

Queensmill School SCERTS Partner Stages – Autumn 2021.

Queensmill School uses the Social Communication, Emotional Regulation, Transactional Support (SCERTS) framework to guide teaching and learning and target-setting in Autism. Priorities for pupils are determined by their stage of social communication development: Social Partner, Language Partner or Conversation Partner (see SCERTS manual for further details). Teachers were asked to baseline all pupils against the SCERTS 'worksheet for determining partner stage' for the purpose of whole school data collection. Analysis across the school and by department has revealed the following results.

Queensmill School.

Across the 28 classrooms at Queensmill School and the Primary and Secondary Resource Bases (excluding Queensmill College and Project Search), 15.8% of pupils have been identified as Social Partners, 47.4% Language Partners and 36.8% Conversation Partners (n = 247). The majority of pupils attending Queensmill School are therefore working at the Language Partner Stage, followed by the Conversation Partner stage. The fewest numbers of pupils are working at the Social Partner stage. This is shown in the figure below.

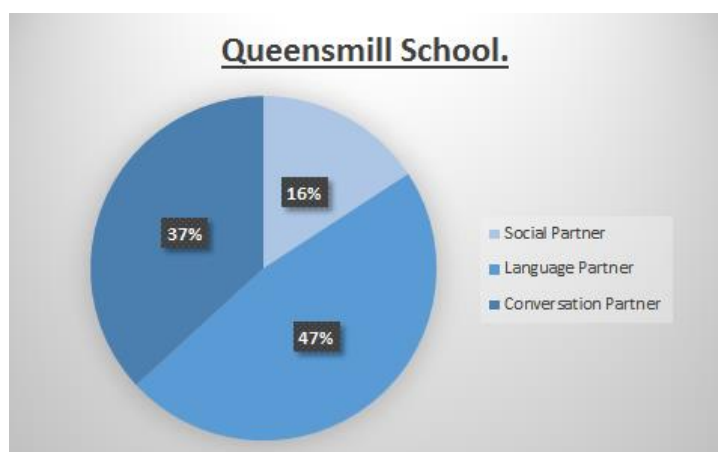


Figure 1. Whole school SCERTS Partner Stages, excluding Queensmill College and Project Search.

The data has been further deconstructed by department and the findings are shown as below.

EYFS/KS1.

There are four classes in the EYFS/KS1 department (District, Jubilee, Circle and Victoria). Of the pupils attending these classes, 45.5% of pupils have been identified as Social Partners and 54.5% are Language Partners. There are no Conversation Partner pupils in EYFS/KS1 at present (n = 33). This is shown below.

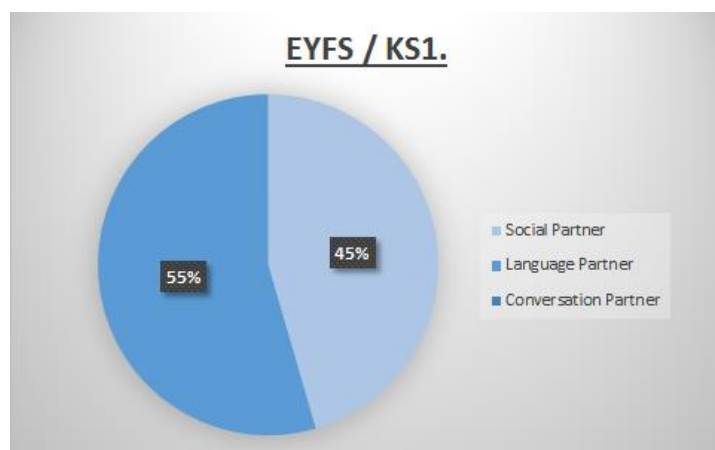


Figure 2. EYFS/KS1 SCERTS Partner Stages.

Primary Department.

There are five classes in the Primary/KS2 department at the main school (Waterloo, Bakerloo, Metropolitan, Piccadilly and DLR). Most pupils are Language Partners (68.9%), followed by Social Partners (26.7%). A small percent have been identified as Conversation Partners (4.4%) (n = 45). This is shown below.

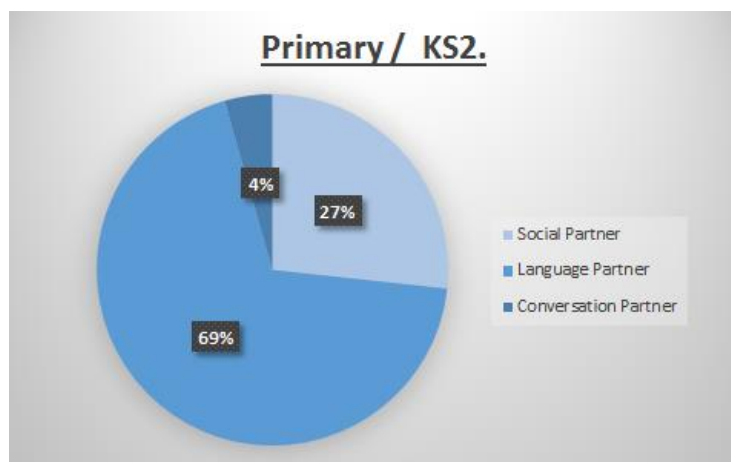


Figure 3. Primary/KS2 SCERTS Partner Stages.

Secondary Department.

There are nine classes in the Secondary department at the main school (Moon, Pluto, Mercury, Venus, Earth, Mars, Jupiter, Saturn and Neptune). The majority of pupils are working at the Language Partner stage (68.4%). There are equal numbers of Social Partners and Conversation Partners (both 15.8%) (n = 76). This is shown below.

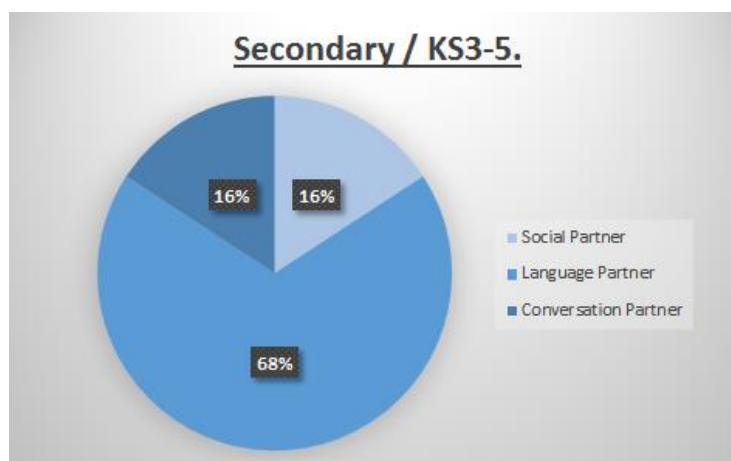


Figure 4. Secondary / KS3-5 SCERTS Partner Stages.

Primary Resource Base (Fulham Primary).

Three classes of pupils access the Queensmill Resource Base at Fulham Primary School (Daisies, Tigers and Rhinos). Here all pupils are working at Conversation Partner (63.6%) or Language Partner (36.4%) level (n = 45). As might be predicted, there are no Social Partner pupils attending this provision. This is shown below.

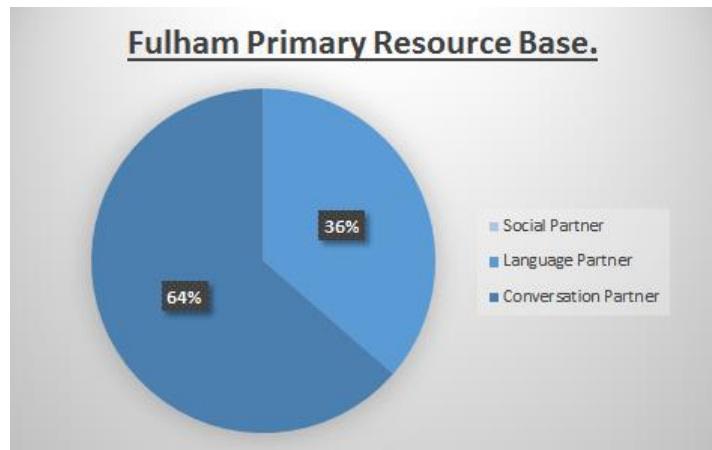


Figure 5. Primary Resource Base SCERTS Partner Stages.

Secondary Resource Base (Q5/Q5).

Seven classes access the Queensmill Resource Base at Fulham Cross Academy (Appalachian, Alps, Rockies, Andes, Alaska, Himalayas and Atlas). Here all pupils are working at Conversation Partner (93.3%) or Language Partner level (6.7%) (n = 60). There are no Social Partner pupils. This is shown below.

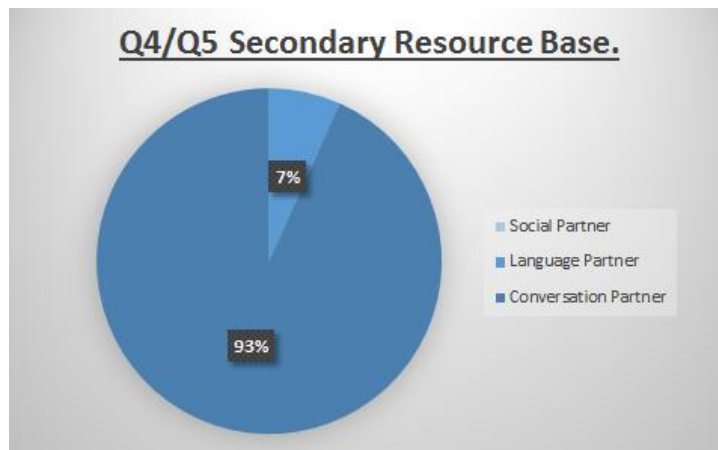


Figure 6. Secondary Resource Base SCERTS Partner Stages.

Queensmill College (Q6).

In the three classrooms split across the two sites of Goldhawk Road and Ellerslie Road, 100% of pupils are working at the Language Partner level (n = 17). This is shown in the figure below.

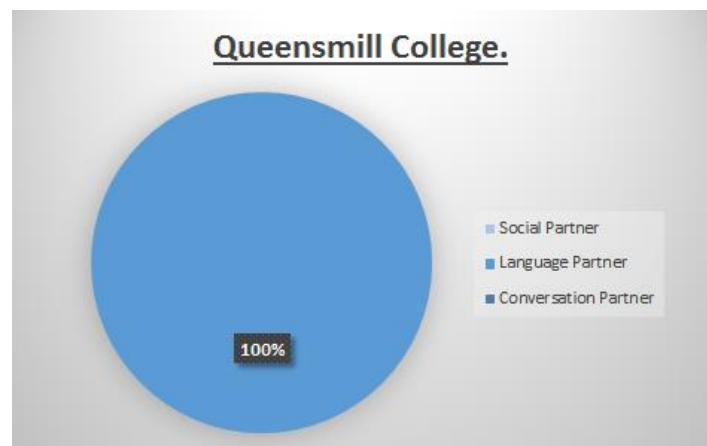


Figure 7. Queensmill College SCERTS Partner Stages.

Queensmill Project Search.

Across the Year 3 and Year 4 interns, 80% are Conversation Partners and 20% are Language Partners (n = 10). This is shown in the figure below.

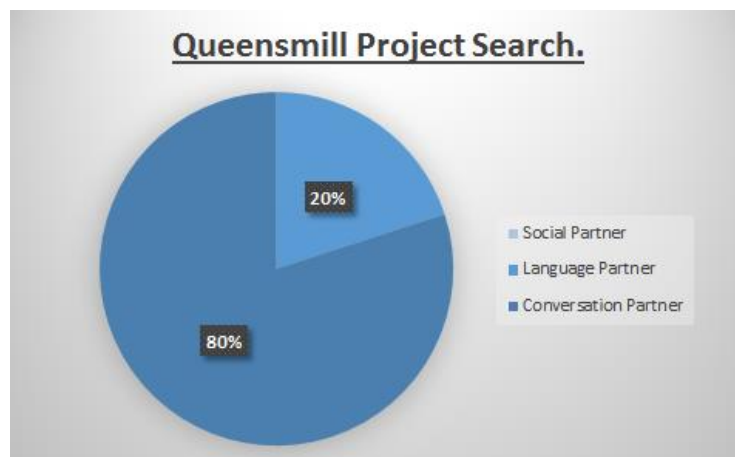


Figure 8. Project Search SCERTS Partner Stages.

Summary.

The data gathered shows that almost half of all pupils attending Queensmill School are working at the Language Partner stage (47.4%). The second largest group attending Queensmill are those working within the Conversation Partner stage (36.8%). Pupils working at the Social Partner stage are the smallest group in the school (15.8%).

With regard to the main school, there are equal numbers of Language Partners in Primary and Secondary (68.9% and 68.4%, respectively). Primary has a greater number of Social Partner pupils relative to Secondary, but Secondary has a greater number of Conversation Partner pupils relative to Primary. As would be expected, pupils with the most advanced language abilities are receiving their education at a Queensmill Resource Base and this is evidenced by the fact that there are no Social Partner pupils at either Fulham Primary or Q4/Q5. There is a shift in language skills from the Primary Resource Base setting to the Secondary Resource Base, with 93.3% of pupils at Q4/Q5 working at the Conversation Partner level compared to 63.6% for this group at Fulham Primary. All pupils attending Q6 or Project Search are working at the Language or Conversation Partner levels, with the majority of pupils at Project Search working at Conversation Partner level. Given the importance of communication skills for employability, this finding is not surprising.

The SCERTS partner stage information generated and analyzed here can be used to understand the cohorts of pupils that the school provides for, across the school and by department. Phase Leaders/Lead Teachers may wish to use the information to re-visit (with their teachers) key priorities around SCERTS stages, knowing the specific numbers of pupils in their departments that belong to each SCERTS group. At the individual level, teachers, specialist teachers and therapists may wish to use the departmental information to inform their planning.

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13.10.2021