Level 1 ENGLISH Reading Paper

Entry Level 3 Maths Past Paper

Entry Level 3 English Past Paper

Please note:

1. The Trinity Arts Award is Level 1 qualification on the Regulated Qualification Framework (RQF).

**Pupil Premium Students**

SHS receives approximately £64, 500 for the pupil premium students at SHS. Funding in 2025-2026 was:

- Secondary pupils: £1,075
- Looked-after children (current or previous): £2,630

Average Pupil Premium Eligibility in Secondary Schools 2025/26 was 38.6% (Up from 37.8% in 2024/25)

SHS uses the pupil premium funding to support the costs of two learning mentors. SHS has 2.6 Learning mentors. The learning mentors are line managed by the Behaviour Lead.

Learning mentor support is either one to one or in small groups. Referrals for learning mentor support are often for social/ emotional needs. Managing social/ emotional needs supports students to re-engage with learning rather than focus on their emotional responses to specific situations. The students' emotional.

Data to show interventions in place to support behaviour, engagement and learning. This includes learning mentor referrals linked to both behaviour and learning and interventions to both Harrow school and Middlesex FA.

| Sept 2024-July 2025 | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | Yr13 | Yr14 | Total |
|---|---|---|---|---|---|---|---|---|---|
| Social /Emotional | 27 | 13 | 19 | 15 | 25 | 7 | 5 | 5 | 116 |
| Academic | 5 | 2 | 4 | | 4 | | | | 15 |

| Sept 2025-July 2026 | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | Yr13 | Yr14 | Total |
|---|---|---|---|---|---|---|---|---|---|
| Social /Emotional | 31 | 16 | 21 | 19 | 21 | 7 | 4 | 3 | 122 |
| Academic | 2 | 2 | 1 | 1 | 4 | 1 | | | 11 |

The referral process for learning mentor support is now accessible via a link on class i-pads and will be accessible through the upcoming 'Landing page' on desktops and iPads. The impact of the Learning Mentor Programme is assessed on a weekly basis by the Learning Mentor Team (including the Behaviour Lead). The Behaviour Lead has ensured that the learning mentor assessment is accessible by all relevant tutors via Evidence for Learning. The Behaviour Lead, from October, has met with the Talk Therapy Team once a month to cross reference students who receive Learning Mentor support and talk therapy.

LM's can work with individuals or groups. Supporting students to manage behaviour is important. The students who are worked with by Learning Mentors cross reference with MyConcern data to assess what 'incidents' are being recorded for these students. Questions are asked such as: have the number of incidents decreased? Has the nature of the incidents recorded changed? Has the frequency changed? The impact of supporting students to take ownership and regulate their behaviour means that lessons are not disturbed, students can manage themselves and access lessons, and that personal interactions outside of lessons do not spill into lesson time. Learning is more effective when a student is not dysregulated, which impacts on the learning of the individual and can impact on the learning of all students in the class.

Additional Interventions provided throughout the time period stated would include:

- SEND Football League
- Football@ Hatch End High School
- Harrow Boys School
- Lunchtime clubs - Drama/Gaming
- Focussed Assemblies
- External sports agencies coaching for Shaftesbury students.

<u>Pupil Support Plans</u>

Total Number of PSP's 24-25 = 59

Total number of PSP's  25-26 = 42 (28 Green Curriculum PSP's - 14 Blue Curriculum PSP's)

The percentage of students in the school on the green Curriculum is 14%. The percentage of students with a PSP in the Green Curriculum is 66.67%

The number of PSP's has increased due to the development of the Learning Mentor role and the continued input by the Behaviour Lead, relevant CPD, simpler referral systems, building on the previous year's efforts, and centralised documentation. It is more a case of the correct number of PSP's being in place rather than a 'worrying' increase.

A pupil support plan is a detailed plan that provides additional support in managing a student. The Behaviour Lead has oversight, has centralised the locations of PSP's for ease of access and supports colleagues in the production of PSP's.

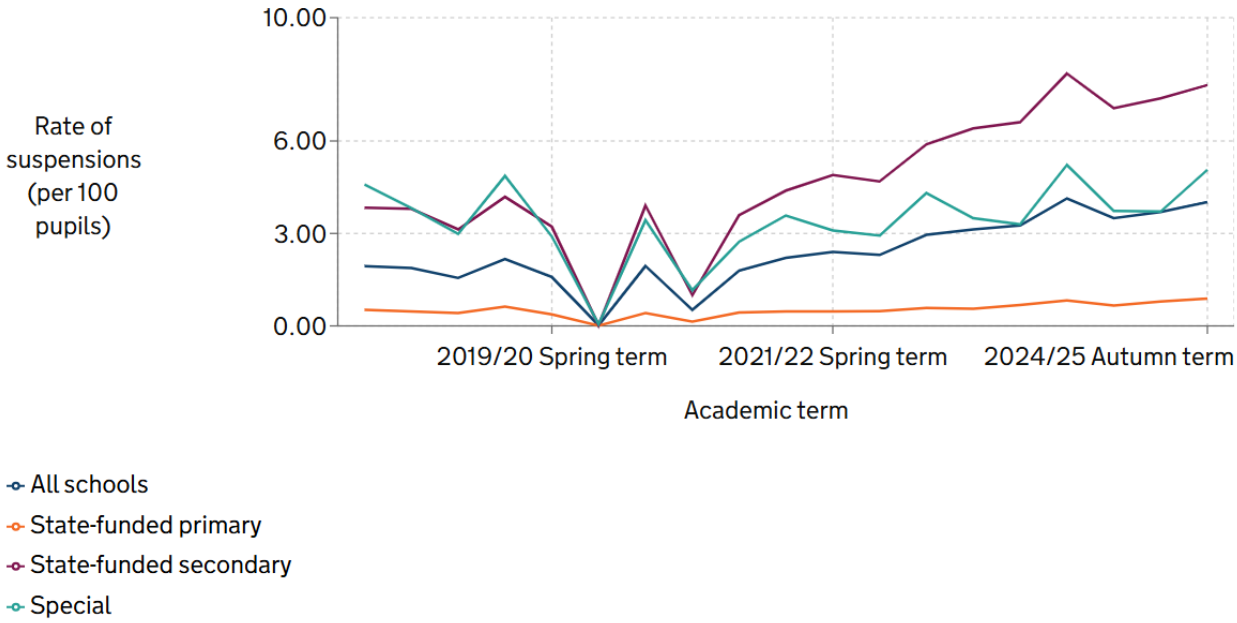
**Suspensions and Exclusions**

.Gov Suspension data updated April 2026

Exclusion by special educational needs/ disabilities (data from 2024)

**Suspension rates have been increasing since the pandemic but were lower in autumn 2024/25 than the previous autumn term**

Suspension rates by school type, autumn 2018/19 to autumn 2024/25

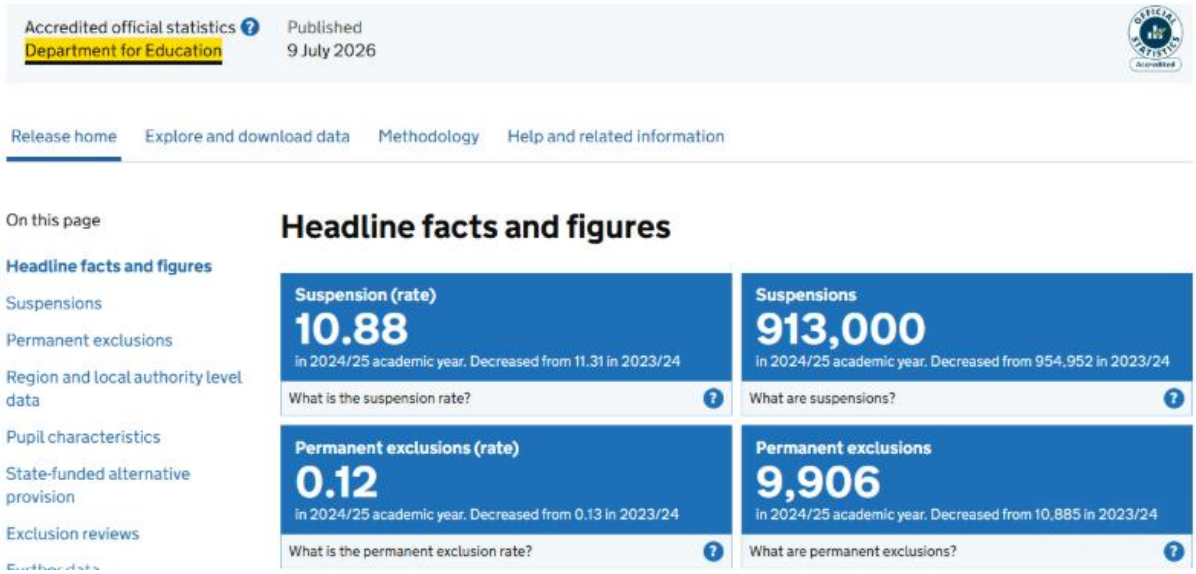



Pupils with a special educational needs (SEN) support and Education, Health, and Care Plans (EHCP) are more likely than their peers to be both permanently excluded and suspended.

- In the 2025-2026: 1,198 children with an EHCP were permanently excluded.
- In 2025-2026: 116,188 with an EHCP were suspended.
- The national suspension rate is 26.45 suspensions per 100 pupils with an EHCP

Pupils with an EHCP or special educational needs (SEN support) experience suspension rates roughly 3 to 4 times higher than pupils with no identified special educational needs

**Headline Facts and Figures 2025-2026**




Spring and summer term data: Suspensions (fixed term) and exclusions (permanent)

In the 2025/26 academic year in England, pupils with special educational needs (SEN) were suspended at a much higher rate than those with no identified needs. The rate varies significantly depending on the level of SEN support a pupil receives.

According to statistics from the UK Department for Education:

- For pupils with an Education, Health, and Care (EHC) plan: The suspension rate was 26.54 per 100 pupils. This is equivalent to approximately 265 suspensions for every 1,000 pupils with an EHC plan.

This is a difficult statistic to compare as students will be in both mainstream and SEND schools. The rate will also vary depending on the type of SEND 'need' and the support in place.

At SHS there were no exclusions in the academic year 2025-2026.

Categories for suspension are recorded as: assault against staff, assault against students, disruptive behaviour or persistent disruptive behaviour, other.

At SHS suspensions in the academic year 2025-2026 break down as:

**Academic Year: 2025-2026**

Autumn Term

Four students received a total of 16 days of suspensions. One student received 6 days for physical assault on staff members over 3 consecutive sessions.

There were 0 days of internal suspensions.

Spring Term

Three students received a total of 4 days of suspensions.
There were 0 days of internal suspensions.

Summer Term

Six students received a total of 10 days of suspensions. One student received 3 days of suspension for physical assault, sexualised touching, and disruption to learning.

There were 2 days of internal suspensions.

At SHS suspensions per 100 students:

| Term | Number of Suspended Students | Total Days Lost | Suspension Rate per 100 Pupils |
|---|---|---|---|
| Autumn Term | 4 | 16 | 2.37 |
| Spring Term | 3 | 4 | 1.78 |
| Summer Term | 6 | 10 | 3.55 |
| Annual Total | 13 | 30 | 7.69 |

As a note: For pupils with an Education, Health, and Care (EHC) plan: The suspension rate was 26.54 per 100 pupils. This is equivalent to approximately 265 suspensions for every 1,000 pupils with an EHC plan. This would include data from mainstream and Special schools.

There are a wide range of factors involved in the decrease such as Learning Mentor provision, use of Predictive data, ongoing training, sharing of information, high quality of teaching, clarity of consistent expectations, earlier intervention, and so on. There is a clear impact of less disruption and behaviour that disrupts learning on the in-class learning experience of all students.

Impact of a suspension rate below the national average

- Indicates to inspectors that SHS has a calm, orderly environment with effective behaviour management systems.
- Demonstrates that leaders use proactive interventions rather than punitive, exclusionary measures as a first resort.
- Keeping students in the classroom directly correlates with better academic progress and the school behaviour ethos. If students are in school, they can learn.
- Low rate indicates a more inclusive school culture where students feel safe and supported.
- The pastoral support teams can dedicate more ‘resources’ to the high-need cases at SHS e.g. the two specific individuals involved in the physical assault incidents.
- Effective ongoing training such as CALM training and in-house behaviour CPD, clear understanding of the school charter and behaviour ethos, and external training on SEND.

It is important to note that:

- The low numbers genuinely reflect positive behaviour, rather than under-reporting incidents or tolerating ongoing disruptive behaviour without providing staged responses.
- Careful decisions are made on whether behaviours are the result of SEND or malicious intent. Suspensions are used to support learning expected boundaries and are not used punitively.
- Leaders at all levels work to support colleagues to feel safe and that incidents are being followed up on with a range of actions.

**Careers and Work Experience**

Work experience has three definitions:

1) Experience of the place of work: A one off visit to an employer is 'experience of the work place'. E.g. a morning at Wenzels. A trip to Morrison's if the focus is work related.
2) Experience of work: Regular visits to the place of work is 'experience of work'. A staff member is with the students during the regular visits. E.g. 6JG weekly visits to the Garden Centre with the Sixth Form staff.
3) Work experience: A placement in a place of work for a given period of time. E.g. a placement in a nursery each day for a week's placement. NPH each week for a 6 weeks' placement.

A clear process is followed to support students to engage with Work Experience at SHS. In 2025-2026 all sixth form students engaged in experience of the work place or experience of the place of work. A small number of students had experience of the work place.

Students who engaged in work experience from the Sixth Form were:

Coffee on the Quad: 10

NP Hospital (PPS): 10

School Canteen: 10

Gatsby Benchmarking Data Gatsby Benchmarks

The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world class careers provision in education looks like and provide a clear framework for organising the careers provision at schools or colleges.

The Gatsby Benchmarks are enshrined in statutory guidance.

Gatsby Benchmark % achieved in latest evaluation

GB1 - A stable careers programme: 100%

GB2 - Learning from careers and labour market information: 100%

GB3 - Addressing the needs of each young person: 100%

GB4 - Linking curriculum learning to careers: 100%

GB5 - Encounters with employers and employees: 100%

GB6 - Experiences of workplaces: 100%

GB7 - Encounters with further education and higher education: 94%

GB8 - Personal guidance: 100%

Compass Evaluation explanation

**Community Access- Enrichment Activities 2025-2026**

| | Analysis of Enrichment by Key stage | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Tutor Groups | Year 7 | Year 8 | Year 9 | KS3 | KS4 | KS5 | Total trips out |
| Autumn term | Nos trips out | 2 | 3 | 6 | 12 | 16 | 25 | 64 |
| Spring term | Nos trips out | 7 | 8 | 7 | 22 | 20 | 8 | 72 |
| Summer term | Nos trips out | 19 | 5 | 8 | 32 | 19 | 18 | 69 |
| | | | | | | | | |
| | Total trips out | 28 | 16 | 21 | 66 | 55 | 51 | 205 |

| | Analysis of Enrichment by project | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Sport | Digital | Green Curriculum | Art | Performing Arts | Food Tech | Total | Turquoise |
| Autumn term | Nos trips out | 3 | 2 | 2 | 1 | 1 | 3 | 15 | 2 |
| Spring term | Nos trips out | 2 | 2 | 3 | 2 | 5 | 2 | 20 | 2 |
| Summer term | Nos trips out | 2 | 0 | 3 | 2 | 1 | 4 | | |

There has been an increase in the number of trips on offer over the academic year in 2025-2026. Meaning that students are 'out and about' more regularly. There has been an increase in the number of Green Curriculum classes participating in trips over the last 3 years. This places the increase in enrichments into a positive light.

At Shaftesbury we place a significant value on enrichment activities. The number of trips is logistically at the apex of what can be sustained in terms of time required and staffing. Trips are more than the time out. They are carefully planned, with site visits made, risk assessments completed, and communication required. The impact of enrichment activities on the students is clear. Curriculum is reinforced, learning is cemented, and pastoral support underpins the success of each trip.

**Therapy Data- Speech and Language Therapy, Occupational Therapy and Physiotherapy.**

Occupational Therapy (OT) and Physiotherapy (PT) are therapeutic services for students with Special Educational Needs and Disabilities (SEND), but they focus on different aspects of a student's needs.

Occupational Therapy (OT) for SEND Students

Occupational Therapy helps a student develop the skills needed to participate fully in the "occupations" of daily life. These occupations can include self-care, school/learning, and play/leisure. E.g. independence in daily tasks such as getting dressed, eating, using the toilet, and brushing teeth or fine motor skills such as using the small muscles in the hands and wrists for tasks like handwriting, cutting with scissors, manipulating small objects, and fastening buttons.

The OT attends SHS once every two weeks on a Thursday.

Physiotherapy (PT) for SEND Students

Physiotherapy, often called Physical Therapy, focuses on a student's physical function, movement, mobility, and gross motor skills to help them access their education and participate in school life. This can include gross motor skills involving the large muscles of the body, such as walking, running, balance, coordination, sitting upright, and climbing stairs. For example, ensuring the student can move around the school, use facilities, and participate in physical education and other school activities to the best of their ability.

The PT attends SHS once every two weeks on a Thursday.

Speech and Language Therapy (SALT) for SEND Students

Speech and Language Therapy (SALT) supports students who have difficulties with communication and/or eating, drinking, and swallowing (dysphagia).

The core goal of SALT in an educational setting is to enable the student to communicate effectively and participate fully in learning, social, and emotional life. This can include developing receptive language, which focuses on the student's ability to understand language through following instructions and directions, understanding vocabulary and grammar, processing information in the classroom, and interpreting gestures and non-verbal cues.

SALT work with students from Year 7 14 one day a week. Students can be worked with 1:2:1, in small groups, or by sharing activities for classes.

The Therapy Team

The Therapy Team will follow up on and run the OT, PT and SALT therapies that support the students during each week. The spread of need is fairly even across all year groups and depends on the needs of a given year group.

The Therapy Team in 2024-2025 and 2023-24 also provided support outside the EHCP remit. There were students who the therapy team identified to join groups including balance and fine motor who were not on the physio or OT caseload or had only health based needs.

| | Balance | Fine Motor |
|---|---|---|
| Number of students | 2 | 2 |
| Recommended sessions | 1 per week | 1 per week |

In 2023-2024 and 2024-2025 the Therapy Team supported sessions in the timetable:

- Enrichment lessons
- Yoga (non-spiritual) and PE

In 2024-2025 the Therapy Team

- The Therapy Team started completing the EfL uploads for Physiotherapy.
- 5 minute warm ups for classes training started
- Therapy team rotated in during tutor team meetings

In 2025-2026 Planned for Green Therapy and …

- The therapy team continued to complete uploads for EFL for physiotherapy and occupational therapy
- Had bucket time sessions weekly for the majority of green curriculum classes and for a group (identified by SALT therapists) for KS3 and KS5
- Continued to promote the 5 minute warm ups in tutor team meetings, whole school briefings and shared posters as well as in a CPD session for staff
- Planned, visited, risk assessed green curriculum therapy trips for each year group of green curriculum classes to start in 2026-27 academic year.

2025-2026 Therapy support provided to:

- No. of student on PT caseload- 11
- No of contacts on ECHP combined- 64
- No. of students on OT caseload- 9
- No of contacts on ECHP combined- 68
- No. of students seen by therapy team- 13 plus 33 for SALT bucket time across 35 sessions

The amount of time spent on SALT, OT and PT is comparable between 2023-2024, 2024-2025 and 2025-2026. It is not feasible to compare nationally as the OT, PT and SALT needs are dependent on the students at the school.