

## Kensington Queensmill School SCERTS Partner Stage Data Collection – Autumn Term 2023.



The Queensmill Trust implements the research-based SCERTS model which is used to inform curriculum and assessment, in addition to every day practice (Prizant, Wetherby, Rubin, Laurent & Rydell, 2006). The model is an educational approach and multidisciplinary framework that aims to directly address the core challenges faced by autistic individuals. It focuses on building competence in Social Communication and Emotional Regulation, through the implementation of Transactional Supports, and it organizes this work by partner stage, of which there are three. Based on the child/young person's socio-communicative competencies, s/he might be working at the Social Partner, Language Partner or Conversation Partner stage (see: SCERTS website and manual for further details). As competencies develop, the child/young person is likely to progress from one partner stage to the next (e.g., Social Partner to Language Partner).

At the beginning of each school year, teachers at Kensington Queensmill School baseline their new group of students against SCERTS using the worksheet for determining partner stage. They do this to establish the partner stages for the children/young people in their class. Knowing each student's partner stage supports teachers/therapists in understanding the core challenges faced by each student and it helps them to identify critical priorities; essentially, determining the student's partner stage provides a broad framework for what to work towards given each student's autism start point (i.e., Social, Language or Conversation partner stage). Analysis of the SCERTS partner stage information provided by teachers/therapists at KQ for Autumn Term 2023, has revealed the following findings:

### **Whole school.**

Data was collected for 86 students across KQ, including students who attend the new resource base at Avondale Park Primary School. Data was not collected for 2 students due to their unique circumstances: on roll but not attending (BAK, MMD).

Across the 10 classrooms at Kensington Queensmill, 12% of students are working at the Social Partner stage, 80% Language Partner stage and 8% Conversation Partner stage (n = 86). Most students attending the school are therefore working at the Language Partner Stage, followed by the Social Partner stage and lastly Conversation Partner stage. It is worth noting that a decrease in students working at the Social Partner stage has been observed for the last three consecutive years (25% in Autumn 2021, 15% in Autumn 2022, 12% in Autumn 2023). A decrease in students working at the Conversation Partner stage has also been observed for the last three consecutive years (13% in Autumn 2021, 12% in Autumn 2022, 8% in Autumn 2023). By contrast, numbers of Language Partner stage children have been steadily increasing over the last three years (62% in Autumn 2021, 73% in Autumn 2022, 80% in Autumn 2023). These findings are shown in the figure and table below.

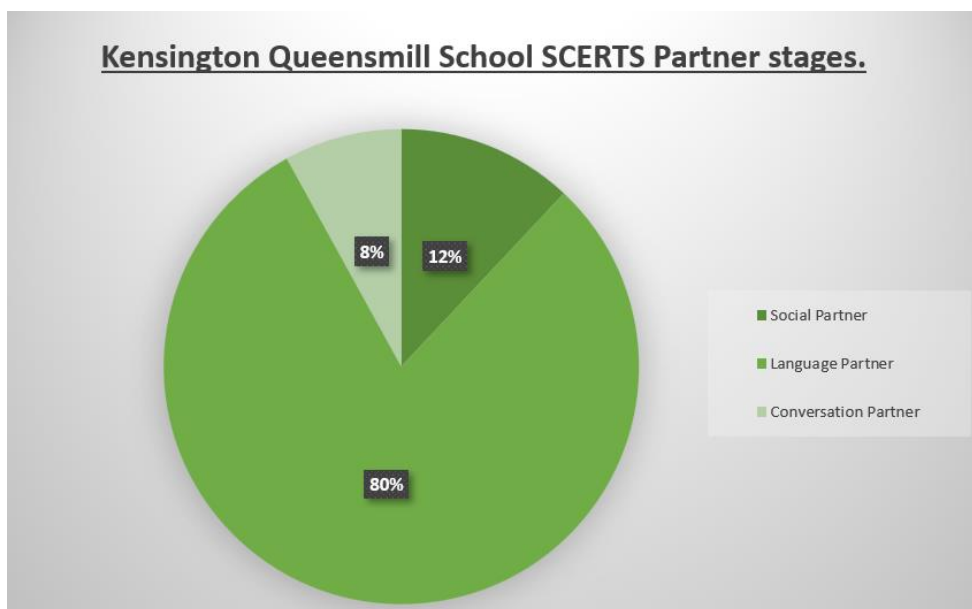


Figure 1. Kensington Queensmill School SCERTS Partner stage data – Autumn Term 2023.

	Autumn 2021 (n = 60)	Autumn 2022 (n = 73)	Autumn 2023 (n = 86)
Social Partner	25%	15%	12%
Language Partner	62%	73%	80%
Conversation Partner	13%	12%	8%

Table 1. Kensington Queensmill School SCERTS Partner stage data – 2021-2023.

**EYFS/KS1 Department.**

There are two classes in the EYFS/KS1 department (Portobello and Cromwell). Of the students attending these classes, 70% are Language Partners, 25% Social Partner and 5% Conversation Partner (n = 20).

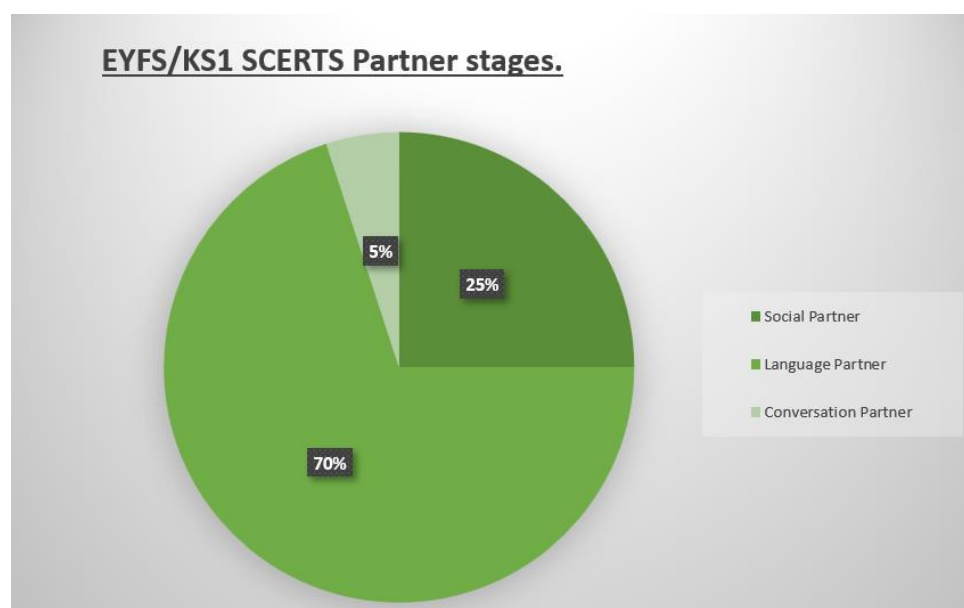


Figure 2. EYFS/KS1 SCERTS Partner stage data.

### Primary Department.

There are four classes in the Primary phase (Golborne, Kings Cross, Notting Hill, and Bramley resource base classroom). 79% of students are Language Partners, followed by 12% Social Partners and 9% Conversation Partners (n = 33).

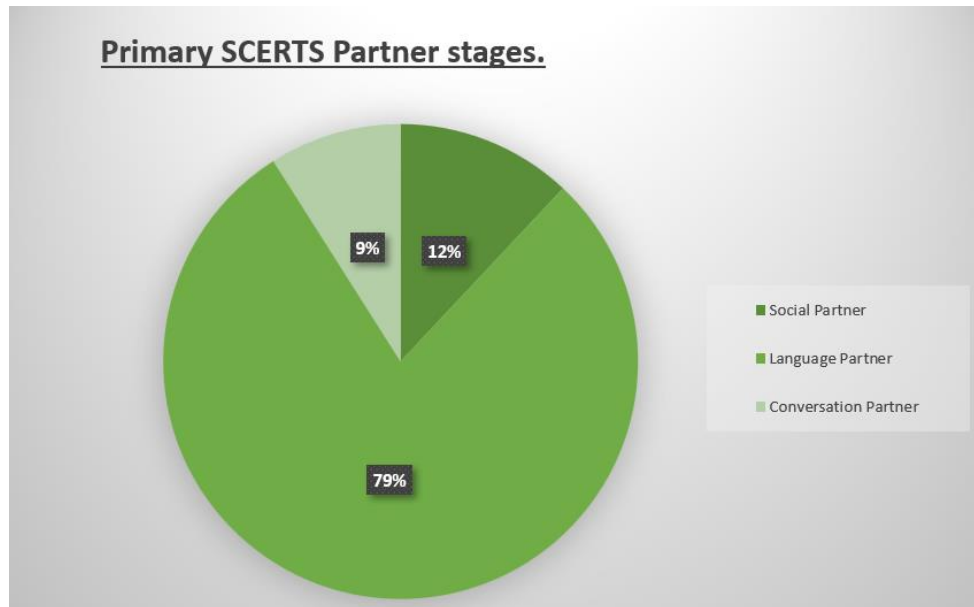


Figure 3. Primary/KS2 SCERTS Partner stage data.

### Secondary and Post 16 Department.

There are four classes in the Secondary and Post 16 phase (Brompton, Ladbrooke, Latimer, and Holland). 88% of students are working at the Language Partner stage, 9% Conversation Partner stage and 3% Social Partner stage (n = 33).

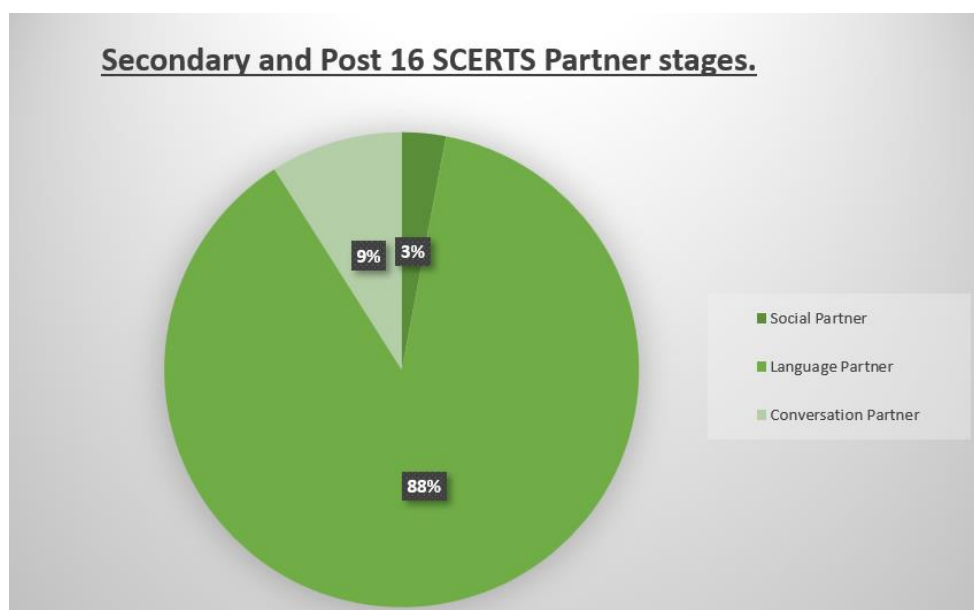


Figure 4. Secondary and Post 16 SCERTS Partner stage data.

## Analysis.

The data shows that most students currently attending Kensington Queensmill School are working at the Language Partner stage (80%, previous year 73%). The second largest group attending Kensington Queensmill are those working within the Social Partner stage (12%, previous year 15%). Students working at the Conversation Partner stage make up the smallest group (8%, previous year 12%) although it is worth noting that this figure is not significantly different compared to Social Partner stage.

An interesting observation is that while numbers of Social Partner and Conversation Partner children are decreasing, numbers of Language Partner children are increasing. This is worthy of further analysis and each partner stage will now be discussed in turn below.

A plausible explanation for why there might be fewer Social Partner children this year compared to last might be that children who were Social Partners in the previous academic year have now progressed to Language Partner stage. In Autumn 2022 there were 11 students working at the Social Partner stage across the school. Have the majority of these students now moved to Language Partner? Of the 11 students working at Social Partner stage last year, 5 have progressed to Language Partner stage but 5 have remained Social Partner (1 has left the school, YF). As there are equal numbers of students who have progressed to Language Partner and remained Social Partner, it cannot then be deduced that the decrease in Social Partner this year is due to more students progressing from Social Partner. Is the decrease in Social Partner children this year then due to less Social Partners starting the school? Last year, 27% of new starter students were Social Partner (6 out of 22) while this year 25% of new arrivals are Social Partner (3 out of 12). This may then explain the slight decrease in total numbers of Social Partner students from Autumn 2022 to Autumn 2023 (15% to 12%) as there were slightly fewer new starter children arriving as Social Partners this year.

A related question is why the numbers of Conversation Partner students at Kensington Queensmill are decreasing. It might be that students who were previously working at the Conversation Partner stage are regressing, that less Conversation Partner children are being admitted to the school or existing Conversation Partner students are leaving. In Autumn 2022 there were 9 students working at the Conversation Partner stage across the school. Where are these students now? Of the 9 Conversation Partners from last year, only 3 remain at Conversation Partner stage and are at the school - most have left the school (or are on roll but not attending) (5 students) while another remains at Kensington Queensmill but has regressed to Language Partner (1 student). The decrease in Conversation Partner students from Autumn 2022 to Autumn 2023 is then explained by more Conversation Partner students leaving than it is by any other factor.

A final question is why there have been a significant increase in numbers of Language Partner children. It is clear from the analysis above that numbers of Language Partner children are not increasing due to more Social Partners becoming Language Partners. It is also clear, again from analysis above, that increase in Language Partner children is not due to more Conversation Partner students regressing. As the school grows in capacity, have then more Language Partner children been admitted? It would appear that this is the case. In Autumn 2022, the majority of new starter children were Language Partners (59% Language Partner compared to 27% Social Partner and 14% Conversation Partner) (n = 22). In Autumn 2023, the majority of new starter children were again Language Partners (67% Language Partner compared to 25% Social Partner and 8% Conversation Partner) (n = 12). The trend for increasing numbers of Language Partners can then, at this time, be attributed to the fact that when the school admits new students these are more likely to be children working at the Language Partner stage than children working at either of the other two stages.

## **Summary.**

The SCERTS partner stage information collated and analyzed can be used to better understand the cohorts of students that the school provides for. Phase leaders/senior leaders may wish to use the information here to re-visit, with their teachers, key priorities for the SCERTS partner stages, given that numbers of students belonging to each SCERTS partner stage and each department have been provided by this report. Specialist teachers and therapists/therapy assistants may wish to use the phase group information to inform their planning.

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