DURANTS SCHOOL – SEND DOCUMENT

2026

Reviewed & updated: September 2026
Next review date: September 2027

Durants school Curriculum

Durants school is a community special school and is the secondary provision for Autism within Enfield. The curriculum at Durants caters specifically for pupils with Autism. It is a bespoke diverse curriculum, taught to all pupils but is suitably adapted to meet the learning needs of each pupil. ASDAN and AQA courses which are nationally accredited are taught across the school. We have also introduced the AET Provision guidance, incorporating it into our curriculum, focusing on non-curricular areas.

We have integrated statutory RSE (Relationships and Sex Education) into our curriculum for all pupils. These are legal requirements but are again taught appropriately and sensitively.

How we support children with special educational needs or disabilities

All staff are highly ambitious for Durants School pupils to ensure they achieve more than they believed possible, and instil high expectations to all. All pupils are supported to have positive attitudes to learning in whole class lessons, in groups and when working as independently as possible. The vast majority of pupils make good progress from their different starting points in Communication, English, Mathematics, Science, PSHE, ICT and Physical Development

Durants School is a maintained day special school for children aged 11-19 years old. We also have an ARP (Additionally Resource Provision) at Winchmore secondary school. This caters for 20 pupils between KS3 and KS4. Our SEND report will be updated annually to reflect changes and plans within the school. This report states the current provisions within Durants Upper School Southgate, Enfield site and Durants ARP Winchmore. Admissions to both the school and the ARP are within the admission policy on our website.

Our Ofsted rating for Durants School is 'Good with Outstanding features' in all areas. The most recent inspection was a short one-day inspection May 2018. Our school improvement partners reviewed the school in January 2018 and judged teaching and learning and school improvement as outstanding.

DURANTS SCHOOL VISION

Durants promotes a holistic environment for young people with autism and their families. Durants offers a person-centred curriculum that enables all students supported by their families to achieve and forge their own path into society and adulthood.

Preparing for independent living

Actively promoting good health

Teaching skills for employment

Helping to develop friendships, relationships and participate in the community.

VALUES AND PRINCIPLES

Independent Living

For all students to do as much for themselves as possible

To provide routines, structures and communication strategies that support students to be independent

To support all students to be safe

Friendships, Relationships and Community

For all students to have regular access to the community and to learn to be able to stay safe

Students to be supported to develop friendships and relationships that suit them as an individual

To support students to understand social rules and behaviour

Good Health

All students to have access to appropriate and necessary health care

Having a healthy diet and regular exercise

Access to services that promote emotional well-being and good mental health

Employment

To develop individual skills that will be useful in the workplace

To provide sheltered work placements in school that meet the needs of learners with autism

To develop and foster relationships with suitable external employers

To achieve our vision we aim to:

Create a happy and secure learning environment where all pupils' needs are met and where achievements and success are recognised and praised.

Ensure that all the National Curriculum/statutory curriculum guidance is delivered to all pupils.

Ensure that ICT is an essential vehicle to access and enhance the curriculum and communication for pupils.

Ensure that safeguarding is paramount in keeping all members of the school community safe.

Provide all staff with training and development opportunities to enable effective practice.

Promote the pupils spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.

Help pupils acquire the knowledge, skills and confidence which will enable them to lead a full, interesting and independent live, where possible.

Develop in pupils' personal responsibility as well as encouraging decision making and choice, communicating through whatever means appropriate.

Provide a wide range of age-appropriate learning experiences, which are both exciting and challenging.

Offer opportunities of working co-operatively alongside others, developing friendships and respect for others

Provide pupils/students with experiences of their own and other religious and cultural backgrounds and values. Foster relationships with parents and other professionals.

How does your school ensure that children who need extra help are identified early?

All our pupils have SEND. Therefore they perform below national expected levels. All of our students have a diagnosis of Autism and other associated needs.

At Durants School our pupils' identified needs are complex and significant in the area of cognition and learning (ranging from severe learning difficulties to profound and multiple learning difficulties) as described in the SEND Code of Practice. Our pupils also have associated needs in the areas of Communication and Interaction, Physical and / or sensory difficulties, and emotional, social or mental health needs.

All our staff are highly skilled and we have a multi-disciplinary team based at Durants: SALTs (including Highly specialist Autism lead in Enfield, an Occupational Therapist, a Music therapist).

When pupils are admitted to the school, staff conduct a baseline assessment, therapists work with teachers and parents to identify therapy requirements, and all pupils benefit from a SALT (Speech and Language Therapy) programme, plus an Occupational Therapy Programme, if they require it.

Pupils presenting with further needs, such as social and emotional needs, will be also referred to our Music therapist, if appropriate.

All pupils who attend Durants will have an Education, Health and Care Plan (EHCP). All pupils at the ARP in Winchmore school will have an EHCP. Further information on the admission and assessment procedures can be found on our website.

Our provision is based on a strong vision that:

Our school is a place where everyone is treated with dignity, respect and is of equal worth.

Our vision is to develop a highly effective learning environment

We believe that all staff have a responsibility to meet the needs of all pupils at Durants.

Our key purpose is the delivery and constant improvement of quality learning experiences appropriate to the needs of all our pupils.

Who will explain my child's needs and progress to me?

The class teacher meets with parents formally at least on a termly basis (this could be as part of Parents' evening or an EHCP review) to discuss their child's needs, support and progress.

The school also hosts a number of events throughout the year to enable parents to see how their child is in class, e.g. parent consultations, Entry Reviews , Transition events , coffee mornings, etc

For further information the Heads of Departments and Senior Leaders are always available to discuss support in more detail.

Your child's teacher will write in the home school to report on your child's daily progress.

How will school support my child?

Our Senior Leaders (Head teacher, Deputy Head teachers & Assistant Head teachers) –monitor the progress of all pupils across the school.

Class teachers will oversee, plan and work with each child with any additional special educational needs or disabilities in their class to ensure that progress in every area is made.

All children are given Individual Education Plans (IEPs – linked with EHCP outcomes, and recorded alongside our Assessment tool I Can and AET, so that it is easy to track progress.

Teaching Assistants will be working with your child either individually or as part of a group.

We have a school development plan and evaluate this throughout the year. There are link governors for all aspects of the plan and this supports the evaluation of our progress towards any aims.

The Governors involvement and what their responsibilities are?

The Assessment Lead reports to the Governors every term to inform them about the progress of all children: the report clearly identifies trends within departments/key stages and subject areas. This report does not refer to individual children and confidentiality is maintained at all times.

The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

How do teachers match the curriculum to an individual child's needs?

Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs, and all the work is individualised and differentiated.

The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

Staffing levels are enhanced so that pupils are taught in classes of up to 10 pupils with a teacher and 3 teaching assistants, and, if appropriate additional teaching assistants to meet the needs of the class group.

How are the school's resources allocated and matched to children's special educational needs?

We ensure that all our pupils are provided for to the best of the school's ability with the funds available.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How is the decision made about what type and how much support my child will receive?

Staff (Heads of departments, teachers, SLT) meet termly (departmentally) with therapists, and representatives from social care as part of our MAW (Multi Agency Work) meetings. Staff there will discuss the children's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential.

How does the school judge whether the support has had an impact?

By reviewing children's targets on Individual Education Plans and via regular progress meetings. By ensuring that each pupil is making progress academically against national/age expected levels (our data is compared with other special schools with pupils with similar needs locally through SSMAG –special school moderation and assessment group, and nationally through the use of CASPA (Comparison and analysis of special pupil attainment), discussed at MAW Meeting and Teachers meetings. We have termly progress meetings where every pupil and their progress is discussed.

Verbal feedback from the teacher, parent and pupil is also very important.

What opportunities will there be for me to discuss my child's progress?

We believe that your child's education should be a partnership between parents and teachers; therefore, we aim to communicate with you regularly. Teachers write daily in the Home/School books and may phone to discuss anything further. You will be able to discuss your child's progress at parent consultations and EHCP reviews. You are welcome to make an appointment at any time to

meet with either the class teacher or Senior Leaders and discuss how your child is getting on.

How will you help me to support my child's learning?

We run regular workshops, led by teachers, senior leaders or therapists on a variety of topics: Positive Behaviour Support (PBS) strategies, Makaton, communication, RSE, Independence and self-care, sensory processing, etc

As your child will have Autism when they attend Durants school, they will have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.

All children with an Education, Health Care Plan (EHCP) will have an Individual Education Plan (IEP) which will have individual targets.

How do you measure my child's progress?

As a school we measure children's progress in learning against P levels (Below the National Curriculum level). In addition, we use I Can Statements assessment tool, that can capture all areas of learning, such as engagement, physical development, independence, etc. Post 16 pupils follow an AQA curriculum which is monitored and assessed termly and pupils are given realistic yet challenging targets per annum. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

We track children's progress from their admission through to Year 14, using a variety of different methods.

Children who are not making expected progress are identified through the Assessment Co-ordinators termly Analysis.

Where needed a discussion will take place about those pupils experiencing difficulties and what further support can be given to aid their progress.

When a pupil's IEP is reviewed, comments are made against each target to show what progress has been made. If the pupil has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the pupil does make progress. The Goals set at EHCP reviews, which link to the pupils' over-arching aspirations are recorded and monitored within our IEP documents as detailed above. The goals are set in partnership with therapists and progress against these goals are analysed termly.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required, the class teacher liaises with the other professionals for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

Our school nurse is also available, as are our therapists and our family support worker. All parents/Carers can make appointments to see any member of the team, as they require.

How does the school manage the administration of medicines and personal care?

We have a policy regarding the administration and management of medicines on at school. All pupils requiring medication onsite will have a Care Plan written by the school nurse and agreed by parents.

Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises. A large number of our pupils have epilepsy, all staff are trained in administering specific epilepsy rescue medication. They are also trained in Epi-pen administration.

Some of our pupils require personal hygiene care: this is managed by staff.

What support is there for behaviour, avoiding exclusion and increasing attendance?

We have a positive approach to behaviour management that refers to our "Golden Rules" with a clear Behaviour policy (and the ethos and methodology detailed in the PBS approach - Positive Behaviour Support) that is followed by all staff and modelled to all pupils. The attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absences are recorded and reported to the Head Teacher and Governing Body.

What specialist services and expertise are available at or accessed by the school?

We work very closely with external agencies that we feel are relevant to individual children's needs within our school.

These include: GP, School Paediatrician (monthly clinics are held), School Nurse, Clinical Psychologist and Dental Hygienist.

Speech & Language Therapist, Occupational Therapist, Educational

Psychologist, the Child and Adolescent Mental Health Service (CAMHS) and Social Services.

What training have the staff supporting children with special educational needs, had or are currently having?

Durants School is highly committed to ongoing training of staff.

All staff have clear job descriptions which detail the required qualifications for each post in school.

All staff have a core training programme related to their work. Training is specifically related to the needs of children in our school and also as required by statutory guidance.

Other staff continue to gain a range of certificates to mark their commitment to courses such as PBS, Paediatric First Aid and Makaton.

We continue to commit to having qualified trainers in school for courses such as PBS, First Aid, PRICE & Makaton. All staff are trained in Child Protection, Safeguarding and PREVENT training.

In addition:

Members of staff have ongoing training in delivering Speech & Language programmes from Speech &Language Therapists, and sensory diets from the Occupational Therapist.

All staff are 'PRICE' trained to safely support children demonstrating unsafe behaviour (these incidents are always recorded).

All of staff (teachers and our teaching assistants) have had training in communication strategies and aids such as, Communication Books, Language books, Core Boards, colourful semantics, Attention autism, the Listening programme ,PECs , Makaton, Intensive Interaction .

Work on language and communication skills is a focus of the whole school. Speech and language therapists work with teachers and support staff to help all pupils to develop their communication skills (including using visual support for

language and communication where appropriate) across the week. Working in the classroom develops functional skills in pupils and promotes sharing of skills between therapist and the class-team.

Target setting

Training staff and parents

Assessment / progress monitoring

In class support with communication

Demonstration of strategies

Occupational Therapy at Durants School provides assessment, advice and intervention to address sensory processing difficulties, fine and gross motor skills and emotional regulation. Weekly individual intervention sessions are offered to identified individuals. Sensory Circuits, Sensory Diets or home programs are developed for pupils that receive individual intervention in order for indirect Occupational Therapy to continue after direct sessions end. Group sessions may be offered to identified pupils as part of a joint working initiative with other therapies.

The Sensory Profile School Companion questionnaire is completed by teachers for year 7 pupils. Recommendations are made by the Occupational Therapist, based on analysis of the questionnaire, to assist the staff to support individual pupils' sensory processing needs. The Listening Program is used under supervision of the Occupational Therapist with specified pupils.

Music therapy at Durants

Music therapy is the psychotherapeutic music through which a person can engage creatively in a process to further their emotional, cognitive, physical and social abilities. The use of music is founded on the principle that music is innate in us all regardless of ability and background. Music therapy is the development of a relationship between child and therapist where music making forms the basis for communication. It allows a child or adult to explore communication and express their feelings through sound and play. Music therapy can motivate the use of fine and gross motor skills and can extend focus of attention through engagement in an enjoyable, interactive activity. Music therapy can facilitate positive changes in behaviour and emotional wellbeing as well as increasing self-awareness thereby enhancing the client’s quality of life. Within sessions generally both the music therapist and the client/s engage in musical activity; improvised and pre composed music. The therapist does not teach the client but

responds musically to the client's music thus supporting and encouraging exploration and communication.

How does the school include my child in activities and school trips?

A fundamental focus of the curriculum is off site visits. These include weekly local community trips to shops, restaurants, parks, leisure centres and local amenities. Teachers and teams plan special trips to museums, theatres, music festivals, cinema, bowling every half term.

At Durants we are committed to ensuring that anything which is planned can include all pupils, regardless of their individual needs

Activities outside of the classroom are part of Durants's curriculum.

Specialist facilities onsite include a rebound therapy room, a sensory room, a sensory integration room, a water play room, outdoor areas with separate playgrounds, with accessible play equipment including two sunken trampolines, two basket swings, a climbing frame & outdoor gym equipment.

All pupils join in school-wide activities including expressive arts, celebrations and events and physical activities. Some represent the school in competitions (sports and dance) with local and national agencies.

Sports & PE

At Durants, we believe Physical Education to be an essential part of the school curriculum in order to help students understand the importance of living a healthy lifestyle. We ensure all students have opportunities to a broad sensory P.E curriculum in a safe and supportive environment contributing towards their physical development and well-being. Through varied teaching approaches, we strive to provide stimulating, enjoyable and appropriately challenging learning experiences for all pupils in order to increase their self- confidence and ability to manage themselves and their bodies.

Opportunities to promote physical health and well-being is taught through games, gymnastics, dance, athletics, orienteering, swimming, yoga and rebound therapy and is adapted to meet individual student's needs.

We also provide opportunities to compete in competitions against peers in school and peers within the borough. Some of these tournaments include the Enfield Borough Gymnastics Festival, Dance Festival, Swimming Gala, Boccia League, football Tournament at Tottenham Hotspur Training Ground, Park events, Pentathlon at Lee Valley Athletics Centre, Cheerleading and Virtual competitions. In addition to this, students have been inspired by meeting an

Olympian and having coaching sessions in Sport and Leadership. As recognition, we have been awarded a Gold Mark in the School Games Awards over the last 4 years.

Children and young people at Durants use the local community for learning, visiting local shops, playgrounds and other amenities.

Children and young people at Durants benefit from educational visits to places of interest in our local area.

Any trip or events are organised on this basis, with appropriate support put in place to ensure that this can happen safely.

All trips organised are carefully risk assessed with support from our Educational Visit Coordinator (EVC) and senior leaders, and venues chosen so they can cater for all our pupils.

How accessible is the school environment?

The school is a purpose built building and is fully accessible.

How will the school prepare and support my child when joining the school or transferring to a new school?

All families and their children visit the school prior to starting with us.

Staff conduct a home visit prior to starting school and an Entry Review meeting is held in the first half term of a pupil starting.

If necessary we may facilitate a phased transition to help your child to acclimatise to their new surroundings.

Transition/Careers & College support

Students are studying one of three courses: 'Exploring Learning Course' - for Sensory students – including: Personal care Skills + safety, Life Skills, Creative Experience + Leisure + Recreation; 'Vocational Studies Course' for Experiential Learners – including Daily Living Skills Healthy Living, Work Experience + Time + Money Management; 'Foundation Studies Course' for Independent Learners – including Independent Living Skills, Functional Literacy, Numeracy + ICT, Work Experience + Social Communication

In this way the courses feed directly into similar courses offered by the local college (Barnet + Southgate)

An Annual Transition Event is held every year at the start of the new school year.

Students have approx. 4-6 transition sessions at Barnet + Southgate college in their last term at Durants.

Students and parents are made aware of any forthcoming Open days at college

All annual reviews of Post 16 students are held in the Autumn term so that arrangements can be made for their future placements including staff from ILDS team, SCAN team and health teams.

When young people are preparing to leave us for other schools or adult provisions when they are 19, where appropriate, we work with the next setting to arrange a series of transition visits for them.

We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

In addition, we will hold regular coffee mornings and workshops to share any relevant strategies.

What support does the school provide to develop independence skills and prepare my child for adulthood?

Developing independence and work related learning in preparation for adulthood are integral parts of the whole school curriculum and more specifically of the PSHE & C (personal, social, economic and citizenship education) curriculum that is taught to all students as they move through the school. Students are supported to develop their knowledge, skills and understanding that are useful in day to day living and work. This underpins our whole school curricula, no matter what age the students are, and what curriculum our students are working at (Pre formal, cross curricular, subject specific or adapted NC).

Work related learning can therefore take place via classroom based learning, workplace visits, work placements, development of skills for independence and visits to the school by local employers and / or providers. Secondary aged students have the opportunity to develop their enterprise skills by undertaking specific projects. For some students this will be a chance to develop an awareness of the workplace while for others it will be an opportunity to improve skills that may help them to enter the job market at some point in their lives.

Our students have opportunities to participate in a wide range of work placements which include visits to offsite venues and guided tours of establishments. Some students however will have more formal work

placements with support of a member of school staff. Students access work opportunities both in school, via work experience in various settings (i.e. kitchen, office, class, caretaking), and out of school via short and long term placements.

We aim to ensure that all our pupils, throughout their whole time in school, have opportunities to fulfil their potential and to achieve as much independence as possible with a curricula adapted to meet their needs.

In addition, our Secondary & Post 16 Department also aims to provide opportunities for all our students to maximise their ability to participate in activities to prepare for adulthood, as independently as they possibly can. We aim to prepare them for when they leave the school. Each of our students are individuals and the degree of independence that they will demonstrate will vary accordingly. Student timetables should provide opportunities for students to develop skills which are a particular priority for the individual and will be weighted differently for different students.

All post 16 pupils follow a personalised pathway tailored to their skills, abilities, interests and needs, leading towards independence, personal autonomy, vocational training, further education and employment. Staff in Post 16 are identifying skill sets / activities for each of the 'Preparing for Adulthood' Outcomes + matching to the appropriate areas of the curriculum, especially developing job + work experience opportunities and employability. A Teaching Assistant with special responsibility for Work Experience will be sending out a booklet to local shops with the skills Durants students can offer.

All outcomes are supported by family support, community inclusion and participation, voice, independent advocacy and transitioning to adulthood, social and personal relationships, long term planning and transitions and accreditations.

With regards to transition beyond school, we participate in transition reviews (within the EHCP review process), undertaken from year 9 onwards. Our Head of Upper Department is also our Transition lead, and provides advice and guidance to families through reviews, "Moving on" events and coffee mornings.

What arrangements are in place to support children and young people who are "looked after"?

Durants school is committed to ensuring outcomes for children and young people who are "looked after" are as successful as their peers.

We work closely with Virtual schools, who promote the progress and educational attainment of children and young people who are “looked after”, so that they can achieve educational outcomes comparable to their peers.

Our partnership with Virtual schools enables us to receive advice, support and training for key staff to improve access to established specialist services for all our children and young people who are “looked after”

We place a focus on progress within a framework of high expectations and good teaching and learning, with a close monitoring of their academic, social and personal progress. We ensure our children and young people who are “looked after” can be involved and successful in all learning activities, including those taking place outside the classroom. We ensure a unified but low profile support in school for each looked after child so that they are not made to feel different from other children. We adopt swift and early interventions if a problem emerges.

We encourage and facilitate the successful engagement of carers and parents wherever possible. We recognise that individual pupils will have different learning needs, but through assessment and securing information about prior learning, we can identify each pupil’s needs and develop learning plans and learning tasks to closely match them. Rigorous target-setting and monitoring of progress made by our “looked after” pupils focuses on academic progress as well as emotional well-being, behaviour and attendance.

How are parents involved in school life?

We have parent workshops which give parents the opportunity to see and participate in their children’s learning. We have parents evening during which parents are invited to offer their comments and opinions.

Parents are also welcome to help out as volunteers, for example for trips, subject to a D.B.S. check. Parents are also invited to regular events (Art day, Sports day, regular coffee mornings, and workshops).

Who can I contact for further information or to discuss a concern?

The first point of contact would be your child’s class teacher to share your concerns.

You could also arrange to meet with the Head teacher Rachel Carli or Senior leaders; Deputy Head teacher Daniela Barzanti, Assistant Head teacher Jackie Burke or Heads of Departments

Enfield Parent Partnership is an organisation that provides independent advice and support for families –0208 373 2700.

Who should I contact if I am considering whether my child should join the school?

Contact the Head teacher to arrange a meeting and tour of the school.

Contact the SEN department at Enfield Council.

DURANTS SCHOOL

PUPIL ACHIEVEMENT AND PROGRESS

2024-2025

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School Profile 2023-2024

Number of Students overall	Male Students	Female Students	FSM	LAC	Vulnerable Adults (over 18 yrs)	Out of Borough Students	No. of students from Winchmore School (Satellite provision)
197	158	39	115	2	3	11	1

Number of Pupils in each year group – 2023-2024

Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
0	21	32	30	33	23	23	19	16

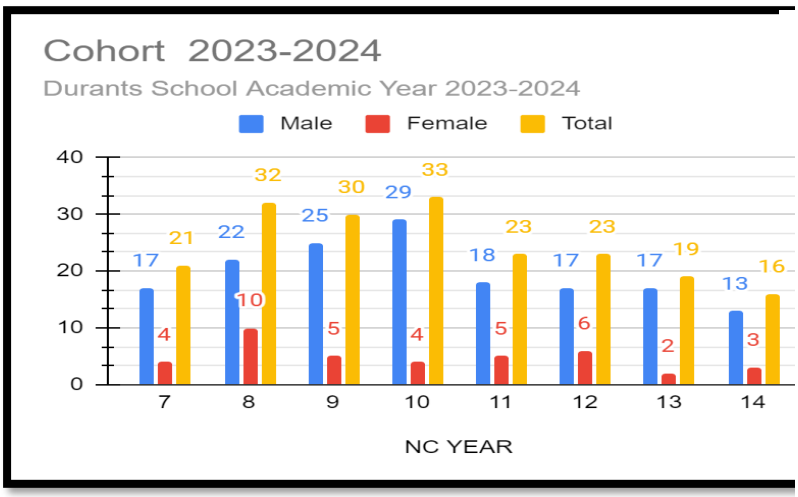
Number of pupils per Department

Lower Department (47 pupils)		Middle Department (61 pupils)		Upper Department (59 pupils)		Durants Satellite at Winchmore (DSaW) 30 Pupils *(+pupils from Winchmore school not included in figures)* **(10 Lower Dept. 11+1 Middle Dept. 9 6TH Form)** 1 FROM Winchmore school (Not included)	
30 males	11 females	52 males	9 females	49 males	10 females	21 males	9 females

Pupils per year group for the Academic Year 2023-2024.

NC YEAR	Male	Female	Total
7	17	4	21
8	22	10	32
9	25	5	30
10	29	4	33
11	18	5	23
12	17	6	23
13	17	2	19
14	13	3	16
Total	**158**	**39**	**197**

A

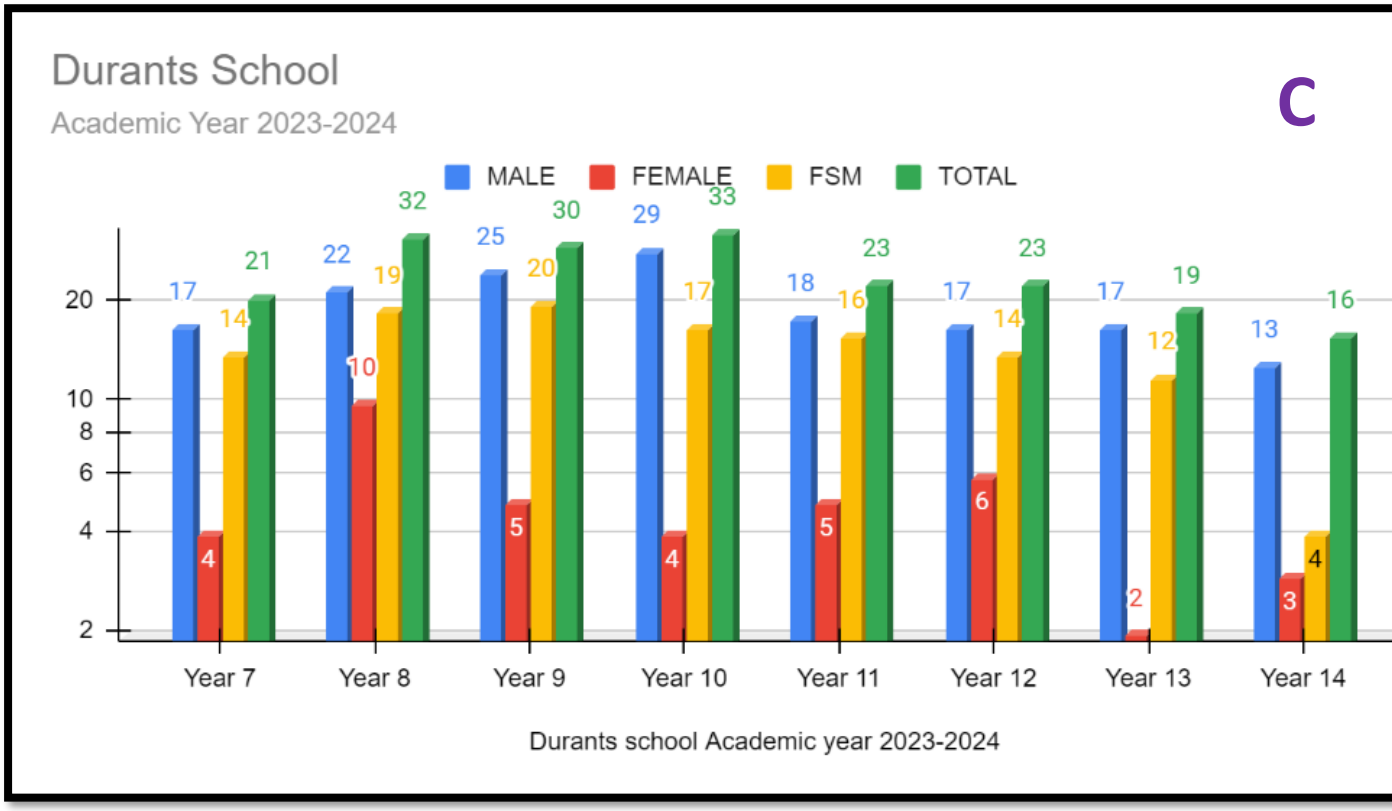


B

The Cohort for this Academic year is shown in the charts to the left: The number of students per NC year plus the breakdown of Male and Female students. (A) The chart "B" gives total Male /Female pupils per year plus the total number of pupils per NC Year.

The ratio of Male/Female is 5:1

Chart "C" includes the number of Free School Meal students which makes up 58% (114 pupils)of the total students.



This Academic Year (2023-2024) there were (36) new students in which 58% (21) of those new students, were on Free school Meals

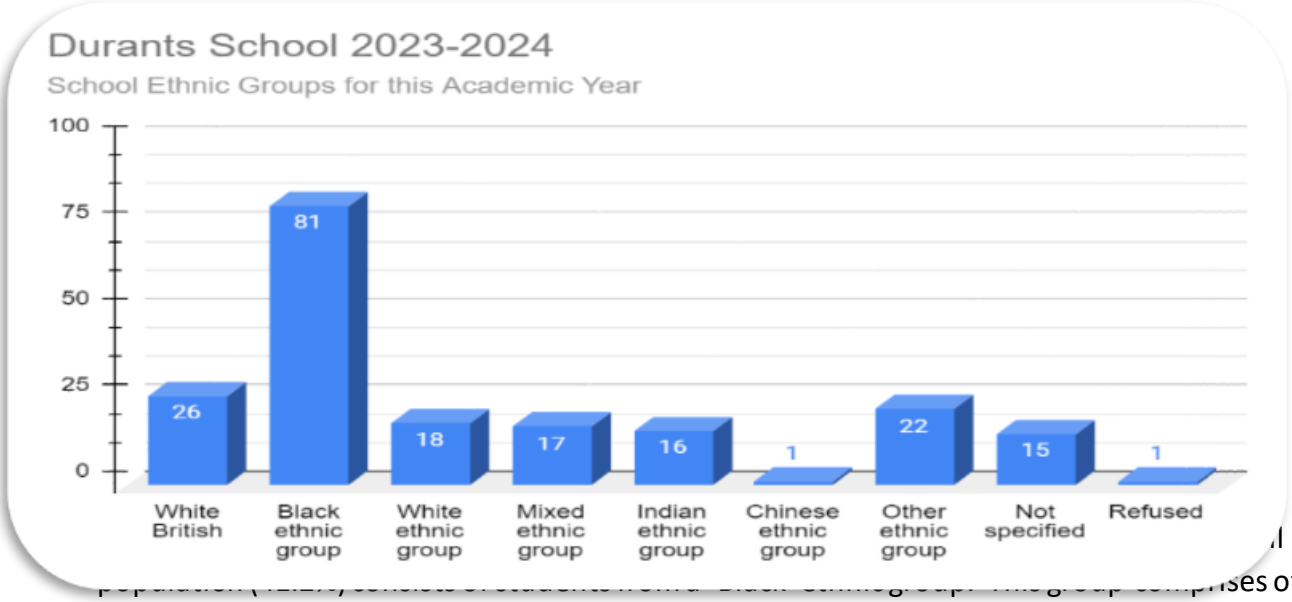
New students:

30 in year 7, 3 in year 8, 1 year 9, 1 in year 11 , 1 in year 12 (joined mid-year)

We had 18 school leavers (4 mid-year).

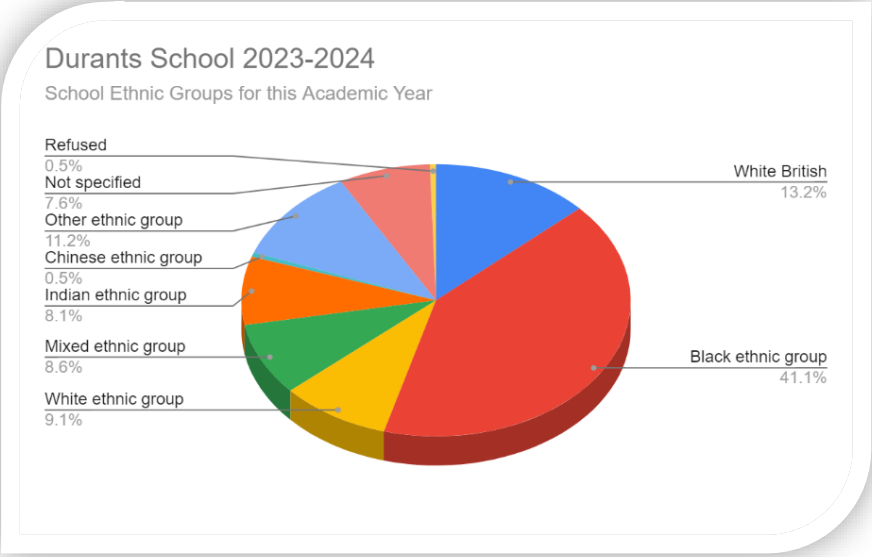
Percentage of pupils by Ethnic Group

White British	Black ethnic group	White ethnic group	Mixed ethnic group	Indian ethnic group	Chinese ethnic group	Other ethnic group	Not specified	Refused
26(13.2%)	81(41.2%)	18(9.2%)	17(8.5%)	16(8.1%)	1(0.5%)	22(11.2%)	15(7.6%)	1(0.5%)

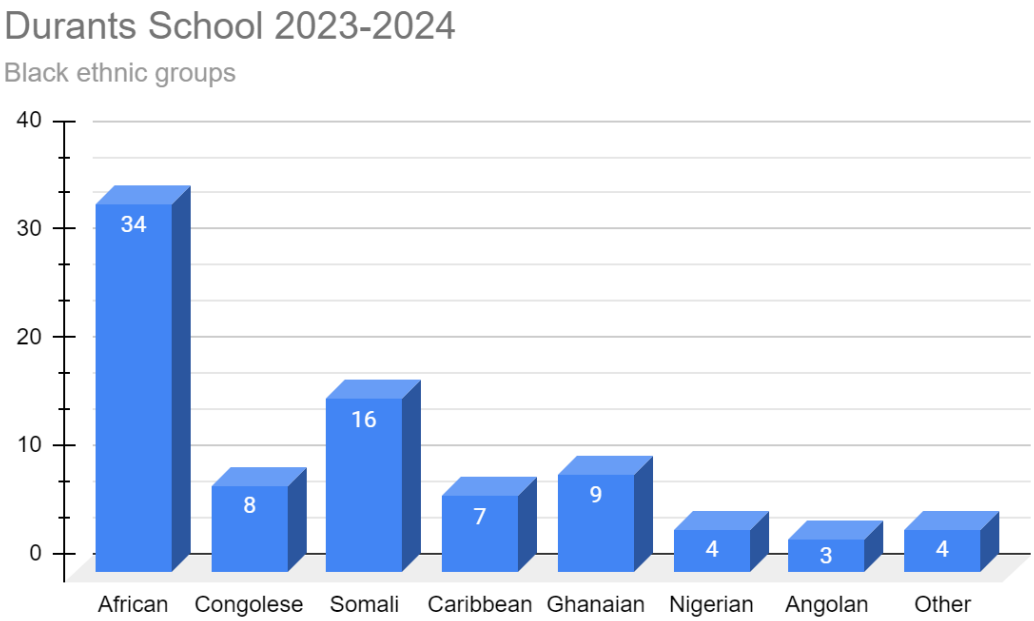


population (41.2%) consists of students from a Black ethnic group. This group comprises of

Black African, Black Somali, Black Congolese, Black Caribbean, Black Nigerian, Black Ghanaian, Black Angolan and Black European and Black other.



- White British' ethnic group is at 13.2%.
- The group in the 'Other Ethnic Group' (11.2%) category consists of those who are Albanian, Turkish / Cypriot, , Portuguese, , Italian, Greek, Kurdish, any other ethnic group
- Those of 'Mixed Heritage' consist of 8.5%
- Those of Indian Ethnicity consist of 8.1%
- The' White Ethnic group' (9.2%) are those classified as White Irish, White Eastern European, White other background,
- Pupils who are recorded as 'Not specified' are at 7.6%.
- There are 0.5% Chinese and 0.5% who refused to give ethnicity.
- There are 36 (18.3%) of our students families, who have English as a second language. 12 (6%) speak English and another language at home and 33 (17% have not specified)



The majority of our pupil population is from the Black Ethnic Group which has been broken down into their Country of origin (see chart)

LONDON BOROUGH OF ENFIELD ETHNIC GROUPS

Percentage of ethnic groups in Enfield Borough (Enfield Borough Profile 2023)

The Enfield Borough Profile 2023 states that:.

31% of the population is White British,

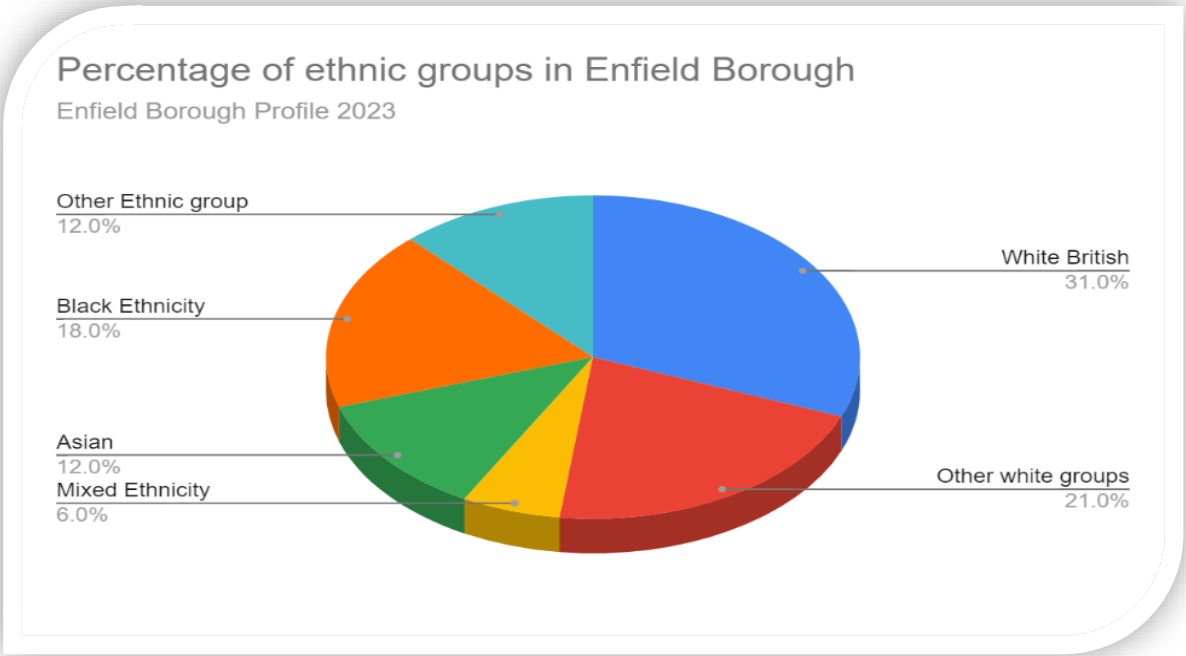
21% are in the combined Other White groups,

6% are mixed ethnicity,

12% Asian,

18% Black and

12% identifying in an Other Ethnic Group.



• The largest ethnic groups, after White British, are Turkish or Turkish Cypriot (7.6%) and White Other (7.5%)

• Over 90 languages were spoken as a main or only language by Enfield residents aged three and over, as at the 2021 Census, with the most widely spoken being English (73.6% of residents), Turkish (5.7%), Romanian (1.7%), Bulgarian (1.7%) and Greek (1.6%). Among schoolchildren, 80% speak English as a first language although 189 languages or dialects have been recorded among pupil records

When comparing ethnicity within the Enfield Borough and Durants school, the statistics are very different. In Enfield borough the largest groups are White British and White other, then Black ethnic group. At Durants school the largest groups are Black ethnic group, then white British group then other ethnic group.

ENFIELD DETAILED ETHNIC GROUP 2021

Ethnicity: 34 categories	Persons (2021)	% of total
White British	103,313	31.3
White Irish	6,184	1.9
Gypsy or Irish Traveller	374	0.1
Greek	3,509	1.1
Greek Cypriot	9,912	3.0
Turkish	17,503	5.3
Turkish Cypriot	7,652	2.3
Kurdish	5,578	1.7
Bulgarian	5,386	1.6
Polish	5,002	1.5
Romanian	4,623	1.4
Albanian	3,324	1.0
Roma / Romany Gypsy	1,146	0.3
White Other	24,720	7.5
Mixed: White / Black Caribbean	5,276	1.6
Mixed: White / Black African	3,084	0.9
Mixed: White / Other Black (incl Black British)	204	0.1
Mixed: White / Asian	4,009	1.2
Mixed: Black / Asian	360	0.1
Mixed: Other	6,543	2.0
Indian	12,015	3.6
Pakistani	3,686	1.1
Bangladeshi	8,142	2.5
Chinese	2,765	0.8
Other Asian	11,641	3.5
Black British	6,015	1.8
Somali	8,089	2.5
Ghanaian	4,836	1.5
Nigerian	4,945	1.5
Other Black African	17,340	5.3
Black Caribbean	16,976	5.1
Other Black	2,784	0.8
Other Ethnic Group: Arab	2,796	0.8
Other Ethnic Group	10,257	3.1

2021 Census: Ethnicity Detailed ethnic group breakdown (34 groups) shown in table (right) • Enfield is home to the largest numbers nationally of people belonging to these ethnic groups: o Greek and Greek Cypriot o Turkish and Turkish Cypriot o Kurdish o Albanian o Bulgarian • Enfield also has the 5th highest Somali population • 25% of all Turkish Cypriots in England and Wales live in Enfield, and 22% of all Greek Cypriots

2021 Census: Language

76% of people aged 3 and over speak English as their main or only language.

• Next most widely spoken are Turkish (5.7%), Romanian and Bulgarian (1.8% each).

• Nationally, Enfield contains the highest numbers of Turkish, Greek, Bulgarian and Albanian speakers (as their main or only language)

• 82% of Enfield households have at least one resident adult who speaks English as a main language

• 13% of households contain no members with English as a main language.

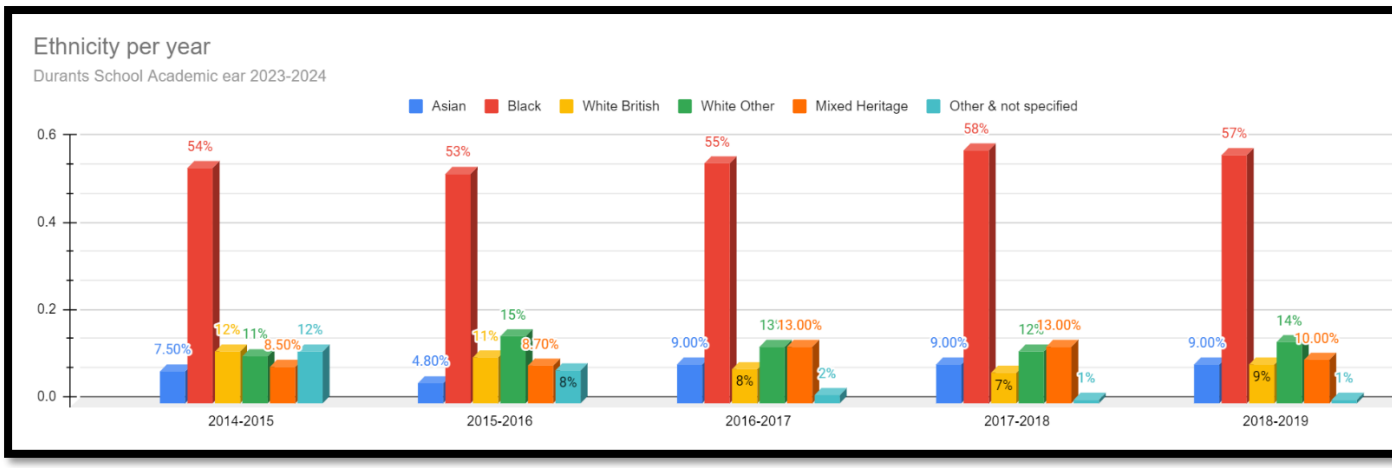
Number and % of pupils at Durants School, by ethnic group over Ten Years

	Number of pupils	Asian	Black	White British	White Other	Mixed Heritage	Other & not specified
2014-2015	106	7.5%	54%	12%	11%	8.5%	12%
2015-2016	104	4.8%	52.8%	10.6%	15.4%	8.7%	7.7%
2016-2017	110	9%	55%	8%	13%	13%	2%
2017-2018	117	9%	58%	7%	12%	13%	1%
2018-2019	124	9%	57%	9%	14%	10%	1%
2019-2020	128	6.25%	50%	7%	3.1%	16.4%	17.25%
2020-2021	163	7.4%	46.6%	12.9%	14.1%	9.8%	9.2%

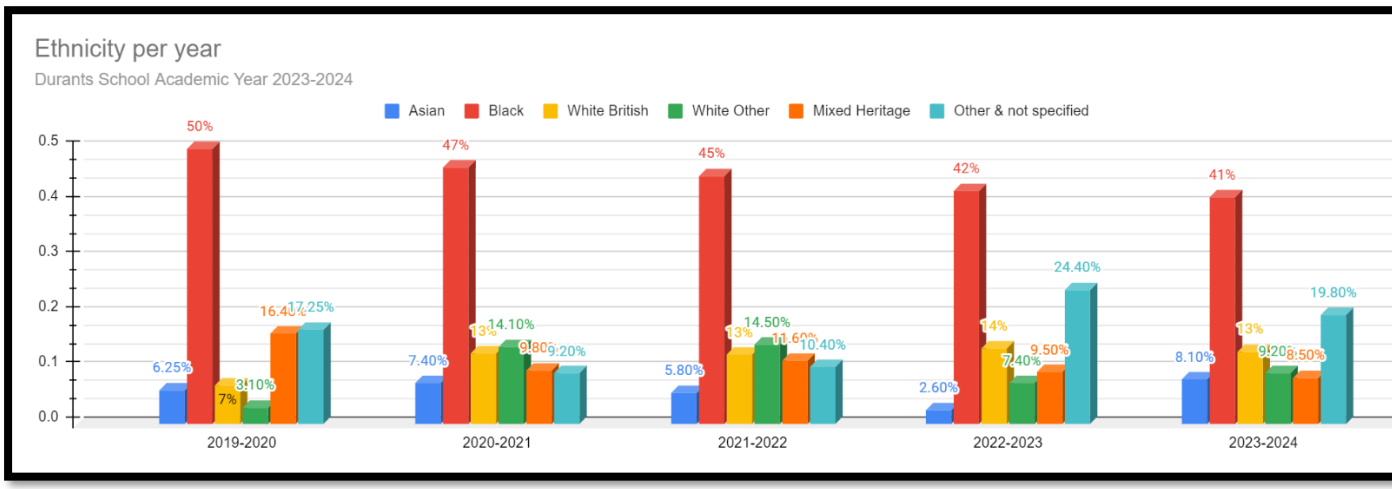
2021-2022	173	5.8%	45.1%	12.6%	14.5%	11.6%	10.4%
2022-2023	189	2.6%	42.3%	13.8%	7.4%	9.5%	24.4%
2023-2024	197	8.1%	41.2%	13.2%	9.2%	8.5%	19.8%

This Academic year shows that 86.2% of pupils at Durants School (including those classified as "other and not specified") are from an ethnic background.

Below chart shows Ethnicity groups from Academic years 2014-2015 to 2018- 2019



Below chart shows Ethnicity groups from Academic Years 2019-2020 to 2023-2024



Free School Meals

Statistics from Schools, pupils and their characteristics, Academic year 2023/24 show:

FSM eligibility rates are highest for pupils during the years of compulsory schooling, reception to year 11. The proportion of pupils known to be eligible for free school meals typically peaks among pupils of primary age - in 2023 it was 29.4% for year 6 pupils - and declines throughout the secondary phase.

The percentage of pupils in both reception and year 1 who are eligible for free school meals has declined for the second year running and the percentage of pupils in years 2 and 3 who are eligible has not increased. There have been increases across all other year groups

For the Academic Year 2023-2024 over half of the Durants School cohort of 58% (115 pupils) were eligible for free school meals which has steadily increased over the last few years

Number of pupils by learning difficulties

100% (179 pupils) of our pupils have a diagnosis of Autism with additional learning difficulties plus some medical needs.

Looked After Pupils

We have 2 looked after Pupil on role plus 3 over 18 vulnerable adults.

Out of Borough students

We have 11 pupils who are out of borough students plus another 6 students from Winchmore School who attend our Satellite unit (not on role)

Young Carers

We have no young carers.

Traveller children

We have no traveller children in school**.**

Pupil Mobility (excluding beginning and end of academic year)

Joiners:4 (pupils joined the school after the initial intake in September 2023)
Leavers: 4
Long term absentees: 4

Comparing school intake: 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022,2022-2023, 2023-2024

	Number of pupils overall	Boys	Girls	FSM	LAC	Vulnerable Adults (LA over 18 yrs)	Out of Borough Students	Winchmore (off role) Students
2016-2017	110	88	23	45 (40%)	5		0	0
2017 – 2018	117	95	22	48 (41%)	2		0	0
2018-2019	124	97	27	59 (47%)	3	3	0	0
2019-2020	128	103	25	64 (50%)	2	0	0	0
2020-2021	163	135	28	86 (53%)	4	0	0	0
2021-2022	174	147	27	93 (53%)	5	3	0	0
2022-2023	189	152	37	108 (57%)	4	0	15	6
2023-2024	197	158	39	115 (58%)	2	3	11	1

Durants School has currently got 25 classes over two sites (7 at Pitfield way site and 15 at Southgate side) plus a further Three satellite classes at Winchmore Secondary school. Class sizes vary from four to nine pupils per class with a teacher and 2 – 4 teaching assistants, depending on the needs of the pupils. At our ARP at Winchmore School, the three classes are divided up into ARP1 (Year 7- Year 9) ARP2 Year 10 & year 11) and sixth form (year 12- Year 14) and there is an option for Winchmore pupils to attend our classes periodically, if the need should arise.

As well as having Autism, pupils at Durants may also present with a range of other needs and combinations of supplementary needs e.g. mental health, medical needs, attachment, relationships, behavioural, physical, sensory, communication and cognitive difficulties, that can be described as having a Complex Learning Difficulties and Disabilities (CLDD), and this can present with an uncharacteristic or spikey profile.

Free School Meals

2015 - 2016, 41% pupils were eligible for Free School Meals.
2016 - 2017, 41% pupils were eligible for Free School Meals.
2017 - 2018, 41% pupils were eligible for Free School Meals.
2018 - 2019, 41 % pupils were eligible for Free School Meals.
2019 - 2020, 50% pupils were eligible for Free School Meals.
2020 - 2021, 53% Pupils were eligible for Free School Meals.
2021 - 2022, 53% Pupils were eligible for Free School Meals.
2022 - 2023, 57% Pupils were eligible for Free School Meals
2023 - 2024, 58% Pupils were eligible for Free School Meals

Over the years, our Free School Meals students' cohort has steadily increased to just over halve of the pupils on role (58%). This financial year, Durants School received funding of £985 for each pupil registered as eligible for free school meals.

Curriculum Statement

In line with a bespoke curriculum (Learning Ladders), AQA Units and the AET, as a state-funded school we must offer a Learning environment which is Autism friendly and provides the following:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares all pupils at the school for opportunities, responsibilities and experiences and life skills they may need to rely on later on in life.

The AET Progression guidelines are designed to support staff in identifying learning priorities and measuring progress in areas which fall outside the national curriculum. These areas relate closely to autism 'differences' as identified within other AET materials and the impact of these on pupils' social, emotional, independence and learning needs. The AQA units are designed to help all pupils achieve targets based on life skills and basic learning skills, not covered by Academic learning, which will run concurrent with the curriculum throughout all (Lower, Middle, Upper) departments at Durants School & Durants Satellite at Winchmore.

Curriculum Assessment tool

In the summer term this year, we have changed and updated our Assessment tool to a software programme known as EFL (Evidence for Learning). This piece of software has been recommended to us by other local Special Needs schools, therefore we have decided to take it on board and use it to improve and make our account of recording pupil progress more accurate, efficient and less time consuming.

Staff are currently learning to understand and use this system and it will take time before all staff are confident and proficient with recording pupil progress and other ad hoc facilities it consists, for example, compiling pupil Reports, mapping progress etc.

Curriculum Updates

We as a school began to question the suitability of our current curriculum with regards to developing the most vital skills to our ever changing pupil dynamic. This year the head of department has worked closely with the Lower Department where our pupils can transition smoothly between the key stages, despite their actual age. This has allowed for greater flexibility within classes, as pupils are now grouped via pathways, a more suitable way of learning to suit individual needs. Together we have created the Durants Learning Ladders (across all subjects) which is a set of learning outcomes adapted from the National Curriculum, EYFS and our previous I Can statements assessment tool. Each of the learning ladders are within a pathway and all outcomes need to be completed before moving onto the next pathway.
In the Middle department we teach the three core subjects English, Maths and Science separately. Reading/Communication &/or Phonics sessions occur daily, and there are a minimum of three Maths lessons per week focusing on development of number as well as topic work. In Science we focus on the three areas (Physical processes, Life processes & Living Things, Material Processes) and teach one topic per half term. Scientific Enquiry runs through each topic.

All other topics (Except PE) are taught through PSHE with a key focus on developing pupil's communication and life skills. In PSHE we use ASDAN Transition Challenge scheme of work to teach these subjects. Each pupil completes 5 units over a two year cycle with nine modules to be completed within each unit. In each unit SRE, History, Geography, ICT, RE are taught. PE is taught on a weekly basis.

As part of our life skills development. The students have weekly out & about sessions into the local community to help development of everyday skills for example shopping, using money, ordering food & road safety etc. They also attend weekly life skills sessions to support their cooking skills and develop their understanding of using different kitchen appliances safely.

Our Curriculum intent still includes:

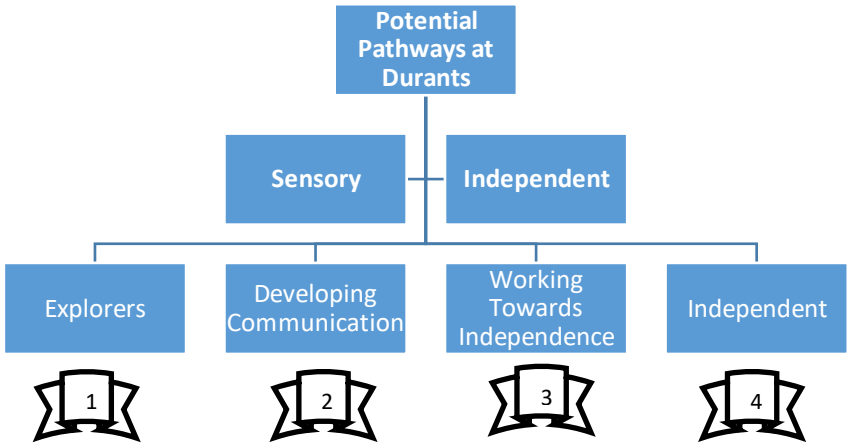
- The development of our pupils' ability to communicate effectively and for function.
- The development of skills needed in preparation for adulthood – skills needed for employment, independent living, good health, fostering healthy friendships / relationships and exploring the community safely.
- To provide a person centred approach to teaching and learning in all aspects of their education
- To support the maintenance of good mental health & wellbeing of all pupils within our school

Areas that are under consideration during the implementation of this include:

- Separate life skills curriculum where pupils are developing the skills needed to live independently from the minute they walk through the door in a structured lesson.
- Inclusion of set sessions every week where pupils have a focus on developing knowledge and skills noted on their EHCP (Person Centred Session).
- Set communication sessions with focus on using language for a function.
- Focus on teaching literacy skills needed for life - e.g. writing name, knowing how to write address, reading a menu etc.

- Focus on teaching numeracy skills needed for life - e.g. recognising coins, understanding value of money, measuring ingredients, counting etc.
- For our lower ability, more sensory classes consider moving to a reception based model for learning - small focus groups for direct teaching to develop early building blocks needed for learning (school readiness targets) with developmental play activities on offer all day.
- Potential reduction in coverage on national curriculum foundation subjects like history, geography etc in favour of life skills & EHCP person centred education opportunities.
- Consider giving pupils a voice in choosing half termly topics they want to learn about that link national curriculum foundation subjects (cross curricular learning journey).
- Creation of different pathways for learning dependent on pupils' ability to communicate effectively.
-

These potential pathways are developed to suit the needs of all students and will be broken down into four steps under two learning categories (Sensory & Independence)



Pathway 1

Explorers

- **Communication:**
- Early communication skills – gestures, pulling to objects, using photos
- Phase 1 – Exchanging single pictures.
- Phase 2 – Distance & Persistence. Generalising single symbol use.
- Phase 3 – Discrimination & Making Choices.
- Blank Level 1: Naming – find another of the same, what is this? etc

Pathway 2

Developing Communication

- **Communication**:
- Phase 4 – Sentence structure – using "I want…".
- Phase 5 – Answering questions – "What do you want?" etc
- Phase 6 – Create sentences with detail – commenting using
- verbs.
- Development of vocabulary
- Colourful Semantics
- Blank Level 2: Describing – Who? Where?
- What doing? Colour? Size? Shape?

Pathway 3

Working Towards Independence

- **Communication:**
- Language Boards and Communication Books for fluid communication
- Colourful Semantics
- Blank Level 3: Re-telling – What happened? What will happen next? How did X feel?

Pathway 4

Independent

- **Communication:**
- Verbal / Independent communicators
- Developing conversational skills
- Colourful Semantics
- Black Level 4: Justifying – How do you know? Why? Problem solving.

Curriculum Impact

Pupils will be better prepared for adult life having developed a good foundation of skills needed to live independently over their 8 years at Durants (at present this only becomes a real focus in terms of teaching & learning in Upper Department).
The Learning ladders provide a smooth transition through the Key Stages, allowing pupils to achieve in accordance to their particular learning needs.
Pupils will be achieving the key targets outlined on their EHCPs more consistently with a set time to focus on these skills for each pupil.
Many of our pupils find it difficult to retain information over time, therefore reducing breadth of study but focusing on those core curriculum skills and basic functional skills that are needed in life will better prepare our pupils when leaving school.
Creating set sessions where communication becomes the focus will help steer our teaching & learning back to this skill being a key focus.
Altering the structure of lessons for our more sensory pupils will enable them to learn to play and engage with objects and activities appropriately and opportunity for small focus group teaching will help to reduce chance of distraction and hopefully improve retention of knowledge and progress.
Reduction in coverage of foundation subjects and incorporating all into a topic based learning journey will free up time in the week to develop broader life skills.
Using pupil voice to choose topics will give pupils ownership of a part of their education

Our approach to Reading at Durants

For many pupils at Durants, the development of literacy skills will continue throughout their school career and beyond. Opportunities to develop literacy skills are offered to all pupils across the curriculum in a manner that allows them to extend their individual skills. Literacy activities are adapted to make them appropriate to the needs of the pupils with severe and complex learning difficulties. These include sensory and social stories supported by visual and tactile aids. We currently use the Oxford Reading scheme, which allows pupils to access books both in hard copy and online. This system keeps track of the books pupils have successfully read and understanding is shown in accordance to the quiz that has been completed after reading each book.

The school have also opted for a suitable Phonics programme, which is compatible with our new Reading Scheme.

Many of our pupils use (including our non-verbal pupils) Makaton signing / language boards / communication books /Pecs / AAC (Alternative Augmentative Communication) "Proloquo2go" during lesson time and other times during the school day. Our confident PECS users who use symbols and words to communicate their wants and needs also use colourful semantics for a better understanding of sentence formation. Again these resource have been sent home to parents who require them.

AET (Autism Education Trust) Progression Guidance

Each year pupils are given AET targets and these form part of their IEP's. The school is using Phase 2 of the AET guidance and it is evident that 'Communication and Interaction' is an area that has been most beneficial for our students. These targets are given to our students throughout the year, as one target is achieved, it is replaced by another relevant target.

PROGRESS

There were 57 students in Upper Department for the 2023 – 24 academic year split across 8 department classes. The year group was made up of fourteen year 14 leavers, thirteen year 13 students of which one left the school at end of academic year, twenty year 12 students, and ten year 11 students. Upper Department was made up of 7 Full Independence (FI) students, 10 Early Independence (EI) students, 16 Full Engagement (FE) students and finally 22 Early Engagement (EE) students. Please see grouping criteria for Full Independence, Early Independence, Full Engagement and Early Engagement attached (Appendix 1).

Teachers have continued to use the Upper Department curriculum outcomes to educate our student population this year to try and focus on those skills around preparing for adulthood across each curriculum area. The breakdown of the curriculum remains the same with focuses on maintaining health, preparing for employment, creating friendships and community and independent living. Alongside this teachers continue to focus on developing those maths and English skills that are important for the real world e.g. reading menus, writing emails etc.

As the school have started to transition to a new assessment tool this past academic year we have found it difficult to maintain a close record of student progress towards outcomes. Students from Upper Department have been baselined on the new system ready for the Education for Learning (EfL) programme to begin in the near future. Due to this teachers were asked to keep track of the AQA units completed for this past academic year which has been used to monitor progress.

	GENDER		Free School Meals		OTHER	
Number of pupils	MALE STUDENTS	FEMALE STUDENTS	FSM	Non FSM	Leavers	LAC
TOTAL STUDENTS: 57	48 84.2%	9 15.8%	35 61.4%	22 38.6%	14 33.3%	2 4.8%
OVERALL UNITS COMPLETED DEPT: 1212 + % -	1013 83.6%	200 16.4%	754 62.2%	458 37.8%	221 36.1%	16 2.6%
EARLY ENGAGEMENT: 22 Pupils **Overall of 38.6% of Dept** **Overall Units = 517 42.7%**	Students:17 77.3% 389 UNITS 75.4%	Students:5 22.7% 127 UNITS 24.6%	Students:15 68.2% 349 UNITS 67.5%	Students:7 31.8% 168UNITS 32.5%	Students: 4 18.2% 93 UNITS 18%	Students: 0 N/A
OPTIONS UNITS = 70 13.5%	51 72.9%	19 27.1%	45 64.3%	25 35.7%	12 17.1%	
CORE SKILLS UNITS = 184 35.6%	139 75.5%	45 24,5%	128 69.6%	56 30.4%	32 17.4%	
PFA UNITS = 263 50.9%	198 75.3%	65 24.7%	176 66.9%	87 33.1%	49 18.6%	
FULL ENGAGEMENT: 16 Pupils **Overall of 28.1% of Dept** **Overall Units = 345 28.4%**	Students:15 93.7% 328 UNITS 95.1%	Students:1 6.3% 17 UNITS 4.9%	Students:7 43.8% 170 UNITS 49.3%	Students:9 56.2% 175 UNITS 50.7%	Students: 3 18.8% 60 UNITS 17.4%	Students: 0 N/A
OPTIONS UNITS = 42 11.9%	38 90.5%	4 9.5%	23 54.8%	19 45.2%	8 19%	
CORE SKILLS UNITS = 120 34.8%	115 95.8%	5 4.2%	60 50%	60 50%	23 19.2%	
PFA UNITS = 183 53%	175 95.6%	8 4.4%	87 47.5%	96 52.4%	29 14.8%	

EARLY INDEPENDENCE: 12 Pupils Overall of 21% of Dept **Overall Units = 229 18.9%**	Students: 10 83.3% 193 UNITS 84.3%	Students: 2 16.7% 36 UNITS 15.7%	Students:7 58.3% 133 UNITS 58.1%	Students:5 41.7% 96 UNITS 41.9%	Students: 5 41.7% 92 UNITS 40.2%	Students: 0 N/A
OPTIONS UNITS = 41 17.9%	33 80.5%	8 19.5%	25 61%	16 39%	17 41.5%	N/A
CORE SKILLS UNITS = 81 35.4%	72 88.9%	9 11.1%	47 58%	34 42%	33 40.7%	N/A
PFA UNITS = 107 46.7%	88 82.2%	19 17.8%	61 57%	46 43%	42 39.3%	N/A
FULL INDEPENDENCE: 7 Pupils Overall of 12.3% of Dept **Overall Units = 121 10%**	Students: 6 85.7% 101 UNITS 83.5%	Students: 1 14.3% 20 UNITS 16.5%	Students: 6 85.7% 102 UNITS 84.3%	Students: 1 14.3% 19 UNITS 15.7%	Students: 2 28.6% 37 UNITS 30.6%	Students: 1 14.3% 18 UNITS 14.9%
OPTIONS UNITS = 20 16.5%	17 85%	3 15%	17 85%	3 15%	6 30%	2 10%
CORE SKILLS UNITS = 37 30.6%	30 81.1%	7 18.9%	31 83.8%	6 16.2%	13 35.1%	4 10.8%
PFA UNITS = 64 52.9%	54 84.4%	10 15.6%	54 84.4%	10 15.6%	18 28.1%	12 18.8%

FINDINGS

Once again there have been changes in terms of measuring progress in Upper Department. As the school are in the process of transitioning to a new 'Evidence for Learning' (EfL) assessment tool it has been difficult to track the number of Upper Department outcomes for this academic year accurately. Therefore, progress for this academic year has reverted back to measuring the number of AQA Award Scheme units achieved per pupil. This will only be for this year and as of 2024-25 we will measure progress against both units and Upper Department outcomes achieved.

The number of AQA units completed this year compared to last year has very nearly doubled, moving up from 614 in 2022-23 to 1212 in 2023-2024. This is to be expected due to the return to completed units becoming the focus for progress this year whilst teachers are learning how to use EfL. The results for this year indicate that as the student's level engagement and independence increased the number of units achieved reduced.

Learning Group	Percentage of Upper Dept Student Population	Percentage of AQA Units Completed
Early Engagement (EE)	38.6%	42.7%
Full Engagement (FE)	28.1%	28.4%
Early Independence (EI)	21%	18.9%
Full Independence (FI)	12.3%	10%

When looking into the data it shows that our Early engagement (38.6% of total students to 42.7% of total units) and Full engagement (28.1% of students to 28.4% of total units) students managed to achieve more units per pupil than our Early Independence (21% of total students to 18.9% of total units) and our Full Independence students (12.3% of total students to 10% total units). Initial ideas for reasoning behind this change in levels of progress is that our more independent students on average will be working through entry level units that include anything from 4 to 20 outcomes per unit where as our engagement students will be working through pre entry level units with 4 to 6 outcomes. This means that the time needed to complete units at an entry level is generally more than an entry level unit.

GENDER

In general, the average number of units completed by both boys and girls is closely matched to the average number of both boys and girls in the department (84.2% of department made up of boys whom completed 83.5% of total units and 15.8% of department made up of girls whom completed 16.5% of the total units). When breaking the progress down into our student groups we can see some small differences across the board.

Our Early Engagement girls are minimally out performing boys for units per students by around 2% of units completed whereas when looking at our Full Engagement learners our boys are marginally outperforming girls for units per students by around 1.5% of completed units. When looking at the data for our Early Independence students it appears our boys are marginally out performing girls for units per students by a slight 1% of total units completed and when looking at our Full Independence learners our girls are marginally outperforming our boys by around 2%.

Overall, there are no great differences in areas of progress across the curriculum areas with main focus being a 5% gap difference in core skills units completed between girls and boys compared to average number of students.

FREE SCHOOL MEALS

Similarly to our gender related data the average numbers of AQA units completed between our Free School Meal learners (FSM) and Non Free School Meal learners (NFSM) was very close in relation to the population breakdown. The department included 35 students on FSM which worked out to 61.4% of the department population. These students completed 62.2% of the departments units. The remaining 22 students were NFSM which accounted for 38.6% of the department population. These learners completed 37.8% of the departments units.

When looking at the breakdown of the average number of completed units per learner group it is clear that our Full Engagement FSM students outperformed our NFSM learners by around 5.5%. In all other groups, the difference in average percentage of units compared to the percentage of learners in the group has no more than a minimal 1.4% difference. There is no obvious reason why there is a 5.5% difference within the Full Engagement learners group and this is something that will need to be monitored moving forward.

LOOKED AFTER CHILDREN

There was only one Looked After Child (LAC) within the Upper Department this past year. This student was working within the full independence learner group whom underperformed last year. On a positive note this individual has managed to achieve expected progress this academic year. This student made up 14.3% of his learner group and achieved 14.8% of the Full Independence groups units.

LEAVERS

We have had fourteen leavers this year as group they have achieved incredibly well. Although, our leavers only account for 33.3% of the total year group they have achieved 36.1% of all AQA units achieved in Upper Department which is excellent. From our leavers this we have had 11 students transition onto college and 3 students move into day services/ respite services.

Type of Learner	Barnet + Southgate College	Other Social Services Placements	Out of Borough College
Early Engagement	**2**	**2**	
Full Engagement	**3**		
Early Independence	**4**	**1**	
Full Independence	**1**		**1**
TOTAL: 14			

CURRICULUM SUMMARY

Upper Department at Durants School continue to work both on achieving from the Upper Department 'Preparing for Adulthood Curriculum outcomes alongside the AQA Unit Award Scheme. There were concerns at the end of last year around a tendency for teachers to focus mostly on developing core skills meaning that opportunities to develop skills related to PfA were not being delivered as consistently. It's pleasing to see that the changes implemented around setting a new curriculum cycle has seen a large increase in our learner's progress within the PfA curriculum areas.

LOOKING FORWARD

Moving forward I think there will be further changes to the whole schools outlook on the curriculum being delivered which will help to create a journey from when the students arrive at Durants in year 7 and will run through to when they leave us in year 14. We will also be implementing our new assessment tool EfL which will help us to once again track progress towards the Upper Department Curriculum Outcomes more accurately for 2024-25.

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Durants Satellite at Winchmore 2023-24 End of year report

Student progress:

KS3: Students across years 7 – 9 are accessing a range of opportunities and making sustained progress in relation to their starting points. Most young people attend a variety of mainstream subjects and making good progress in their programmes of study. Each student attends a form class and are developing their social communication and interaction skills well.

Many students are taking up the lunchtime and afterschool club offers which supports development of positive relationships.
KS3 students have taken part in a vast array of educational visits to support and extend their learning. These include: Monument, National Portrait Gallery, cinema, surgeons museum and theme parks.

AQA Units achieved:

Subject	Units achieved
Science	4
History	2
French	6
Food technology	2

KS4: Students who attend mainstream are assessed either as **secure** or **mastering** in the majority of foundation subjects. Core subjects remain the most challenging due to their breadth and challenging concepts.

The relationships and social safety programme SoSAFE!, has been introduced to students. This is a visual system and curriculum framework for those with additional needs to support the development of social safety. We have also begun work with MYME (My Young Mind Enfield) which is run by the Enfield Educational Psychology Service. We have two trainee Eps who support students in 1:1, small group and whole class workshops/ therapeutic sessions. In Spring 2024, MYME has run workshops about anxiety, stress and transitions.

Year 10: Students have completed in-house work experience over the week beginning 22.4.23. They have had the opportunity to engage with a range of careers and workshops as well as hands on experiences. They have also engaged in mock interviews and have interviewed influential business leaders themselves.

Year 10 Course options for 2024-25:

Subject	**Student**					
	BS	**LP**	**JD**	**GO**	**KC**	**MS**
English	Lang	✓	✓	FS	✓	✓
Maths	✓	✓	✓	✓	✓	✓
Science	✓	✓	✓		✓	✓
History	✓					✓
Geography	✓					
RE					✓	✓
Art					✓	✓
Digital Art			✓	✓		
Drama				✓	✓	
Music		✓			✓	
Sociology		✓				
Health & SC		✓				
IMedia	✓		✓			✓

NB: EL – Entry Level / FS – Functional Skills / ✓ - GCSE

Year 11: Exams results and destinations

Name	**Year**	**Exam Results**	**Destination**
Student A	11	GCSE Combined Sci: Trilogy - 4-4 GCSE Mathematics - 5 GCSE French - 3 GCSE English Language - 3 GCSE English Literature - 2	Barnet and Southgate College

		GCSE Art and Design (3-D Design) - 3	
Student B	11	ELC Mathematics – E3 ELC Science (Double Award) – E3 GCSE Art, Craft & Design - 3 GCSE English Language - 2 BTEC Hosp & Catering Tech Award - L1D	Satellite 6th Form
Student C	11	ELC Mathematics – E3 ELC Science (Double Award) – E3 FS English Level 1 - Pass GCSE Religious Studies - 2 GCSE History - 3	Satellite 6th Form
Student D	11	GCSE Combined Sci: Trilogy - 4-3 GCSE Drama - 4 GCSE Art & Design: Graph.Comm. - 4 GCSE Mathematics - 3 GCSE English Language - 2 GCSE English Literature - 4	Satellite 6th Form
Student E	11	GCSE Combined Sci: Trilogy – 6-5 GCSE Mathematics - 6 GCSE English Language - 5 GCSE English Literature - 4 GCSE Computer Science - 5 BTEC Music Practice – L2D	Satellite 6th Form
Student F	11	ELC Mathematics – E3 ELC Science (Double Award) – E3 GCSE Religious Studies - 2 GCSE Dance - 2 GCSE English Language - 3 GCSE English Literature - 3 BTEC Music Practice – L2P	Satellite 6th Form
Student G	11	ELC Mathematics – E3 ELC Science (Double Award) – E3 FS English Level 2 - Fail GCSE Art & Design: Graph.Comm. - 3 GCSE Art and Design (3-D Design) - 3	Satellite 6th Form

AQA Unit Awards:

Subject	Units achieved
Mathematics	12
Science	4
Art	3
RE	2
Geography	10
History	10
PSHE/ RHSE	9

KS5: Students have made sustained progress and building on prior learning. All students are **secure** within their course programmes with most exceeding expectations.

Most students have completed year 2 of a two-year programme in Asdan and BTEC Vocational Studies qualifications, gaining L2 Certificate instead of initial L1 Award for Asdan courses. All EBSNA students we have in 6FS, have achieved relevant qualifications, supported by hybrid learning opportunities and individual mentoring. This shows the dedication of students and staff in maximising opportunities to meet their full potential. It also highlights the importance and accessibility of coursework-based qualifications.

HWH has fostered a partnership with the Friends of Firs Farm for many years. We have been involved in many charity events and fundraising, culminating in the creation of the Firs Farm Community Hub, an inclusive and accessible café and community space, which students and staff had a hand in developing. 6FS students and staff were invited to the grand opening of the hub's sensory room, where students officially opened the space in a ribbon-cutting ceremony. The Sensory Room has been named the Winchmore Sensory & Wellness Room, in recognition of our students' efforts.

JMN has created strong links with the Conway Tennis Club in North London. She originally secured Tennis lessons and coaching from Head Coach Corina Mirea, a former national level tennis player but has since secured tennis lessons for all students in the Satellite. This is a fantastic experience and Satellite students absolutely love their time at Conway Tennis Club.

Name	Year	Exam Results	Destination
S1	12	FS English – L2P (R+W. SPL in next series) FS Maths – L1P BTEC L1 Home cooking Skills - Pass	N/A
S S2	12	FS English - BTEC L1 Home cooking Skills - Pass BTEC L1 Award in Introductory to Vocational Studies - D	N/A
S3	13	Asdan L2 Certificate Employability - L2P Asdan L2 Certificate Personal and Social Development - L2P BTEC L1 Home cooking Skills - P BTEC L1 Award in Introductory to Vocational Studies - D	Waltham Forest College
S4	13	FS English L2 - Fail FS Mathematics L2 - Fail Asdan L2 Certificate Employability - L2P Asdan L2 Certificate Personal and Social Development - L2P BTEC L1 Home cooking Skills - Pass	Chickenshed Theatre Company

		BTEC L1 Award in Introductory to Vocational Studies - M	
S5	13	FS English L2 - Pass FS Mathematics L2 - Pass Asdan L2 Certificate Employability - L2P Asdan L2 Certificate Personal and Social Development - L2P BTEC L1 Home cooking Skills - Pass BTEC L1 Award in Introductory to Vocational Studies - D	Hertford Regional College
S6	13	FS English L2 - Fail FS Mathematics L2 - Fail Asdan L2 Certificate Employability - L2P Asdan L2 Certificate Personal and Social Development - L2P BTEC L1 Home cooking Skills - Pass BTEC L1 Award in Introductory to Vocational Studies - M	CONEL
S7	13	BTEC L1 Home cooking Skills - Pass Asdan L1 Award Employability - Pass	Haringey 6th
S8	13	FS English L2 - Pass FS Mathematics L2 - Fail Asdan L2 Certificate Employability - L2P Asdan L2 Certificate Personal and Social Development - L2P BTEC L1 Home cooking Skills - Pass BTEC L1 Award in Introductory to Vocational Studies - M	Waltham Forest College
S9	14	A-Level Further Maths - A CTEC L3 ICT - D	Kings University
S10	14	FS English L2 - Pass FS Mathematics L2 - Pass Asdan L2 Certificate Employability - L2P Asdan L2 Certificate Personal and Social Development - L2P BTEC L1 Home cooking Skills - Pass BTEC L1 Award in Introductory to Vocational Studies - M	Barnet and Southgate College

Moderation and Quailty assurance: Internal moderation and standardisation has been completed to a high standard with evidence of good practice highlighted by EQA. BTEC and Asdan Qualification samples have been completed for External moderation. BTEC samples were released for certification early while Asdan has been released towards the end of August. See attached moderation feedback reports. JTH is the Internal Moderator for all ELC, FS, Asdan and BTEC qualifications. Moderation and standardisation systems are embedded into whole department training programme. EQA feedback is positive with minimal action points. Action points will be addressed in standardisation meeting and IM feedback.

Year 14: No students are remaining for Y14 this academic year as all Y13 programmes of study are complete.

Durants Satellite Exam Results analysis 2025

Entry Level Qualifications	Pass rate
Mathematics	100% E3
Science (Single Award)	100% E3

GCSE	Grades								
	1	2	3	4	5	6	7	8	9
English Language		2	2		1				
English Literature		1	1	2					
Mathematics			1		1	1			
Combined Science (Double Award)	4-4, 4-3, 6-5								
Art & design – Graphics			1	1					
Art & Design – Product design			2						
Dance		1							
Drama				1					
Computer science					1				
French			1						
Religious Education		2							
History			1						

Functional Skills	Pass rate
English Level 1	100%
English Level 2	50%
Mathematics Level 1	100%
Mathematics Level 2	40%

Asdan	Pass rate
Employability Level 1 (Award)	100%
Employability Level 2 (Certificate)	100%
Personal and Social Development L2 (Certificate)	100%

BTEC	Pass rate	Grade breakdown
	100% Award	X2 Distinction

Level 1 Introductory in Vocational Studies	100% Certificate	X1 Pass X3 Merit X3 Distinction
BTEC Level 1 Home Cooking Skills	100%	Pass
BTEC Hospitality and catering	100%	L1 Pass
BTEC Music Practice	100%	X1 L2 Distinction X1 L2 Pass

A – Level	**Pass rate**
Further Mathematics	100% A
CTEC Level 3 ICT	100% Distinction

GCSE 9-1, U - Unclassified

NCFE / BTEC
L1P - Level 1 Pass
L1M - Level 1 Merit
L1D - Level 1 Distinction
L2P - Level 2 Pass
L2M - Level 2 Merit
L2D - Level 2 Distinction
D* - Level 2 Distinction*

How We Assess Progress

- **Evidence For Learning (EFL)**
- **Autism Education Trust (AET)**
- **Regular Observations**
- **Scrutiny of work**
- **Moderation**
- **Benchmarking**
- **Attendance Reviews**
- **Celebration Assemblies**
- **MAWs meetings**
- **AQA Units**
- **Duke Of Edinburgh Award**
- **Individual Progress Charts**
- **Annual Reviews**
- **IEP Monitoring**
- **Progress Review Meetings**
- **Progress Files**
- **Baseline Assessment**
- **Jack Petchey Award**
- **Records of Targets Achieved**
- **GCSE & Entry Levels**
- **Positive Behaviour Support**
- **Team Discussions**