



Previous Performance Statement 2024/25

A significant number of our pupils arrive at Mountfield Heath School having experienced an unsuccessful or failed school placement. Emotionally Based School Avoidance (EBSA) and trauma have a detrimental effect upon a pupil's mental health and anxiety, enjoyment of learning, and their attendance.

Due to the nurturing environment, integrated therapy, neuro-affirming and trauma-informed care at Mountfield Heath School, pupils:

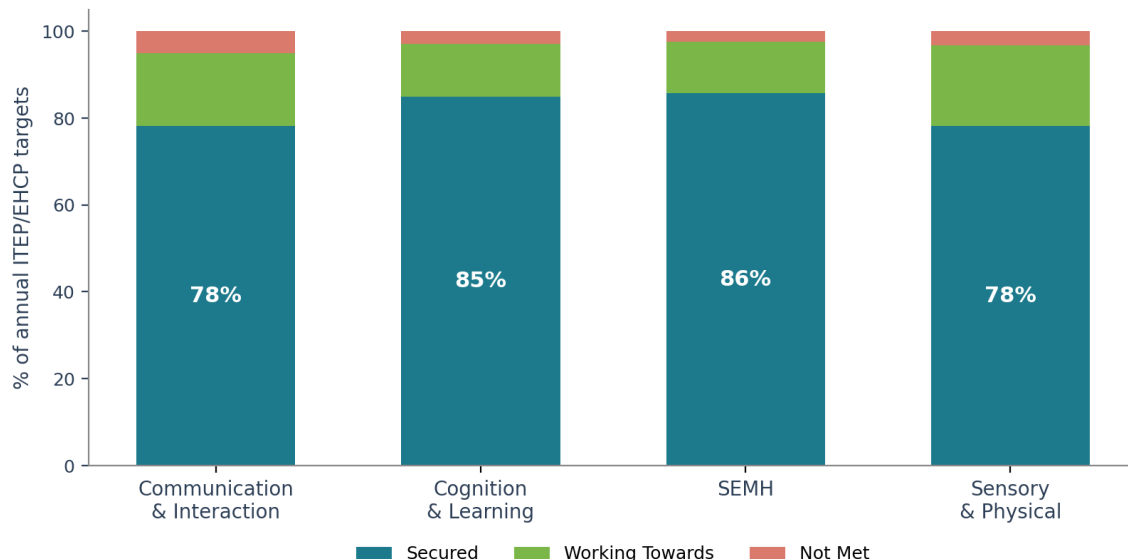
- increase their relationships of trust with school and staff
- decrease their anxiety and mental health needs
- have an increased desire to attend school and enjoy learning

Progress against individual targets and EHCP outcomes

Mountfield Heath School does not enter pupils for public examinations; as such, academic performance is evidenced through the structured progress data set out below. As a non-exam setting for pupils with complex SEND, Mountfield Heath measures academic and developmental performance through structured, ipsative progress data rather than examination results. Each pupil's Individual Therapeutic Education Plan (ITEP) sets targets directly drawn from their EHCP outcomes; progress against these targets is recorded each term through our Evidence for Learning (EfL) system across the four broad Areas of Need.

Pooling target outcomes across the full 2024/25 academic year (rather than relying on a single term, which can be affected by normal in-year fluctuation) gives the following whole-year picture:

Whole-Year ITEP Target Outcomes by Area of Need (2024/25)



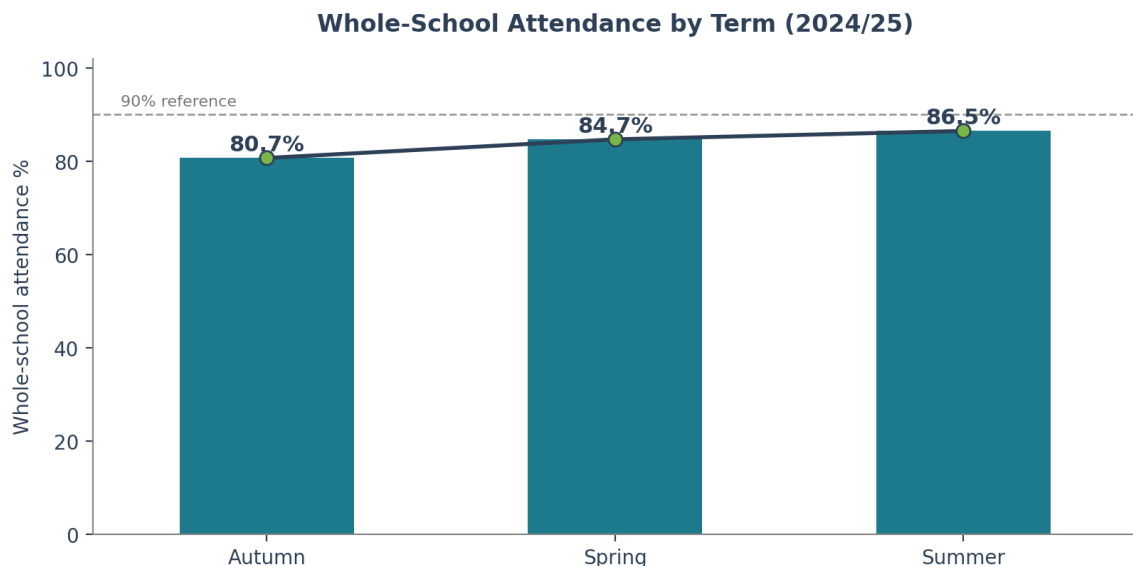
Area of Need	Secured	Working Towards	Not Met
Communication & Interaction	78.2%	16.8%	5.0%
Cognition & Learning	84.9%	12.0%	3.0%
SEMH	85.7%	11.8%	2.5%
Sensory & Physical	78.2%	18.5%	3.4%

Figures are pooled counts of all ITEP/EHCP targets set across Autumn, Spring and Summer terms 2024/25 (whole-school, all pathways).

Across all four Areas of Need, between 78% and 86% of annual targets were secured, with the great majority of the remainder recorded as Working Towards rather than Not Met. This evidences consistent, embedded progress against pupils' individually agreed EHCP outcomes — the most appropriate measure of academic and developmental performance for a cohort for whom age-related or examination-based benchmarks do not apply.

Attendance over the academic year

Alongside individual progress, whole-school attendance improved steadily across the year as pupils settled into the nurturing, trauma-informed environment described above:



Whole-school attendance rose from 80.7% in the Autumn term to 86.5% by the Summer term — an improvement of 5.8 percentage points across the year. This improvement is particularly significant when set against the national picture for pupils with an Education, Health and Care (EHC) plan — the most relevant comparator group for Mountfield Heath's cohort. Nationally, the overall attendance rate for pupils with an EHC plan was 86.3% in 2024/25 (DfE), and this figure has been moving in the wrong direction year-on-year: absence for EHC-plan pupils increased compared to 2023/24, even as it fell for pupils with SEN support and those with no identified SEN. By the Summer term, Mountfield Heath's whole-school attendance (86.5%) had reached and slightly exceeded this national EHC-plan average — a notable outcome for a cohort where, nationally, attendance for this group is static or declining. This upward in-year trajectory is consistent with the pattern Mountfield Heath sees as pupils build trust with staff and their anxiety around school reduces, and supports the wider narrative of pupils developing an increased desire to attend and engage with learning.

Individual class-level attendance for the same period ranged more widely (for example, due to specific pupils with significant medical or anxiety-related needs), but the whole-school trend across all classes was positive across the year.