

Annex B

Enhanced Pathway pupil case studies

Enhanced Pathway pupil A case study School 15 – realised savings

Child A joined us in Year 3 in September 2022. During this year they remained in a mainstream class of 30 children and despite our best efforts to meet their needs, there were **multiple daily incidents of dysregulation** resulting in Team Teach holds being used to keep staff, pupils and Child A safe. The periods of dysregulation were so extreme that during one incident, they broke a TAs finger. From September 2023, we were able to place Child A within our Enhanced Pathway. **They have gone from being non-verbal to communicating in short sentences with staff and peers.** They are beginning to mark make and **periods of dysregulation have reduced to one or two per week and even then, Team Teach holds are rarely used.** Although it has been agreed by OCC that a specialist setting is needed, **parents are happy** with the progress Child A has made **and wish for them to remain with us until secondary school.**

- 3 years of specialist provision funding saved as parents want the pupil to remain in mainstream for primary.
- Realised savings:
 - School 15 Enhanced Pathway cost per child: £4897 per year x 3 = £14,691 vs
 - INMSS place per child £70,000 (average) x 3 = £210,000 OR
 - Maintained specialist place per child £21,000 x 3 = £63,000

Enhanced Pathway case study School 10 – realised savings

- Academic year 2023-24 the Local Authority was paying £104,324.90 in additional funding to the school for 3 pupils. The funding was top up funding for hours on the EHCPs and funding to cover bespoke alternative provision.
 - Average cost per pupil - £34,775.
- Academic year 2024 –25 the Local Authority is paying £78,218.55 to fund an Enhanced Pathway and top up funding for hours on the EHCPs.
 - Average cost per pupil - £26,072.83
- Savings £26,106.35

Enhanced Pathways case study School 9 and Enhanced Pathways pupil B case study School 15

– enabling progress and continuing placements in mainstream school

The Enhanced Pathway class has:

- **Enabled six of the eight pupils to remain in a mainstream educational setting** as they would not be able to access a mainstream classroom due to their level of learning need and/or their social and emotional needs.
- Enabled pupils to **make progress towards their outcomes.**

- Meant, most importantly, pupils appear **fulfilled and happy** in school and are **engaging well in their learning**.
- Provided a structure and routine of the class they can thrive in
- Provided a **curriculum which meets their needs and interests**.
- I have noted how quickly they have settled into the school term and are able to engage and enjoy being in school.
- Enabled **all pupils to make progress** in a curriculum which is tailored to their needs allows them to achieve and make progress in areas which they find challenging.
- Ensured **learning is embedded and consolidated** as the Enhanced Pathway class allows pupils to work towards their outcomes multiple times a day.

Child B had been with us since Nursery. In 2023-24 they moved to Year 1 and were able to join the Enhanced Pathway. At the **start of Year 1, they were non-verbal and unable to read or write**. By the **end of Year 1, they passed their phonics screener with a score of 35/40**, they sang a song at our end of year talent show, **they can make their wishes and needs known** to familiar adults and peers and is able to write in full sentences. Child B moved out of the area in August 2024, but as **no local school has stated that they can meet their need**, we are in the process of organising transport for Child B and their younger brother to be taxied to school.

Enhanced Pathway pupil C case study School 15

– enabling mainstream schools to be more inclusive of pupils with EHCPs and more complex needs

Child C joined us in September 2024. **A local primary school was unable to meet their needs**, so parents moved them to us where they **joined our Enhanced Pathway**. In their previous school, Child C had been **kept back in Reception**, was **not interacting with peers** and was **unable to follow adult instructions** without dysregulation. Since joining the Enhanced Pathway, Child C is **interacting with peers, is taking part in activities such as the Nativity and is being supported to follow the routine of the school day**. Although there are still **incidents** where Child C will hit or bite staff and children, this has **massively reduced since September**.