

**REPORT TO:** Children & Young People Policy & Performance Board

**DATE:** 31<sup>st</sup> October 2016

**REPORTING OFFICER:** Operational Director, Education, Inclusion & Provision

**PORTFOLIO:** Children, Young People and Families

**SUBJECT:** The annual head teacher report on the educational outcomes of children in care 2015 – 16

**WARD(S)** All

## 1.0 PURPOSE OF THE REPORT

1.1 To provide PPB with the annual update of the educational outcomes for Halton children in care for 2015-16.

## 2.0 RECOMMENDATION: That:

i) **PPB note the information provided**

## 3.0 SUPPORTING INFORMATION

3.1 Halton has a small number of children in care within each key stage cohort. This always makes comparison with the general population and year on year performance very difficult as each child in care has a high statistical significance. This makes both the gap and trend analysis volatile.

3.2 2015-16 saw changes to the assessment process. Key Stage One and Key Stage Two results are no longer reported in levels, but against the percentage of children reaching the “expected” standard, whilst assessments have been made against a new, more challenging national curriculum. As a result, the Department for Education have been clear that summer assessment results must not be compared with previous years’ results. This year GCSE results will be reported against a new attainment 8 and progress 8 measure.

3.3 Halton Virtual School provide educational support and activities over and above those delivered through schools and use of Pupil Premium Plus. This support is available and offered to all Halton children in care regardless of whether they live or are educated in Halton or out of borough.

3.3 The data provided within this report compares the performance of Halton children who have been in care for 12 months or more, to that of their non-care peers within each key stage.

3.3.1 Key to the tables:

Gap	Direction
<p>Is comparing children in care performance this year with that of their non-care peers locally</p> <p>+ = children in care out performed in comparison</p> <p>- = children in care underperformed in comparison</p>	<p>▲ = Closed the gap from previous year</p> <p>▼ - Gap increased from previous year</p> <p>Num = by how much from previous year</p>

Within the tables:

CIC 12 mths+ = Halton children who have been in care for 12 months or more

H = all Halton children eligible to take the tests/GCSEs

3.3.2 What is a good outcome?

That a child has been in care for at least 12 months, living in a stable placement, with at least 90% attendance at a Good or better school, with no fixed term exclusions, and making at least sufficient progress in comparison to their non-care peers.

There is a glossary of term used within this report in Appendix 1

3.3 **Early Years Foundation Stage Outcomes for Children in Care 2015 - 16**

3.3.1 What is a good outcome?

A good outcome is that a child achieves the measure of a Good Level of Development (GLD)

3.3.2 Contextual information:

There were 6 children in the 12 mths+ care cohort. There were 4 boys and 2 girls. 4 children were in borough; 2 placed out of borough (1 child is living in Spain). 2 children had a school move out of borough due to placement changes. One of these children moved to live with a parent. The other child did have time out of school due to the placement move during Reception year. 2 children have an EHCP and are in Special Schools; 2 children are at SEND Support. 2 children had 1 or more placement changes during Reception. 1 child had attendance below 90% due to illness and a holiday in term time. All

other children's attendance was above 90%. 4 out of 6 children were in Good or better schools.

EYF Outcomes	GLD	
	CIC	H
Cohort	33	62
% Expected or Exceeded		
Gap	<b>-29</b>	
Direction		

### 3.3.3 Analysis shows that:

- There has been an increase in the attainment difference between Halton children in care and their non-care peers.
- 1 child achieved in line with the predictions made on their Personal Education Plan.
- Within this cohort there are 3 children who were either in Special Schools or living abroad and therefore could not be expected to achieve the GLD measure. If these children are taken out of the cohort then 67% of children in care achieved GLD so outperforming their non-care peers.

### 3.3.4 Positive impact:

- 4 children accessed their Pupil Premium Plus funding which provides targeted educational support for children in care.
- Halton Virtual School has also provided Curiosity Book Shop parcels for 5 out of 6 children and 1 child took part in a learning activity day.

### 3.3.5 For those who did not achieve expected outcomes:

- Further analysis will be undertaken to identify the key Early Learning Goals which have resulted in some of the children not achieving their GLD measure. This will then link into the Personal Education Plan targets for Year 1.
- Halton Virtual School will provide literacy and numeracy parcels for those children who did not achieve their Early Learning Goal in these areas.

## 3.4 Year 1 Phonics Outcomes for Children in Care 2015 - 16:

### 3.4.1 What is a good outcome?

A good outcome is that a child will achieve 32 or more on the Phonics test.

### 3.4.2 Contextual information:

There were 10 children in the 12 mths+ care cohort. There was 1 boy and 9 girls. 6 children were placed in borough. 2 children had a school move; both were to out of borough school. 1 child is living in Spain. 4 children are on SEND support and 1 child is receiving Enhanced Provision for SEND. With the exception of the child living in Spain all children's attendance was above 90%. 6 children were in Good or better schools.

Phonics Outcome	Threshold 32	
Cohort	CIC	H
% Achieved	70	76
Gap	-6	
Direction		

### 3.4.3 Analysis shows that:

- Prior attainment for this cohort was not good; only 2 of the children achieved their Good Level of Development at the end of Reception. 4 were emerging in both Literacy and Maths.
- 7 children achieved the Phonics threshold.
- This represents accelerated learning for 2 children whose previous outcomes in Reading and Writing were emerging in EYFS – 1 child has moved from emerging to achieving 100% on the test (40 marks) and the other achieved 39 marks.
- 3 children achieved 100% on the Phonics test with a further 2 achieving 39 marks.
- If the child living in Spain is taken out of the cohort, then Halton children in care outperformed their non-care peers by 2%.
- 8 children achieved in line with their Personal Education Plan predictions.

### 3.3.4 Positive impact:

- 7 children accessed their Pupil Premium Plus
- 3 children attended a learning activity day run by Halton Virtual School and 2 received Curiosity Book Shop parcels this year with a further 3 children receiving them in their Reception year.

### 3.3.5 For the children who did not achieve expected outcomes:

- For those children who did not achieve the Phonics threshold, Halton Virtual School will provide Phonics support packs to be used at home with the support of their carers.
- Further analysis will be carried out as to any additional literacy and numeracy support which may be needed to ensure that each child has the opportunity to achieve their potential in their Key Stage1 SATs.

### 3.5 **KS1 Outcomes for Children in Care 2015 - 16:**

#### 3.5.1 What is a good outcome?

A good outcome is that a child will achieve the Expected Standard in each subject areas of Reading (R), Writing (W) and Maths (M) and in the 3 areas combined (RWM). This combined measure is new for this academic year.

#### 3.5.2 Contextual information:

There were 6 children in the 12 mths+ care cohort. There were 4 boys and 2 girls. 6 children were placed in borough. 1 child had a school move during this academic year. No child had a placement move during this academic year. 1 child is placed at home on a care order. 3 children are receiving SEND support and 1 child is receiving Enhanced Provision for SEND. All children's attendance was above 90%. 3 children were in Good or better schools.

The Department for Education has stated that it is not possible to do a year on year comparison due to the changes in the curriculum and assessment. Therefore there can be no direction arrow.

<b>KS1 Subject Attainment</b>	<b>R</b>		<b>W</b>		<b>M</b>		<b>RWM</b>	
Cohort	CIC	H	CIC	H	CIC	H	CIC	H
% Achieving Expected Standard	17	67	33	54	17	64	0	50
Gap	<b>-50</b>		<b>-21</b>		<b>-47</b>		<b>-50</b>	

#### 3.5.3 Analysis shows that:

- Prior attainment for this cohort was not good; 4 children did not achieve their Good Level of Development in Reception and 3 did not achieve the Phonics Threshold in Year 1
- Whilst the performance of this cohort is disappointing in terms of diminishing the attainment difference, it is important to contextualise this with the child's prior attainment and the changes to the curriculum and assessment standards.
- 5 children were assessed as Working towards the Expected Standard in Reading; 3 were Working towards the Expected Standard in Writing with 1 assessed as having the Foundations of the Expected Standard; 3 were Working towards the Expected Standard in Maths and 2 were assessed as having the Foundations of the Expected Standard.
- 1 child achieved the Expected Standard in Writing and Maths but not in Reading.
- 1 child has been at high risk of exclusion during this academic year due to a high level of emotional and behavioural difficulties. He was not able to sit his tests.
- 2 children achieved in line with the predictions on their Personal

## Education Plan for the combined measure (RWM).

Positive impact:

- 3.5.4
- 5 children accessed their Pupil Premium Plus.
  - 2 children have attended a learning activity day run by Halton Virtual School and 3 children have received Curiosity Book Shop parcels this year, with 1 child also receiving the parcels in previous academic years.
- 3.5.5 For those children who did not achieve expected outcomes:
- Further analysis will be undertaken to ensure that the appropriate support is put in place to enable the children to accelerate their learning.
  - Halton Virtual School will provide additional Literacy and Numeracy activity packs to those children who were assessed as Working towards the Expected Standard.
  - For those children who were assessed as having the Foundations of the Expected Standard a request for an Educational Psychological consultation has been made and 1 child is already undergoing statutory assessment for SEND.

### 3.6 **KS2 Outcomes for Children in Care 2015 - 16:**

#### 3.6.1 What is a good outcome?

A good outcome is that a child will achieve the Expected Standard in each subject areas of Reading (R), Writing (W) and Maths (M) and in the 3 areas combined (RWM). The child must be Making Sufficient Progress in Reading, Writing and Maths from their prior attainment at Key Stage 1.

#### 3.6.2 Contextual information:

There were 9 children in the 12 mths+ care cohort. There were 4 boys and 5 girls. 8 children were placed in borough. No child had a school move and only 1 had a placement move during Year 6. 3 children have EHCP, with 1 child attending a Special School. All children's attendance was above 90%, with 7 being above 95%. 8 children were in Good or better schools.

The Department for Education has stated that it is not possible to do a year on year comparison due to the changes in the curriculum and assessment. Therefore there can be no direction arrow.

<b>KS2 Subject Attainment</b>	<b>R</b>		<b>W</b>		<b>M</b>		<b>RWM</b>	
Cohort	CIC	H	CIC	H	CIC	H	CIC	H
% Achieving Expected Standard	33	63	33	65	33	65	11	48
Gap	<b>-30</b>		<b>-32</b>		<b>-32</b>		<b>-37</b>	

<b>KS1-2 Progress</b>	<b>R</b>		<b>W</b>		<b>M</b>	
Cohort	CIC	H	CIC	H	CIC	H
% Making Sufficient Progress	44	48	33	47	44	48
Gap	<b>-4</b>		<b>-14</b>		<b>-4</b>	

### 3.6.3 Analysis shows that:

- Prior attainment at Key Stage 1 was not good for this cohort – Level 2 and Level 2b+ were the previous expected standards: 5 children did not achieve Level 2 in Reading 5 and 6 did not achieve Level 2b+; for Writing 6 did not achieve Level 2 and 7 did not achieve Level 2b+; for Maths 5 did not achieve Level 2 and 6 did not achieve Level 2b+.
- There were 2 children who were either in Special School or judged to not be able to achieve the expected standards in the tests. If these 2 children are taken out of the data the attainment difference does close slightly (Reading 20%, for Writing and Maths 22%).
- 3 children were assessed as having either the Foundations or Early Development of the Expected Standard in Reading, Writing and Maths.
- Progress is based on how the child performs in comparison to the children nationally who have the same prior attainment banding as them at Key Stage 1.
- The progress data for children in care is a positive picture with the gap being very small in Reading and Maths. This means that given their starting point Halton children in care are making accelerated progress compared to other children with the same prior attainment.
- There is evidence of accelerated progress for individual children (3 in Reading, 3 in Writing and 4 in Maths). 1 child achieved the higher assessed outcome of Greater Depth at the Expected Standard in Writing.
- 5 children achieved in line with their Personal Education Plan predictions for the combined measure of RWM.

### 3.6.4 Positive impact:

- Halton Virtual School has provided a range of interventions and learning activity days for this cohort of children. Only 1 child (with complex additional needs) has not engaged in any of the support provided.
- 3 children have had additional tuition this year funded by Halton Virtual School.
- 7 have received Curiosity Book Shop parcels during this Key Stage. 2 have received additional tailored literacy and numeracy activity packs provided by Halton Virtual School.

- 7 children have accessed at least 2 learning activity days run by Halton Virtual School during this Key Stage, with 4 children accessing 4 or more.
- 8 children accessed their Pupil Premium Plus.

3.6.5 For those children who did not achieve their expected outcomes:

- Targeted use of Pupil Premium Plus will be put in place through the Personal Education Plan to ensure that their progress is accelerated.
- They will also be targeted for additional personalised interventions from Halton Virtual School, including additional tuition, activity days, literacy packs.

### 3.7 **KS4 Outcomes for Children in Care 2015-16:**

3.7.1 It is important to note when reviewing the performance of our Key Stage 4 cohort that national research indicates that there are numerous factors that have a statistically significant negative impact on the GCSE outcomes for children in care as compared to the school population as a whole. These include:

- Poorer prior attainment at Key Stage 2,
- Overrepresentation within those pupils who have additional and SEND needs,
- The length of time they have spent living away from their family
- Greater instability both at home and in school,
- Higher levels of unauthorised absence and exclusions resulting in lost learning time.
- Higher levels of emotional, behavioural and mental health needs,
- Continuing birth family issues and anxieties which impact on their ability to concentrate and focus on their learning.

3.7.2 The National statistical analysis shows that the impact of these characteristics means that outcomes for children in care will always result in a difference in attainment. Therefore, there is an increasing focus on reviewing the progress of children in care from their point of entry into the care system and their continuing engagement in Education, Employment and Training. This would enable greater analysis if the impact of the young person's lived experience of being in care and the interventions that are put in place to support them can be taken into account. There is a national data system that is currently under development to facilitate this.

#### 3.7.3 What is a good outcome?

A good outcome is that a young person will have achieved at least 5 GCSEs including English (E) and Maths (M) at grade A\* - C; and that

they will have achieved the new measures of Attainment 8 and Progress 8.

We do not currently have the data for the new measures so I have reported on the 5A\*-C EM GCSE outcome only.

3.7.4 Contextual information:

There were 15 young people in the 12 mths+ care cohort. However, 6 had been in care for less than 3 years. There were 10 boys and 5 girls. 8 young people were placed out of borough. 5 young people had a school move during Key Stage 4. 8 young people had a placement change during Key Stage 4. 2 young people were Unaccompanied Asylum Seekers; one has been missing from care since arriving. 2 young people had missing from care episodes during Key Stage 4. 1 young person has had CSE issues; 2 were involved with YOS; 4 young people were in out of borough Residential placements. 1 young person is at home on a care order.

6 young people had statements for SEND, with 4 having statements for BESD; and an additional 2 were receiving SEND support. 4 young people had attendance below 90%; 4 had periods of fixed term exclusions, one young person was excluded just prior to taking GCSEs and was managed moved to The Bridge School to facilitate the opportunity to take the exams. 1 Unaccompanied Asylum Seeking Child has never been on roll at a school due to being missing from care from arrival. 6 young people were in Special Schools or independent schools, 4 of which were out of borough. 12 young people were in Good or better provision.

The lived experiences of our Halton Key Stage 4 children in care reflects the characteristics identified in the national research and results in a negative impact on GCSE outcomes.

<b>KS4 GCSE outcomes</b>	<b>5A*-C EM</b>	
Cohort	CIC	H
% Achieved	7	59
Gap	<b>-52</b>	
Direction		

3.7.5 Analysis shows that:

- Based on prior attainment at Key Stage 2, 27% of the cohort were predicted to achieve 5A\*-C EM. However, these predictions do not take into account the subsequent disruption in placements and education that they experienced.
- Of those predicted to achieve 5A\*-C EM, 1 young person had a placement breakdown and school move just prior to taking the exams; 1 young person had 3 placement moves in Key Stage 4, missing from care episodes and challenging behaviour all of which

impacted on school provision and attendance. 2 young people did not achieve grade C in one of English or Maths but did in the other.

- Further analysis has shown that 20% of young people did achieve 5A\* - C (1 young person gained 10 GCSEs at this level); 53% achieved 5A\* - G EM; and 73% achieved at least 1 GCSE A\*-G (6 achieved 8 or more GCSEs with 1 young person gaining 12 overall)
- 1 Unaccompanied Asylum Seeking Child (who has been in care less than 2 years) achieved 4 GCSEs EM with 2 at grade C.
- Due to their level of additional needs 3 young people were not entered for GCSEs. However, 2 achieved at least 3 GCSE equivalents including English and Maths.
- 60% of the overall cohort achieved in line with the predictions on their Personal Education Plan.

### 3.7.6 Positive impact:

- Halton Virtual School has provided 1:1 tuition for 4 young people in line with their requests; this was over and above anything provided through Pupil Premium Plus or school. 7 young people have accessed learning activities provided by Halton Virtual School during their time in care.
- 9 young people accessed their Pupil Premium Plus.

### 3.7.7 Post 16 progression:

- Of the 15 young people in the cohort, 13 are currently in Education Employment and Training. The remaining 2 are Unaccompanied Asylum Seekers.
- Halton Virtual School is working with MPloy to ensure continued engagement.
- Halton Virtual School has developed a new programme called 'Passport to Success' which focuses on supporting young people to continue their engagement in Education Employment and Training and to work towards future career aspirations.

## 3.8 **Attendance and Exclusions Outcomes for Children in Care 2015 - 16:**

### 3.8.1 What are good outcomes?

Attendance should be above 90% as any figure below this is classed as Persistent Absence. No child in care should be Permanently Excluded and any Fixed Term Exclusion should be used as a last resort.

### 3.8.2 Attendance contextual information:

Primary	Overall	
	12mth +	All CIC
Cohort Size	53	78
<b>Average %</b>	<b>97.72%</b>  <b>+3.51</b>	<b>97.75%</b>
No <90% (PA)	0	1
No <95%	10	12
No 100%	10	19

Secondary	Overall	
	12mth	All CIC
Cohort Size	67	79
<b>Average %</b>	<b>90.22%</b>  <b>-2.22</b>	<b>90.22%</b>
No <90% (PA)	13 (19.4%)	21
No <95%	20	29
No 100%	12	14

### 3.8.3 Analysis shows that:

- For Primary - there has been a positive increase in the average attendance and there were no children who have been in care for 12mths+ who were persistently absent from school. 10 children achieved 100% attendance and have gained an attendance reward from Halton Virtual School.
- For Secondary – there has been a decrease in the average attendance and an increase in persistent absence. 12 of these young people were in Years 9-11 and 8 were in out of borough schools (7 in Special Schools). However, 12 young people did have 100% attendance and have gained an attendance reward from Halton Virtual School.
- For the combined phases - overall average attendance for children who have been in care for 12mths+ = **93.37%**, an increase of  **0.3%** from the previous year.
- The percentage of children with attendance below 90% = **10.8%** a slight increase of  **0.3%** from the previous year.

### 3.8.4 Exclusions:

Primary:

Analysis shows that

- There were 2 children who received 1 or more fixed term exclusions – this is 3.8% of the overall cohort of children who have been in care for 12mth+. One child in Year 2 received 10 days in total and one child in Year 6 received 16 days in total.
- It is very unusual for Primary Halton children in care to receive fixed term exclusions. Both children received the exclusions following extremely challenging behaviour and bespoke support

packages were put in place to stabilise their provision.

- Both children are now undergoing statutory assessment for Social, Emotional and Mental Health needs.

Secondary:

Secondary	Overall	
	12mth	All CIC
Overall Cohort Size	67	79
No days FT Ex	No of yp	No of yp
0	47	58
1-2	5	5
3-5	3	5
6-10	5	5
11-15	1	1
16-20	1	2
20+	1	1
<b>Total No having 1+ FT Ex</b>	<b>16</b>	<b>19</b>
<b>% having 1+ FT Ex</b>	<b>24%</b>	<b>24%</b>

Analysis shows that:

- There has been an increase of 5.1% in the number of young people receiving 1 or more fixed term exclusions.
- There was an even split between those receiving fixed term exclusions in Key Stage 3 and Key Stage 4, although those in Key Stage 4 did have the higher number of days excluded.
- 9 of the young people were in Halton schools, but in general they did receive the lower number of days excluded.
- Of those in out of borough provision, 5 young people were in Special or Independent schools with statements for BESD.
- 13 of the overall 16 young people were male.

### 3.8.5 Strategies to improve attendance and exclusion rates:

- Halton Virtual School commissioned a bespoke intervention programme (PHEW) from Young Addaction, targeted at Y9 boys who were at risk of being excluded and disengaging from school. The impact has been positive with none of the boys taking part receiving any more exclusions. Feedback from schools shows that the boys also engaged more positively in their learning.
- Attendance and exclusions continue to be monitored on a daily basis by Halton Virtual School and support is provided to address any issues, including referrals to Psychologists and commissioning specialist assessments.
- Halton Virtual School has delivered a range of training sessions for Designated Teachers to increase awareness and improve practice in meeting the needs of children with attachment difficulties. A

specialist consultant has also been commissioned to support individual schools where children were experiencing high levels of emotional and behavioural difficulties due to their attachment issues.

- Pupil Premium Plus has been targeted to support young people who are not attending or at risk of exclusion.

#### 3.8.6 Further developments for 2016-17:

- Halton Virtual School has re-commissioned Young Addaction to run the PHEW project for a targeted group of Key Stage 3 boys.
- Halton Virtual School has also commissioned a new targeted programme to promote positive self-esteem and self-regulation for Year 8 and 9 girls. This will also focus on developing positive relationships and aspirations to improve engagement and reduce possible exclusions.
- Halton Virtual School and Halton Education Welfare Service have developed more robust processes to monitor and challenge the attendance of children in care, including having a named officer to monitor out of borough children.
- Halton Virtual School has commissioned a specialist in attachment difficulties to provide group consultations for Designated Teachers who have children who are presenting challenging behaviour due to their attachment difficulties. This is a preventative measure aimed at reducing escalation to exclusion.

#### 4.0 **POLICY IMPLICATIONS**

- 4.1 Please see other implications below regarding national policy changes both current and future.

#### 5.0 **OTHER/FINANCIAL IMPLICATIONS**

- 5.1 The DfE has confirmed that Children in Care will receive Pupil Premium Plus for the next financial year. However, there has been no guarantee beyond March 2017. If this funding ceases then it will have a negative impact upon the positive interventions that both schools and Halton Virtual School provide to diminish the attainment difference and support our children in care to achieve their full potential.
- 5.2 Halton Virtual School also continues to use the Personal Education Allowance funding that the Council provides as Corporate Parents. This funding is vital in supporting the learning activity programme and the personalised interventions that the children receive over and above those funded by Pupil Premium Plus.
- 5.3 There is a current national debate around the recording and analysis of the educational outcomes of children in care. This debate focuses on removing the year on year comparison and providing more

contextualised data. This will be a positive more if this becomes a DfE requirement.

- 5.4 Given the changes in assessment and curriculum in both phases this will continue to impact upon how attainment and progress are to be monitored and measured. Halton Virtual School continues to work with both Primary and Secondary school colleagues to ensure that the Personal Education Plan is completed on a termly basis. However, further work needs to be done in order to provide overall comparisons against expected outcomes.

## 6.0 **IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

### 6.1 **Children & Young People in Halton**

The educational attainment of children in care remains a key priority for the Council.

### 6.2 **Employment, Learning & Skills in Halton**

If children in care do not achieve their expected educational outcomes there is a high risk that they will become NEET and therefore not achieve employment which fulfils their aspirations or enables them to be active participants in the community.

### 6.3 **A Healthy Halton**

Research has demonstrated that issues related to the emotional health and well-being has a significant impact upon the educational outcomes for children in care. Timely and effective services are vital in providing emotional support for our young people to enable them to have positive engagement in their learning and achieve their potential.

### 6.4 **A Safer Halton**

Due to their lived experiences children in care can be at higher risk of child sexual exploitation, and episodes of missing from care or school. Research does indicate that these factors all have a negative impact upon educational outcomes for our children and young people in care. Therefore, all agencies need to provide proactive support in order to keep children in care safe.

### 6.5 **Halton's Urban Renewal**

None identified.

## 7.0 **RISK ANALYSIS**

- 7.1 If the outcomes for our Halton children in care do not improve then there is a continued risk that they are more likely to become NEET and not become active and positive partners in their community.

**8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 Children in care continue to be a vulnerable group whose life experiences of trauma, neglect and abuse mean that they have not had the same start in life as other young people.

**9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

None.

## APPENDIX 1 – GLOSSARY OF TERMS USED IN THIS REPORT

EYFS	Early Years Foundation Stage
GLD	Good Level of development
R	Reading
W	Writing
M	Maths
E	English
SEND	Special Educational Needs and Disabilities
EHCP	Education Health Care Plan
YOS	Youth Offending Service
CSE	Child Sexual Exploitation
FT Ex	Fixed Term Exclusion
PA	Persistent Absence
BESD	Behavioural, Emotional and Social Difficulties