



Special Partnership Trust - L2L Curriculum Policy Offer (Intent, Implementation and Impact)

Rationale:

This policy statement relates to the curriculum offer (intent/provision) for our L2L cohort within our Trust.

It is helpful for this policy to consider the nature of the difficulties experienced by such pupils and to offer a definition of the cohort of pupils to who this applies.

We recognise that pupils who experience multiple needs are not a homogenous group and the term *profound and multiple learning disabilities* (PMLD) is a description rather than a clinical diagnosis. Whilst there is no definitive set of characteristics for PMLD it is widely acknowledged that there are a heterogeneous/diverse group of people with learning disabilities who have a complex range of difficulties.

Our pupils and young adults with PMLD have more than one disability, the most significant of which is a profound intellectual disability, functioning at the very earliest levels of development regardless of their chronological age, have additional physical difficulties and/or sensory impairments and may have a wide range of multi-agency support around them – e.g. – physiotherapist/speech therapist etc. Some may have medical or para-medical needs in addition to their learning difficulties. As a result, many will rely on some form of adult support to enable them to interact with their environment.

Whilst we acknowledge the need for this shared description of pupils who have multiple learning difficulties/needs within our Trust, we seek, in our daily practice, to interact with all pupils primarily as learners and individuals, as children and as people. To ensure our curriculum offer is informed, structured and relevant to meet the needs of our multi-needs learners and informs their next steps we need to ensure it is and remains child centred and determined by stage *not* age

Within our schools the classes specifically for children who experience multiple learning difficulties/needs (L2L) have a curriculum which is broader than the National Curriculum and Trust based Curriculum offer, one that is driven by individual pupil need. The design and organisation of our L2L curriculum and its consequent assessment schedules are properly empathetic to the needs and rights of our young people and rooted in a culture of high expectation and inclusive teaching. All our schools provide a caring and stimulating environment that gives positive encouragement to all recognising and valuing the contributions of all its members equally. Each of our schools will identify inclusive learning opportunities with main school peers which provide and secure meaning and relevance for our L2L cohort, which adds value to the learning opportunities presented.

To ensure our curriculum offer is effective we need to examine three aspects (intent, implementation and impact):

INTENT (Rationale and aims):

The published **intent** of our curriculum offer demonstrates an agreed understanding (consensus) about the knowledge and skills our pupils need to learn and how such learning will be sequenced via the identification of the 'vehicle' for delivery (National Curriculum - L2L curriculum offer). To secure this basis we need to demonstrate rigor via our assessment & information gathering for each pupil using five sources of information (outcomes):

- Pupil EHCP targets – Annual and termly (small step) targets towards each outcome
- Engagement profile observations (secures baselines in the 5 aspects determining how pupils currently learn/ engage/ generalize skills to wider settings using/ applying their learning). Bespoke targets set for each pupil following completion of the profile.
- Information provided by parents/carers recognizing that when at home our L2L cohort may present differently

To secure the above, we recognise that our curriculum offer requires two strands of **intention** (access and purpose):

- from a Trust viewpoint (Access)
- from a pupil's viewpoint (Purpose)

INTENT - Trust (Access):

Access to our L2L offer will be determined by:

- Developmental stage of the learner
- Information obtained via the engagement profile (baseline) and bespoke targets set
- EHCP outcomes
- Reports and information from multi-agency teams
- Number of professionals involved and their supporting advice and guidance (purpose of their input) which supports/informs well-being needs (e.g. – medical, physiotherapists/OTs)
- Information gained from parents/carers
- Levels of support/resources required to access/engage in purposeful learning

To ensure our pupils access their curriculum and consequential learning our Trust will:

- Create an inclusive curriculum which links to accreditation (internal/external KS3→), one which provides an equitable offer and recognises pupil achievements and their aspirations/interests not just offering experiences or opportunities for pupil participation
- Recognise the individual needs, personalised learning plans and talents of each learner which facilitates development of their intellectual, moral, physical, social, spiritual and creative capacities
- Secure effectiveness in working in partnership with parents, carers, previous settings (if/as appropriate), multi-agency teams to secure a personalised, differentiated curriculum which remains responsive to the particular (and changing) needs of individual pupils
- Secure/use informed baselines (B² Engagement steps assessment outcomes) which identifies pupils starting points establishing solid foundations for future learning/development which evidences all learning is part of a well-planned sequence and provides sufficient challenge in building upon previously learned skills
- Respond to and secure effective delivery to meet the personalised learning needs of our pupils (engagement, observational profile/EHCP outcomes) ensuring all learning is child centered
- Ensure all learning is incrementally structured/sequenced enabling pupils to build on what they already know and be encouraged to generalize this
- Ensure teachers use assessment outcomes to plan, measure, assess, record and report pupil progress in a systematic way to inform next steps securing challenge to learning outcomes designed to ensure that each individual achieves his or her full potential
- Ensure the provision offers a range of therapeutic and medical services to meet the personal priority needs of those pupils for whom this provision is central to their learning and quality of life
- Ensure the school work force is equipped with the appropriate CPD which secures compliance, providing the staff with the skills, knowledge and understanding of what therapy/medical teams are asking the school to deliver; through such means identify when what is being requested does not fall under the remit of education relaying back such information

- Ensure EHCP targets/ Personal Learning Plans and therapy plans are infused (addressed consistently) into all aspects of provision as appropriate to the needs of the pupils
- Provide each pupil with a wide range of new and exciting experiences opportunities (through focused topics/themes) to consolidate existing skills & to learn new ones
- Further develop each child's cognitive, social, emotional, intellectual, physical skills and SMSC skills meeting statutory requirements
- Celebrate each pupil's personal successes
- Provide evidence of pupil's current skills, knowledge & understanding which prepares them well for their next stage and informs future provision (personalised learning plans)
- Use the National Curriculum as a 'vehicle' for learning securing equality of opportunity in subjects studied / accessed

INTENT - Pupil (Purpose):

To ensure our curriculum offer is purposeful we will:

- Maintain a focus upon developing pupil's skills, knowledge and understanding of very early concepts within Maths/Cognition and Learning (pre-requisites to learning and engagement within it), English/Communication (Expressive/Receptive) and PSHE/Interaction and Social and Emotional skills.

The subsequent design of our offer considers the very early concepts pupils will need to acquire within Maths and English with particular reference to the 5 areas of engagement observational framework (adapted Baseline engagement profiles - Barry Carpenter 2017) published by the DfE (March 2020). This observational framework will initially be used to monitor the varying ways in which, and degrees to which, our L2L pupils demonstrate attention, interest and involvement in their current learning (pre-requisites to learning) to help inform future learning (next steps).

This vital work provides the information which enables our school to scaffold new learning from behaviours observed that will encourage all pupils to become more autonomous in the development/acquisition of a new skill or concept. Our schools will provide personalised learning outcomes (bespoke target setting ensuring all learning is part of a well-planned sequenced) for all L2L pupils using observational and assessment outcomes to achieve this aim; this will additionally inform the necessary foundations/identification of skill set required for moving on to later subject-specific learning (Ready to 2 Learn/ subject specific - R2L).

Assessment of these aspects of engagement therefore provides a solid basis for identifying when our pupils need to move onto the subject-specific assessment defined in the early pre-key stage standards (Pre-key stage 1: pupils working below the national curriculum assessment standard – DfE – 2018). Our curriculum therefore provides the framework for all pupils to pursue the following pre-requisite skills outlined by the DfE (March 2020), noting that these areas are interrelated and should be used when assessing pupils who are not engaged in subject-specific study to enable them to reach their full potential.

The areas also provide the scaffolding to enable pupils to become independent in developing a new skill or concept and make progress within them:

The 5 aspects of engagement are as follows:

Exploration	<p>This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it.</p> <p>Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments; for example, a different time of day, a different place or with different people.</p> <p>Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so</p>
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	that they can develop new knowledge and skills.
Realisation	<p>This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'.</p> <p>Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.</p>
Anticipation	<p>This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).</p> <p>Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced.</p> <p>Anticipation is important in measuring the pupil's understanding of cause and effect; for example, if they do this, then something will happen. This prepares the brain and helps with the pupil's memory and sequencing.</p>
Persistence	<p>This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it.</p> <p>Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement.</p> <p>Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.</p>
Initiation	<p>This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction.</p> <p>Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome.</p> <p>Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.</p>

IMPLEMENTATION:

The design of our curriculum offer enables our Trust to evidence breadth/ depth in areas of study & secures the understanding that all pupils will access this curriculum using the NC subject areas at different starting points. It is the intention of this policy that each of our Trust schools will enable their pupils to build upon their prior learning (evidenced learning from baseline engagement profiles and effective use of assessment outcomes, sequencing their learning accordingly using the information obtained). This process will provide opportunity to evaluate pupil progress within the skills, knowledge and understanding (concepts) pupils gain. We additionally recognise that linear, chronological progression is not always relevant to the circumstances of some pupils and for these pupils, progression is more likely to be confined to generalising skills to wider settings/ different contexts/ different people, rather than the expectation that all pupils will achieve in accordance with the Key Stage they have reached chronologically.

We strive to provide all pupils regardless of their ability, gender or race, with an opportunity to experience the enjoyment, stimulation and knowledge that our curriculum can offer. To translate our curriculum framework and secure it holds meaning/ relevance for our L2L pupils we have developed a framework for its **implementation** which allows us to know learning will be incrementally structured and fully personalised (Learning 2 Learn - L2L) one which is fully informed by a robust assessment process used consistently across our schools.

Through such means we can ensure our offer is equitable (everyone has equal access), is inclusive and remains personalised/ individualized; our offer enables all pupils to have the opportunity to build on what they already know/ can do and are encouraged to generalise this, identifying what they need to make progress in, in order to overcome barriers to their learning and to take ownership of it.

Through our process (**APPENDIX A**) we ensure the delivery of this curriculum offer is coherently planned and sequenced for each pupil; rigor demonstrated within assessment of learning provides succinct understanding of the skills, knowledge and understanding for future learning/planning of the next stage.

The curriculum and subsequent processes outlined will be fully implemented into our schools working within the time frames identified via our Trust/ school development plan. We additionally need to consider teacher work load in the organisation of pupils personalised learning provision which is referred to within this policy.

The observational framework will be undertaken for all pupils within the class within the baseline period, this will lead to informed bespoke target setting alongside the information obtained from parents; any updates required to the information contained within this will be in accordance to pupil's annual review meeting to ensure teacher work load remains staggered. Each school will request the school administrators record the observational information in the agreed frameworks; bespoke target setting for each area being pursued will be obtained via assessment outcomes detailed in the class assessment tracker and will be dependent on the skill area being pursued/pupil progress within it. Formative assessment and subsequent data drops are informed via the PARRCs policy (additional detail is provided within this policy - pages 10 - 13) which ensures teachers know when recoding/reporting of pupil progress is required.

To evaluate the impact of our implementation process/ curriculum structure we recognise the need for rigour within monitoring the progress data of our L2L cohort benchmarking pupil progress data across our Trust. Through such rigour and the scrutiny of cumulative data (progress over time) we can identify each pupil's progress from their own starting point and where any potential opportunities lay in 'closing the gap' to ensure our learners within our L2L classes achieve as least as well in relation to their main school peers across our schools.

ALL pupils within our L2L cohort (Yr2 – Yr11) will access their Curriculum offer via the National Curriculum (NC) subject areas ensuring an equality of opportunity; these subject areas become the 'vehicle' for delivering personalised learning addressing key targets identified for **each** pupil; EHCP outcome targets will weave through the school day/week.

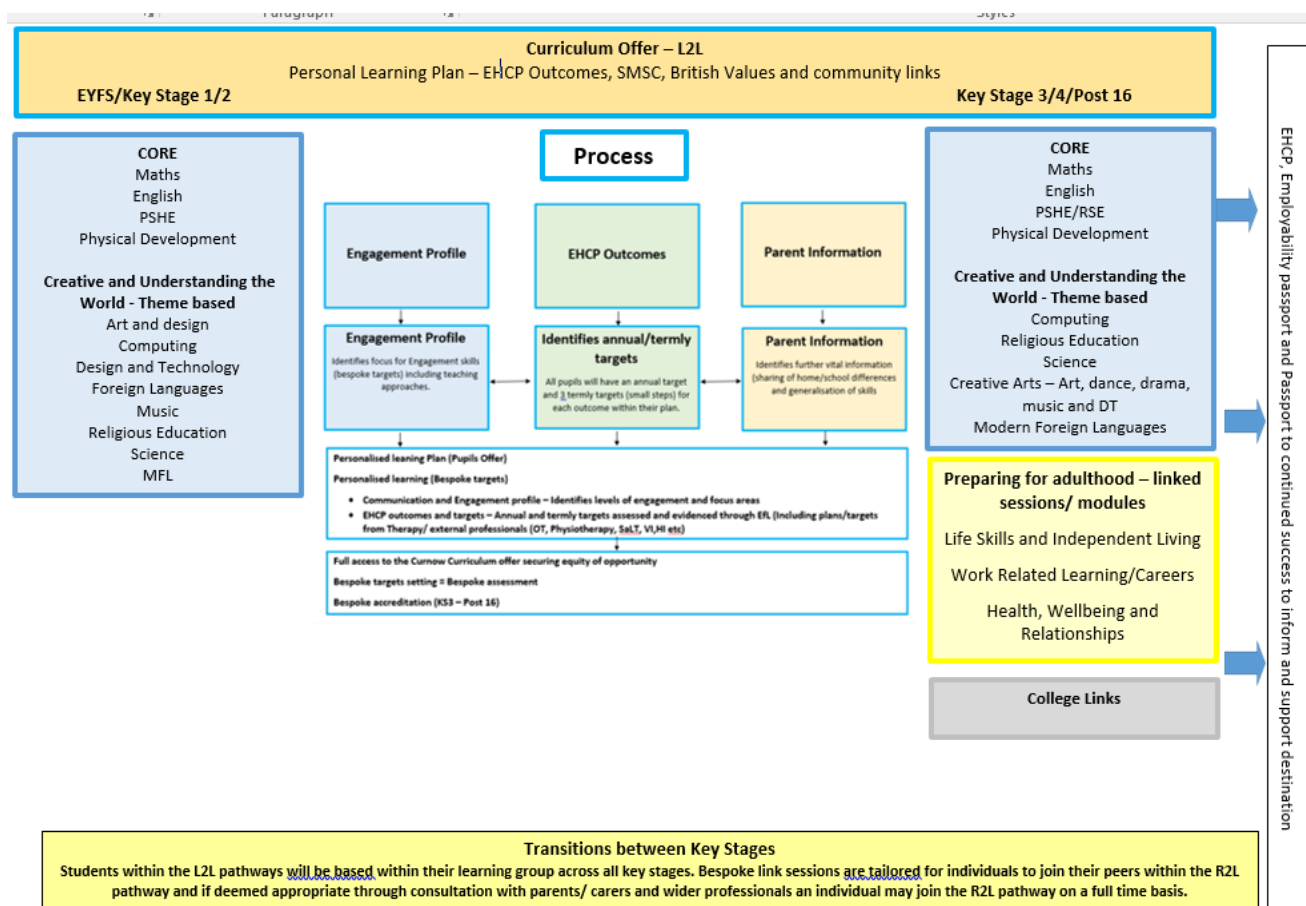
The **L2L** Curriculum Offer will use whatever specialist techniques, teaching approaches, advice and guidance received which motivate (interest led) and support the needs/ improve access of any individual pupils/ students. (Accreditation begins at Key Stage 3 and evidenced via the Trusts accreditation offer/ map/policy). It is anticipated that the range of subjects' studies/planned may additionally help pupils link learning/ acquire further knowledge, understanding, generalization of skills, adding breadth of study from KS1 – KS4.

The NC will be delivered via a Thematic approach (age appropriate themes identified for KS1/ 2 and KS3/ 4 – e.g. – The Circus/The Greatest Showman with the aim of linking subject areas to build connections between them (identified within MT planning). Each school will plan such Themes and identify how subjects will be addressed via their Medium-Term plans. 'Subject' areas will include:

CORE AREAS:	NATIONAL CURRICULUM SUBJECTS:	ADDITIONAL STUDY AREAS:
<ul style="list-style-type: none"> English – Communication & Interaction - (including AAC and phonics) 	<ul style="list-style-type: none"> Science Creative Arts (Art/Music) Religious Education Promotion of British Values 	<ul style="list-style-type: none"> Work related learning including Careers* (from KS3) Business & Enterprise Spiritual Moral Social

<ul style="list-style-type: none"> Maths – Cognition & Learning PSHE - Social & Emotional Aspects Physical Development (incl. PE, water skills and swimming) 	<ul style="list-style-type: none"> Design Technology (inc Food Technology) ICT/computing and communication - incorporated into teaching/learning sessions including on-line safety (where appropriate) KS1/2 - PSHE/ Relationships Education KS1/2 - PSHE – Physical health and mental well-being KS3/4 – Relationships Sex Education (assessment outcomes determine formal SRE teaching delivery) KS3/4 – Physical health and mental well-being Foreign Language 	& Cultural
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Curriculum offer overview (L2L pathway) – preparing pupils well for their next steps:



**Resources used throughout the L2L pathway will be identified via the engagement profile outcomes; they will be age appropriate and used in a way which is conducive to developing pupils' pre-requisite skills of learning*

EYFS/ Year 1:

All pupils within our EYFS/ Year 1 cohort benefit from a curriculum that is designed via the Prime and Specific areas of learning & development which aims to involve/guide children to build curiosity & enthusiasm for learning (engagement), build capacity to learn (pre-requisite to learning), form relationships & thrive. All areas of learning & development are therefore interconnected. A basic principle of our EYFS provision is that children learn through interest play/exploration to maximise their engagement; every opportunity to address such learning is therefore exploited through our offer. Through the provision of planned, short, interest led sessions and through our observations and subsequent assessments we can prepare our

children appropriately for the start of their school career determining the curriculum and subsequent assessment route most suitable to meet their learning needs (R2L/L2L) as they move into Year 2.

Within Year 1 teachers will use EYFS assessment outcomes and Early Years B2 assessment outcomes alongside their collective knowledge and understanding of pupils to help further inform the baseline within the 7 aspects of learning to inform the engagement profile; this will prepare pupils well for their next stage.

Key Stages 1 & 2:

L2L pupils working within Key Stage 1 (Yr 2) and Key Stage 2 will access the core, understanding the world and creative areas of learning identified via the National Curriculum; English and Maths areas of learning will be pursued via strands within communication and interaction and cognition and learning, PSHE areas will be pursued via Social and Emotional aspects.

Key Stage 3:

L2L students working within Key Stage 3 will continue with the areas identified within KS1/ 2; there will be an additional focus on preparing for adulthood outcomes identified via students EHCP reviews. Widening of learning will incorporate Work Related Learning experiences, Careers and Business & Enterprise ensuring the curriculum offer remains equitable to their peers within the R2L pathway; L2L students will continue to pursue their personalised learning outcomes within these subject areas. Accreditation opportunities will begin to be offered within Key Stage 3 and will fall under the accreditation offer established in our Trust. Preparation for adulthood will be achieved via the pursuit of preparing for adulthood outcomes identified via students EHCP outcomes.

Key Stage 4 & Post 16:

L2L students working within Key Stage 4 and Post 16 will access the Post 16 curriculum offer via inclusive learning links (where these provide relevance/ meaning for the student); there is a continued focus on EHCP outcomes including preparing for adulthood outcomes that will prepare students well for their next stage of education (post school). These areas will be addressed via EHCP outcomes/targets where appropriate. Key Stage 4 & Post 16 students will continue to benefit from personalised learning outcomes identified from the observational engagement profile including any information received from parents/ carers. Information from the assessment of Cognition & Learning, Communication & Interaction and Social and Emotional aspects enables all students to continue to pursue differentiated learning which are addressed via their personalised timetable; core areas of learning will be addressed via Adult B2 assessment framework (core areas of learning within functional literacy and numeracy). Accreditation will continue to be pursued where this adds value and meaning to learning outcomes identified.

Personalised learning (engagement profile outcomes):

Our staff will use an adapted observational baseline engagement profile (originally produced by Barry Carpenter 2017) and subsequent outcomes identified in the 5 aspects to learning (pre-requisite areas/ skills as identified in the DfE guidance March 2020); these aspects include the key skills within exploration, anticipation, realisation, persistence & initiation and allows the teachers to identify the skill area(s) which will be pursued. The information acquired from the observational framework will additionally identify the resources/key vocabulary/teaching & learning styles required to be used consistently for each pupil.

These areas/ skills will be incorporated into a Personal Learning Plan and subsequent targets (which may include IEP targets) throughout the school day/ week which are addressed via the

class timetable. **(APPENDIX B –Personal Learning Plan)**. Baseline engagement profiles will usually be reviewed yearly in accordance to pupil's EHCP meetings; review will include the skills gained/developed over the academic year; profiles will additionally be updated when the school is in receipt of any new/additional information which impacts upon profile outcomes. **(APPENDIX C –Communication and Engagement profile)**.

Parent information:

It is vital our schools work collaboratively with parents in determining long term aims to support the educational and physical well-being of their child. This is fundamentally achieved via discussion at pupils EHCP Annual Review, parent progress meetings and collating information in relation to the engagement profile observations undertaken noting the parental contribution made.

We recognise many of our pupils will present very differently at home; parents will be able to share their knowledge of their child outlining their child's interests (e.g. – favourite pieces of play/ leisure equipment) which the school will be able to use. This information will be used to help inform personalised learning plans guiding the class team further in effective ways to engage pupils in their charge.

EHCP outcomes/ Annual and termly targets/ Therapy Plans:

Our L2L curriculum offer recognises the vital importance of any outcomes identified via pupil EHCPs within the areas of:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These outcomes weave throughout the curriculum offer and are assessed through annual and small step, termly targets for all EHCP outcomes.

Our L2L offer will also address any plans received from members of the multi-agency team who support the pupil; as such therapy plans are infused into all aspects of provision as appropriate to the needs of the pupils and in turn, will form part of pupils personalised learning plans. Assessment of progress within such plans will be further evidenced via the Sensory/physical aspects; some therapy aims can be used to inform EHCP outcomes. Teachers will therefore often meet with the professionals involved to secure an understanding of targets and identify what 'next steps' will look like – e.g. – AAC officer/use of an eye gaze. Each pupil will be provided with a My areas of Learning summary which identifies how the inherited outcomes from a variety of sources within their plan, will be implemented.

EHCP outcomes will inform annual and termly targets which are delivered/ taught via personalised learning plans delivered daily/ through the school week. Pupil progress over time within these targets will be measured via the four progress strands identified via the PARRCs policy (emerging, developing, established and generalised) each evidenced collected for each target termly via Evidence for Learning. Pupils progress will be fully discussed with parents at progress review meetings (each term) and via the Annual EHCP review **(APPENDIX D)**.

Planning (Implementation):

The L2L curriculum does not include specific schemes of work; instead the delivery of NC areas is used as a 'vehicle' for learning to enable teachers to pursue pupil targets identified within personalised learning plans. NC areas are delivered via a thematic age-appropriate themes (4 year rolling programme upper school and 6 year rolling programme lower school - see below) which utilises a wide range of resources to secure effective participation. Each school within our Trust will determine the theme to be pursued ensuring breadth of study/ resources within subjects offered to secure pupil access. This approach means that the curriculum designed is appropriate for pupils with any combination of hearing, visual and other sensory impairments and does not, for example, limit the participation of pupils with no sight. The themes identified

will enable teachers to ensure equity within the subjects addressed securing connections between subjects/content and depth to them by identifying the subjects taught across the year and within each term.

The L2L leads within our SPT will respond to any national changes around the successful implementation of personalised learning/ assessment to improve pupil outcomes. The DfE guidance, The Engagement Model which becomes statutory in September 2020 is already successfully implemented via our offer. Leads will reflect upon the small changes needed in the desired processes outlined through such guidance implementing such changes via the Annual Review process to ensure teacher work load is informed and most importantly, managed.

Long Term planning framework:

Each school will, via their curriculum implementation determine themes which will secure breadth/balance of National Curriculum areas identified ensuring equity of provision for pupils working within Year 2 – KS4.

Classroom structure:

Classes will be equipped with the resources required for the implementation of personalised learning/ delivery of NC subject areas. Resources will be wide ranging, be engaging and age appropriate; these will be used to further promote active engagement within the teaching/ learning process by the pupils, consideration will always be taken of the resources which motivate/ stimulate/ engage the pupils using information provided by parents when appropriate. There will be a balance of group/ individual work; there will be planned opportunities to address therapy aims/ targets. Staff will facilitate learning through the application of bespoke targets (WILFs) which are addressed through the school day/ week.

Risk assessments/ additional control measures will identify when any adaptations are required during the school day to ensure the health, safety and well-being of our young people; teachers will use the agreed risk assessment process of the school when planning any adaptations, if they are less sure they will seek the advice of the Head Teacher.

English and Maths Links:

To ensure there is a continued focus upon equity of provision 'English' (Communication & Interaction) and 'Maths' (Cognition & Learning) links will be delivered through the design of bespoke 'reading', 'writing' and 'maths' learning outcomes; to secure these hold meaning for our L2L cohort. Personalised learning targets identified will be addressed throughout the teaching day/ week and assessed accordingly.

The teaching of phonics is addressed via the area of communication and interaction; phonics teaching is designed to enable our pupils to benefit from structured teaching/ learning sessions within spoken language/ initial sounds (speaking and listening) facilitating development of vital skills via personalised learning outcomes (targets) identified. All phonics delivery will be in accordance to the SPT phonics offer.

Assessment (including accreditation), recording, reporting and moderation:

The SPT recognises the vital importance of assessment; our teachers will use assessment outcomes to:

- baseline
- plan for new learning basing this upon what pupils already know and can do thus ensuring assessment is used in a systematic way
- fully inform future teaching responding to and adapting their teaching as necessary

Assessment of pupil progress will be undertaken in accordance to the SPT PARRCs (Planning, Assessing, Recording, Reporting and Celebrating Standards) policy which identifies two fundamental aspects within assessment – Formative and Summative assessment.

Assessment –assessment routes:

The accuracy required in the use of assessment to baseline current skills, knowledge and understanding is essential. Our teachers will use such information to inform future target setting and to inform future learning (learning remains part of a well-planned sequence). As such, pupil baseline will be undertaken in all areas* of the Engagement Profile Steps during the 6-week baselining period once a child starts school or if a child's needs significantly change (pupils continued absence from school due to health needs which has impacted upon skill/progress over time).

- Cognition and Learning (5 aspects of learning/engagement) – Baseline, followed by annual assessment of profile highlighting focus areas for bespoke target setting
- Informed EHCP outcomes – Annual and termly target setting

Baseline assessment/moderation:

Teachers within the school will moderate baseline assessment to ensure it provides accuracy; where schools do not have more than one class of L2L pupils, teachers will contact schools within the Trust to request such moderation. If, during the moderation process there are significant differences in how pupils were assessed/baseline outcomes, the teacher(s) will bring this to the attention of the Head Teacher as it may lead to the identification of staff training/inform future CPD or identify a need for additional resources.

Moderation:

All schools within our Trust will undertake the process required for effective moderation as determined by the SPT moderation policy; moderation will be led by the L2L leads in each of the schools.

Formative assessment:

The DfE Engagement model outlines the following:

The engagement model must be used for pupils at KS1 and KS2 who are working below the standard of the national curriculum assessments and not engaged in subject-specific study.

The SPT has identified this framework continues to hold enormous value to our L2L population and will therefore continue with the implementation of this framework for pupils working below National Curriculum assessments in Key Stages 3, 4 and 5.

Assessment of learning will be undertaken by the class team on a daily basis (formative assessment acknowledging that good assessment should look at the pupil's development through the 5 areas of engagement individually. However, it should also consider the 5 areas and what they show about the pupil's achievements and progress when viewed together; our classes will therefore ensure assessment outcomes will be used to inform future learning ensuring all learning remains sequenced - **APPENDIX D – L2L**). The personalised learning targets (WILFs) identified which are addressed through pupil's timetables will enable all staff to evaluate the effectiveness of targets set via the progress pupils are making within them providing the means to inform next steps (ensuring skills are taught/learned via well-informed sequence).

Each L2L pupil will have a personalised assessment map which is informed via their personalised learning plan; all Trust schools use the B2 assessment package (Engagement Steps) which addresses the areas found within EHCPs:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

Through the outcomes identified via the observational framework and information obtained by parents/ carers, teachers will use the information to contribute to the assessment strands found within Cognition and Learning identifying the engagement aspect(s), pre-requisites to learning that will be pursued; this will secure the identification of bespoke target setting delivered via the personalised learning plan. Observation will also identify the current ability (baseline) of pupils within the areas of Communication and Interaction and Personal and Social aspects to help inform personalised learning outcomes (bespoke targets in English and PSHE).

Subsequent assessment will be undertaken with the continued use of B2 Engagement Steps within Cognition and Learning* (*pre-requisite personalised learning areas identified), Communication and Interaction (Expressive & Receptive) and Social and Emotional aspects; additional assessment streams will be used in accordance to pupil's educational needs identified via EHCP outcomes, these may include school-based assessments – e.g. – school-based music therapy assessment.

Personalised learning plans which include a direct response to multi-agency team's recommendations. This will identify assessment routes (e.g. – recommendations by the teacher of the visually impaired will lead to assessment within B2 sensory/ physical - visual operation) using such assessment outcomes to inform bespoke target setting/ measure progress over time, recording/ reporting back with greater accuracy to the teacher of the VI.

Recording:

Pupils personalised learning outcomes (bespoke targets) will be addressed via their daily timetable (personalised learning plan); the teaching team will actively contribute to the assessment for all pupils within their class. Teachers will develop consistency in the way they capture pupil progress via pupil assessment sheets. They will deliver effective CPD to the class team to ensure there is an understanding of the need for accuracy in assessment, what is being assessed and how it is being assessed and as importantly captured/ recorded. Time frames for collating progress will be very much dependent upon the targets being pursued; as such, teachers will use their professional judgements and personal working knowledge of their pupils to identify when assessment outcomes either determine future learning (next steps) or require additional timeframes to address or to be rewritten considering assessment notes made.

Learning walks and lesson observations will focus on the effective use of assessment; this will include a focus on assessment for learning (pupil progress data outcomes) and assessment of learning (assessing the progress pupils make within structured teaching/learning sessions – 'periscope'). There will be an expectation that teachers will use data/ assessment outcomes effectively to identify next steps designing bespoke targets to ensure learning is part of a well-planned sequence encouraging pupils to actively build upon their current skills/ knowledge. This enables teachers to reflect with greater accuracy upon such pathways, plans and personalised target's pupils follow daily using assessment outcomes from prior teaching/ learning sessions to support and inform their work.

Summative assessment:

The DfE Engagement model identifies the following:

- *Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition*
- *Progress through each of the 5 areas of engagement should be measured by identifying how established the pupil is against each of the areas of engagement. This will differ for each pupil according to their profile of needs as set out in their Education, Health and Care (EHC) plan*
- *The model combines a formative and summative assessment approach. It should be used to assess pupils' progress and development regularly throughout the year.*

The SPT acknowledges the DfE statutory guidance in the use of summative assessment in comparing pupil progress (page 23):

The progress of these pupils can often be inconsistent and is dependent on their complex needs and unique starting points. As such, comparing progress amongst pupils is unlikely to be meaningful. The engagement model does not use a numerical scale or provide a quantitative score.

As such, the SPT will not compare the progress of our L2L cohort who benefit from highly personalised learning outcomes designed using the observational/ assessment methods (B²) outlined within this policy; progress over time will be measured from each pupil's start point to their identified end point implemented/ assessed through well-planned learning sequences designed and personalised for each pupil.

To ensure we have a further context for such progress it is imperative we examine the attendance data of each pupil. It may be that due to high health care needs attendance at the school is not in line with the SPT attendance benchmark and may provide further context as to why progress may not be as previously identified.

Then, Now & Next:

There are aspects of pupil's personalised learning plans that cannot be fully captured via B2 assessment streams. As such, the SPT has designed a more personalised/ pupil friendly way of capturing progress via the Then, Now, Next process. This is further developed within Key Stage 3 & 4 via the accreditation process (Pegasus Award). This has been endorsed by Ofsted inspectors as outstanding practice (June 2019).

Pupil progress data dashboard (Assessment streams):

Each L2L pupil within our Trust is in receipt of an assessment map identifying the formative assessment process required leading to a summative assessment overview (**Appendix E**); this ensures staff have a context and an understanding of each pupils personalised learning plan and the frequency of data drops associated with it. This process further secures staff understanding of the expectations in work load, reducing any other unnecessary recording/reporting requirements in demonstrating pupil progress over time. There are three strands of assessment, recording, reporting which informs the evidence of work required for pupil's progress files:

- Frequency/strand of assessment required within core areas of learning (Cognition & Learning, Communication & Interaction, Social & Emotional aspects)
- Frequency/strands of assessment required when delivering recommendations/plans from members of the multi-agency team who support the child (Sensory/Physical)
- Then, Now, Next

Accreditation:

The SPT uses accreditation where it adds value to pupil's learning; the Trust development plan is currently addressing a more consistent approach/application of accreditation across our schools. Schools currently use an array of accreditation with pupils/students accessing units from the following schemes:

Accreditation			
Key Stages 1/2	Key Stage 3	Key Stage 4	Post 16
NA	ASDAN New Horizons Pegasus	Pegasus ASADAN Personal Progress	Pegasus ASDAN Personal Progress

- Please refer to the SPT accreditation policy

Accountability/ Statutory Reporting Arrangements (page 27 DfE statutory guidance):

What data needs to be submitted?

The SPT will adhere to the DfE guidance when submitting data by reporting which pupils are assessed using the engagement model at the end of KS1 and KS2 to make the DfE aware of how many pupils are not engaged in subject specific study and where they are being educated.

It is acknowledged that schools do not have to submit data about the achievements and progress of each pupil working below the overall standard of the national curriculum assessments and not engaged in subject-specific study. This is because the progress that these pupils make will be personal to them, and it is not possible to meaningfully consider data for these pupils.

Pupil progress file:

Each pupil within our Trust will be in receipt of a pupil progress file (**Appendix F** – formative/summative assessment overview). This file evidences progress over time using the array of assessment outcomes described within this policy.

Progress files will also contain examples of pupil's progress depicted using Evisense; teachers will produce such evidence in accordance to the stipulations of the PARRCs policy (Planning, assessing, recording, reporting and celebrating standards policy). Pupil progress will be shared with parents/carers at pupil progress meetings and at the annual review of the EHCP including Evisense record sheets.

Reports to parents (including pupil progress meetings):

As already acknowledged, we recognise that feedback from parents and carers is crucial to the process of ensuring all learning is personalised for their child. All parents have the opportunity to attend EHCP reviews, coffee mornings and parent progress meetings to discuss long term aims and shorter-term target setting and the consequent delivery of these to their son/daughter. All educational gains will be discussed at pupils Annual Reviews and through our IEP (pupil progress) meetings each term.

Feedback from parents is crucial in measuring the impact of our curriculum offer and delivery of EHCP outcomes via IEPs; parents are provided with opportunities to contribute their views on their child's school offer via the parental questionnaire undertaken over the academic year and following pupil progress meetings. Additionally, parents are welcome to make an appointment with the class teacher/L2L curriculum lead/Head Teacher to discuss any aspect of their child's school offer; the school will act upon any information received in an informed way whenever this is possible – e.g. – changes in high interest objects used within structured teaching and learning sessions.

The annual report to parents (**APPENDIX G**) which can be adopted by schools (particularly any school in receipt of SPT support) will summarise progress over time within pupil's personalised learning offer; data sets held will be included (e.g. – progress within the Engagement model aspects, Communication and Interaction, SEMH, National curriculum access and personalised core areas of learning including IEP's and attendance). All reports will include a comment by teachers and a contribution by the Head Teacher; parent's views will be encouraged. Schools will hold an annual report to parent's day/ evening which allows parents to discuss their child's report with the class teacher/ team.

Roles and Responsibilities for the L2L curriculum lead (APPENDIX H):

To ensure our L2L curriculum offer secures the desired impact, the Trust has identified roles and responsibilities of the L2L curriculum lead in each of our schools. This role will additionally ensure there is an identified route for reporting on the effectiveness of the L2L curriculum to the Governors of the school and to secure school self-evaluation. The L2L lead for the Trust is the Executive Head Teacher.

IMPACT (Trust):

To evaluate the effectiveness of our curriculum offer we need to monitor and measure the impact of it to ensure it meets its fundamentals aims of securing pupil progress over time

preparing pupils well for their next steps/stage; to focus in on this aspect the schools within our Trust will:

- Ensure the curriculum offer and implementation of it through the class timetable is broad, balanced and relevant and links to statutory requirements including the structured teaching delivery of SMSC and the promotion of British Values providing equity for all pupils
- Monitor the quality of teaching, learning and assessment via lesson observations/learning walks (including scrutiny of pupil progress files) to ensure teaching remains engaging, highly responsive to children's needs and all learning remains personalised
- Monitor the effectiveness (impact) of personalised learning pathways identified to ensure they inspire pupils to learn demonstrating an ethos of self-evaluation/continual improvement identifying appropriate measures to 'close the gap' if/as necessary (progress data sets)
- Ensure formative and summative assessment outcomes specified in pupil progress files is accurate (informs next steps/builds upon current skills, knowledge and understanding) and based on high quality observation/evidence (baseline/engagement profile outcomes)
- Ensure assessment outcomes provide evidence of lateral learning as well as linear learning
- Record the achievements of all pupils equally
- Measure, assess and record the progress of each pupil in a systematic way, enabling each school to ensure that each pupil achieves his or her full potential
- Monitor pupils personalised learning offer as reflected within their timetable ensuring pupils are set challenging goals within each aspect of it using assessment data which informs future target setting
- Monitor standards of pupil achievement and teacher assessment via the moderation process embedded across our schools
- Monitor the qualitative data (e.g. – parent survey and where appropriate pupil survey) to ensure parents are happy with the quality of education received by their child

IMPACT (pupil):

- Pupil offer remains personalised and meets their individual needs
- Pupils progress well from their individual starting points within key areas of Cognition and Learning, Communication and Interaction and Social and Emotional aspects, IEPs; learning remains sequential
- Pupil progress builds upon prior knowledge and understanding (their current skills/abilities) and prepares them well for their next stage; next steps secure challenge within all learning
- Pupil's enjoy their learning and engage well

CPD:

Trust leaders recognise the importance of continual professional development and will provide effective professional support for those teaching our L2L cohort; please refer to our SPT CPD policies which outlines how the Trust ensures effectiveness/impact of CPD delivered/received.

Monitoring and Review:

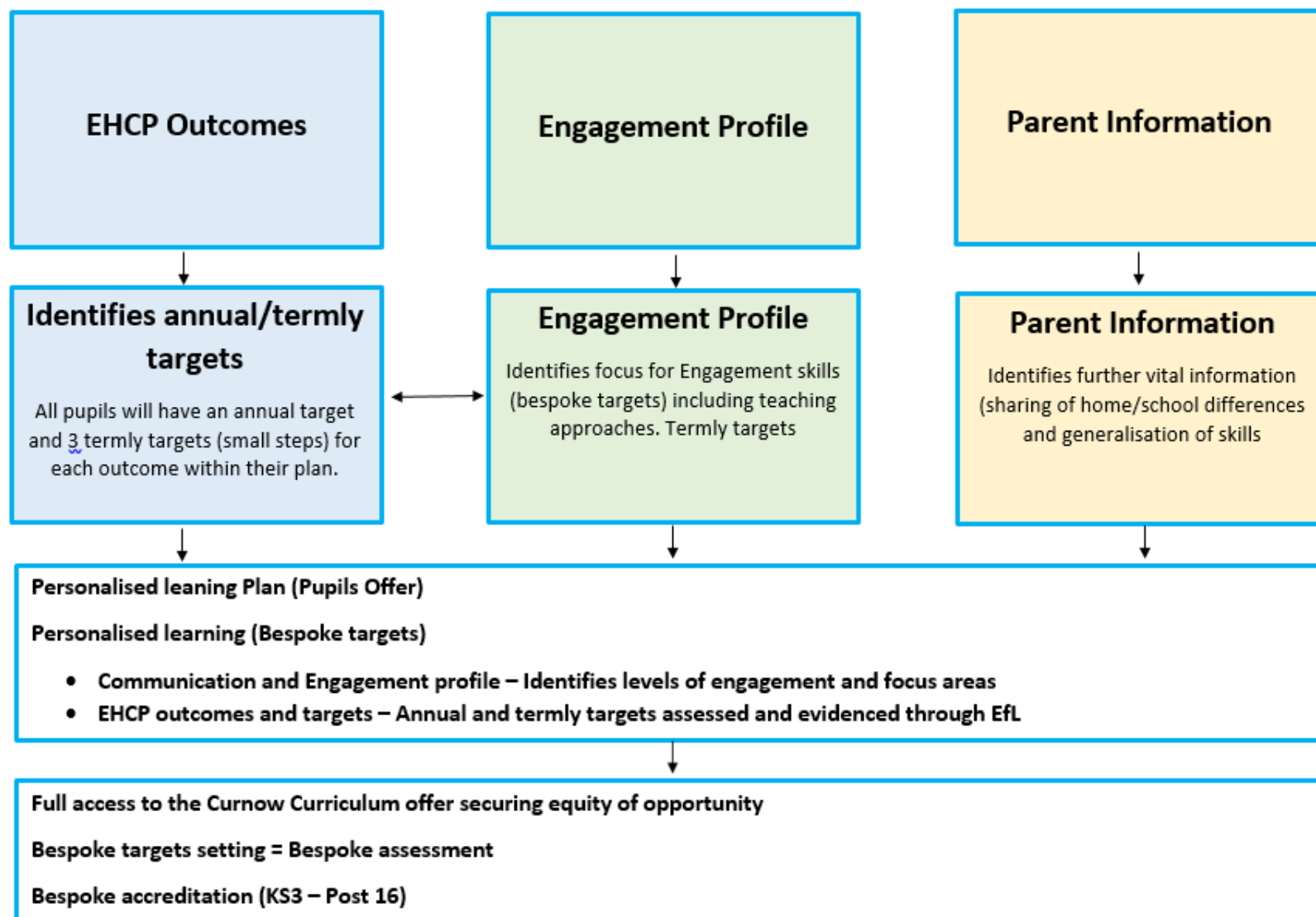
It will be the responsibility of the Class teachers, L2L curriculum lead, Leadership Team, Executive Head Teacher alongside the Trustees/ Governors to ensure this curriculum offer is monitored and reviewed. Monitoring will ensure the delivery of this curriculum maximises learning by providing richness, breadth, balance and relevance in knowledge, skills and direct experiences in a way which is relevant to each individual and their own lives.

The Executive Head Teacher, Head Teacher and L2L Curriculum lead of the school will monitor this policy and the consequent teaching delivery of the L2L Curriculum for our cohort of pupils; all findings will be formally reported to the LGB and Trustees via our Head Teacher reports.

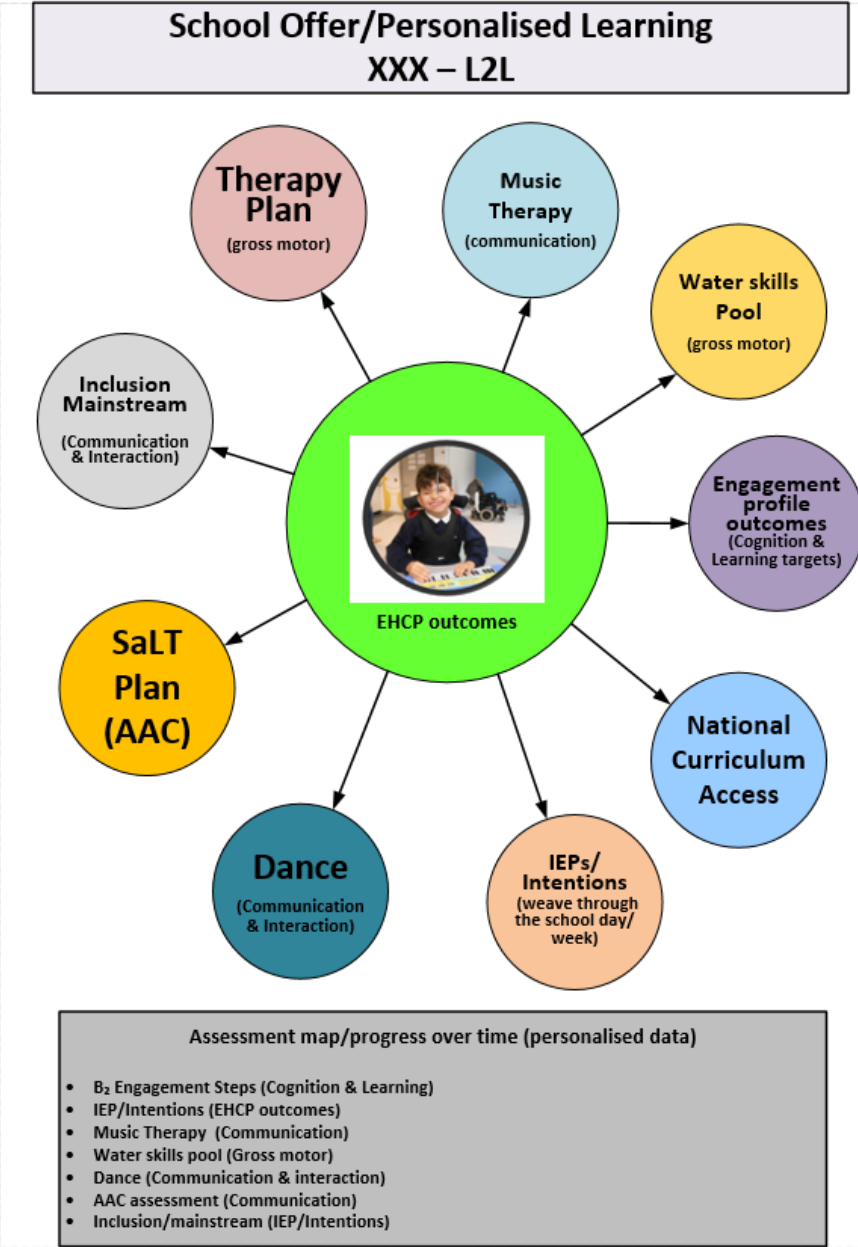
Policy approved by the Trustees	Date: March 2020
Policy to be reviewed	Every 2 years
Responsibility	Executive Head Teacher / Head Teachers L2L curriculum leads in each school

APPENDIX A: PROCESS


Learning to learn – Process and Offer




















APPENDIX B: Personalised learning plan (informs personalised assessment)



APPENDIX C – Communication and Engagement Profile

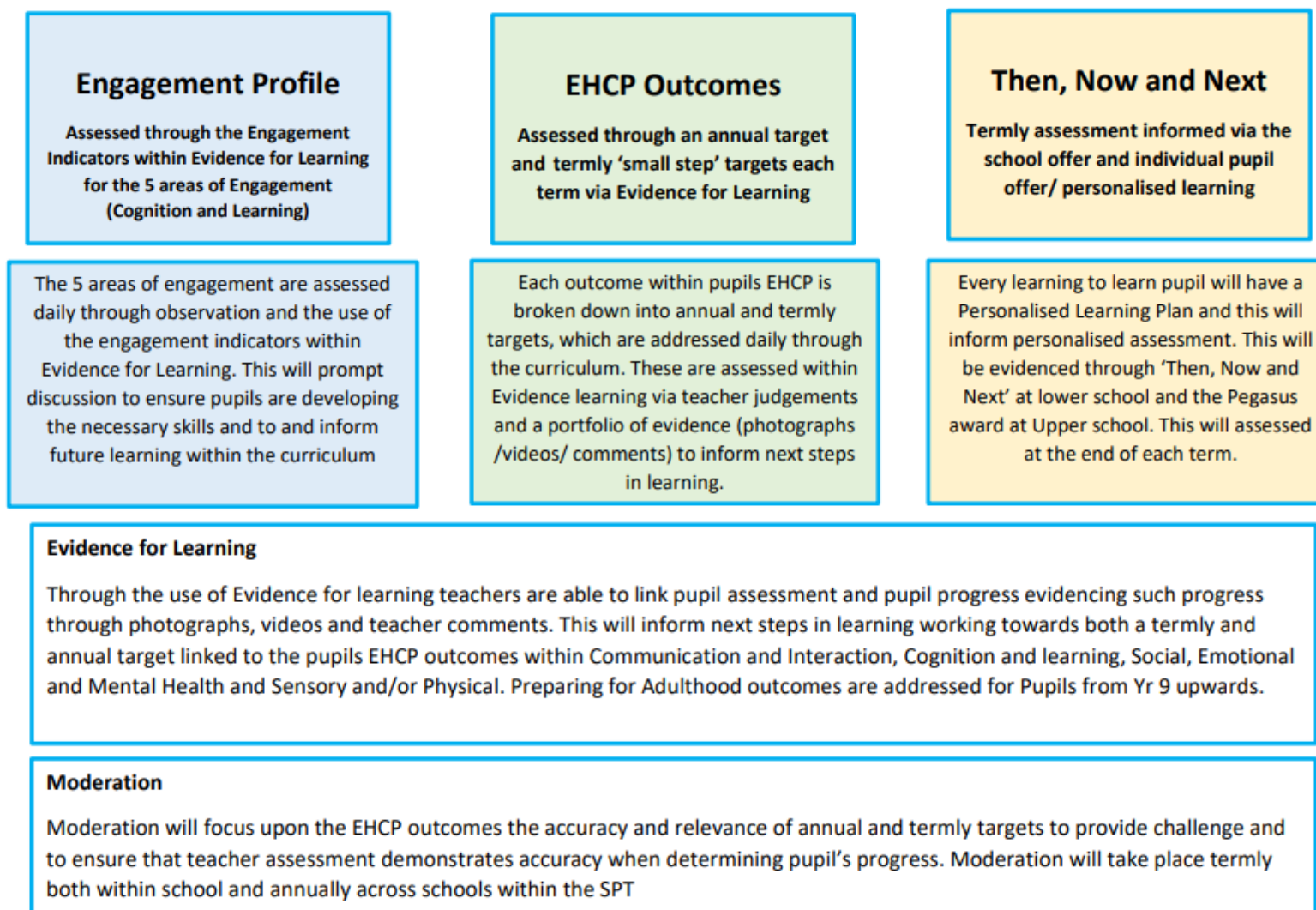
	<h3>Communication and Engagement</h3> <p>This profile explains how I learn and how you can support me</p>	<p>Exploration: Alistair likes to be on the floor to explore his environment freely, he will take himself around the room to explore whatever is available, he particularly likes to go to the window. Ali is able to reach, pick up, hold, drop and turn objects and to swap hands. He will put things to his mouth to explore further.</p>
	<p>Name: Alistair</p>	<p>Realisation: Alistair is willing to accept help, but may sometimes show frustration if something does not happen how he expects or if it startles him. Alistair often shows pleasure and delight with his successes and praise. Ali engages best when activities are new and when he is supported to explore independently.</p>
	<p>Support me to engage by: ensuring that I am positioned comfortably and that my position is changed regularly. Offer me lots of time out of my wheelchair, either in my standing frame or on the floor so that I can move to where I want. Allow me to explore items independently and with minimal support and fuss.</p>	
<p>How I communicate:</p> <p>I use my eyes and body language/gestures to make choices from objects and photos, I currently choose from 2 photos or 2 objects. I will put my head down or look away if I am not interested in what you are offering.</p> <p>I will request 'more' by smiling and reaching to take something or rocking in my chair. I am currently assisted hand over hand to place my right hand over to my left to make a signed request for 'more'. I am able to sign 'finished' and will do so to request you finish an action or sound around me.</p> <p>I love spending time with familiar adults and peers. I am happiest when I am able to see the door and everyone around me, I am not keen if you are behind me. I sometimes shriek with delight and laugh when I am happy.</p> <p>If I am unhappy I will be very quiet and keep my head down or I will do a nervous sounding giggle. My body language and frown will let you know I am unhappy or uncomfortable.</p>		<p>Anticipation: Alistair shows anticipation for particular events by calming and looking around his environment or becoming more active eg- entering the hydro pool or at the arrival of his standing frame. He has previously urged on presentation of his drinks choices showing an understanding of a photo.</p>
		<p>Persistence: Alistair is happy to explore objects independently, he will usually pick objects up and hold them to his ear or put wet substances on his hand into his mouth. If something does not do what Ali expects he will move it around and try a few times before letting go/ dropping the object.</p>
		<p>Initiation: Alistair will reach out to adults or students who are close by. He will look in the direction of things that interest him and will reach out to pick up/knock objects that he can touch. Alistair will choose to be close to adults and peers by rolling over or onto them, he is not so keen to have people in his personal space.</p>

APPENDIX D: EHCP Outcomes and targets

✓ Communication and interaction						
✓ EHCP: By the end of the Key Stage, Alfie will increase the range of sounds and movement that he makes during intensive interaction sessions so that he realises he can communicate with familiar adults through vocalisations and movement.						
✓ Target 2021-22: Alfie will give a signal which can be interpreted as meaning 'more'.						
Summer 2022: Alfie will make consistent responses that indicates he wants to continue during familiar activities.						
Spring 2022: Alfie will make a response during a break at a critical point in an activity. For example: during eating, pause, holding the food in front of mouth, during singing, pause in an action song, pause whilst beating on a resonance board. Respond by saying 'more' and continuing the activity.						
Autumn 2021: Alfie will vocalise, move his body or change his facial expression when a musical activity has stopped to indicate he wants it to continue.						

APPENDIX E: Formative/summative assessment (L2L):

Learning to Learn – Formative/Summative Assessment



APPENDIX F: Formative/summative assessment (L2L):



Name Here – My Profile – L2L
2021-2022

Year Group: 7
Banding: B

Attendance:

Multi-Agency support:
Physio
SaLT

IEP data %

Autumn				
Spring				
Summer				

Progress over time

Aim: To demonstrate progress over time from pupils starting point

Progress within our EYFS – Post 16 provision is assessed from pupil starting point – i.e. – the data sets inherited in the autumn term which have been moderated throughout the previous academic year. Subsequent progress is assessed throughout the school year in accordance with our PARRCs policy.



The school identifies termly moderation meetings when pupil work/teacher assessment in the core areas of learning is scrutinised by the DHT/AHT to ensure there is a consistency in accuracy of evidencing progress.

This process ensures there is consistency across the school in how progress over time for these areas is determined and any identification of 'closing the gap' measures. Evidence through data sets held can be found within this file.

APPENDIX G: Report to parents

Annual Report to Parents – L2L Personalised Learning Plan										
This report outlines the progress made within the personalised learning plan offered; this plan and subsequent assessment undertaken incorporates the outcomes identified within the EHCP and any advice, guidance and recommendations received from members of the multi-agency team who support our work. The report additionally outlines the key skills of engagement and subsequent progress within them which have been achieved across the school year.										
Name: Max Smith	Class Teacher: Susan Jones	Academic Year: 2020 - 2021	IEP data: <table><tr><td>10%</td><td>90%</td><td>%</td></tr><tr><td>Emerging</td><td>Expected</td><td>Exceeded</td></tr></table>	10%	90%	%	Emerging	Expected	Exceeded	Attendance: 98%
10%	90%	%								
Emerging	Expected	Exceeded								

Core Area: Social & Emotional Development (Engagement Steps) Max is making very good progress in this area reacting excitedly to people he knows well particularly his key worker when he greets them at the start of each day; this progress is particularly noticed when he joins less familiar peers during his inclusive learning sessions providing planned opportunities to interact with other children in the school outside of his class. It has been noted that he is very animated to join in during structured music therapy sessions anticipating his turn during vocal interactions. We are now encouraging Max to develop a further confidence in greeting people who is less familiar with by having his key worker by his side when such people approach in his classroom. Max is beginning to reduce his babbling when he hears someone he knows well or hears a peer playing with equipment which jingles; we are now encouraging him to shout up if he wants to join in with the activity through shared turn taking.		Core Area: Communication & Interaction (Engagement Steps) Max's use of speech has improved significantly; he now babbles using long strings of sounds particularly when he really wants something or sees someone he knows well. Max has developed the concept of 'more' and often uses his newly found understanding in context – e.g. – at snack time when he wants some more fruit/ drink. Max has developed excellent relationships with staff members in the class; he will make his babbling sounds with increasing volume when he sees them, or when he wants to extend his interactions with them or when he wants something, this is excellent progress on his part. We will continue to promote the development of such skills over the next academic year encouraging Max to combine the sounds he makes with gestures to indicate the things he wants. Well done Max; you have worked really hard this year and all of your efforts are certainly paying off.	
Engagement aspect:	Progress over time:		
Exploration	Max's skills of exploration have developed considerably over the academic year; he has developed interest and curiosity in things he is less familiar with displaying less hesitancy than he displayed previously. Max realises that there is a predictable structure to his school day and will now freely explore familiar objects associated with activities – e.g. – the objects used during our sensory story sessions.		
Realisation	Max is now far more enquiring of less familiar objects; with adult assurance he is beginning to explore such objects when presented. There are still occasions when Max communicates, he does not want to interact with certain items – e.g. – if they are wet/ gloopy. We are currently in discussions with the OT in regard to this to seek advice of the ways we can encourage greater tolerance of such consistencies/ textures which will promote wider interactions/ exploration across the school day/ week.		
Anticipation	It has been observed that Max is able to predict certain activities in the class – e.g. – anticipation of snack/ drink time by observing adults collecting the items needed. Max starts to babble quite loudly when snack resources are collected; the class team use such opportunities to encourage Max to become part of the routine showing him items that will be needed/ not needed. Max's vocalisations are beginning to decrease when presented with objects not associated with snack/ drink time which demonstrates the significant progress he has made in this area – well done Max! This work will continue over the up and coming academic year.		
Persistence	Max is able to sustain his attention when he is motivated by the items/ objects used. We are replicating the items used at home to secure his understanding of the purpose of objects – e.g. – familiar beaker/ plate at snack time. Max is highly motivated by objects which light up/ jingle; these objects are now incorporated into his school day. Max will indicate disinterest by turning his head away for certain activities/ exploring less familiar objects unless he works alongside his familiar friends. This work will continue to be pursued.		
Initiation	Max is beginning to persevere in trying to operate familiar objects; he has been presented with a single button switch linked up to a computer to operate the white board. Max particularly enjoys cause and effect programmes displayed which are used each day; Max is now beginning to be understanding that his operational movements control things which is very good progress. Max will continue to be presented with these opportunities through his school day; we will additionally be encouraging him to extend such skills to operate everyday items – e.g. – the CD player/ the food processor in DT sessions.		
Progress over time within my Personal Learning Plan/ National Curriculum Subject area:			
PE/ Dance	Max joins his peers from Class 2 during their structured PE/ dance sessions; he is highly motivated to work in these sessions addressing the outcomes from his physio programme. Max will kick out his legs, stretching them out while lying on his back, we are currently encouraging him to		

	achieve this when he is lying on his stomach. Max works in a circle with other pupils which is encouraging him to sit up (with support); future work will encourage the further development of such skills which will lead him to sitting without support. Max thoroughly enjoys his PE sessions as it allows him to develop deeper relationships with others outside of his class settings. Max is additionally addressing his IEP within PE addressing the target of extending his communication/ babbling skills to wider audience's settings. Something which he is achieving with gusto!
Creative Arts/ Music Therapy	This area is encouraging Max to explore textures/ consistencies which he less sure of. Recently we were painting pictures inspired by Jackson Pollack using an array of resources/ colours. Max spent some time observing his friends using their hands to mix paint colours and applying the paint to the large pieces of canvas being used; when asked if he wanted to try Max initially turned away. When he worked alongside <u>Peter</u> he indicated that he wanted a 'turn' and started to dab the paint accordingly using one finger. Although this may be observed as a small step it is a huge step in his progress; well-done Max we are very proud of you!
PE/ Water skills pool	These sessions are delivered twice a week and must be one of Max's most favourite! Max anticipates these sessions happening as his swimming bag is collected, this bag is used as an object of reference to aid his understanding that objects provide meaning. Max is demonstrating increased confidence in the water allowing an adult to trickle water over his face which he gleefully accepts. This is significant progress as previously Max would not tolerate his face becoming wet at all. Max is developing both his stamina and gross motor skills in the water by kicking his legs with great enthusiasm. These vital sessions will resume and continue over the next academic year.
National Curriculum (NC) <i>The subject specific areas identified within the National Curriculum are used as a 'vehicle' for the delivery of personalised learning outcomes (targets); all subject areas are addressed across the school year providing both breadth/ balance and equity in the subjects studied</i> Max enjoys all structured NC sessions offered within the class timetable which enables him to address his personalised learning plan and individual targets and IEP targets. Max's particular favourites are Music and Design Technology which provide opportunities for him to listen and respond to music which he loves and visit the teaching kitchen where he is being encouraged to generalise his skills in operating switches. History and Geography sessions have encouraged exploring our local area which have enabled Max to visit the local environment which have included the beach and the gold mine in Redruth. Teaching targets have encouraged Max to use/ apply his communication skills in wider settings outside of the classroom. In RE we have studied Buddhism; Max particularly enjoyed studying the festival Vesak which is considered to be the Buddha's birthday; sessions included making birthday cakes and making party hats which have encouraged him to begin to apply his cause and effect skills/ using switches to operate the food processor and to increase his toleration of textures via painting/ decorating party hats made.	
These are the lessons I enjoyed the most this year!  <p>It is observed that Max thoroughly enjoys all aspects of his school day and week. It is noted that he really enjoys the company of Peter who is his closest friend in the class; Max and Peter spend lunch times together where they are able to lay on the floor and interact through babble and sharing of equipment which is a joy to observe.</p>	
My teacher and team are very proud when:  <p>The class team are very proud of Max's progress particularly within his communication; he greets all familiar staff enthusiastically each and every day. The team are particularly proud that he is beginning to achieve this when he sees less familiar staff and peers which demonstrates his increasing confidence which was not necessarily apparent last year. Well done Max – we are ALL proud of you!</p>	
School Pledge: IF THIS IS NOT PART OF YOUR SCHOOL OFFER PLEASE REMOVE THIS SECTION <i>Our pledge to Max recognised his love of swimming</i> As specified Max continues to attend the water skills pool; although he is encouraged to address his gross motor targets and is making good progress in them, he is also provided with the opportunity to enjoy the sessions by exploring toys/ equipment in the water; a firm favourite is the elephant that squirts water everywhere! Max will continue to attend such sessions over the next academic year.	
Teacher:	Head Teacher:
Max has worked incredibly hard this year and has shown increased understanding in his communications with others and the generalisation of skills; such areas will continue to be addressed over the next academic year. I would like to thank Max for all of his hard work and determination to succeed, it is certainly paying off. Well-done!	Max has had an amazing school year; it is evident how much he enjoys school and all that it has to offer. I really look forward to my class visits and can see his increased confidence in greeting people he is not so familiar with. Well done Max; I hope you have a really super summer holiday with your family and have a good rest as I know Susan has lots more planned for you next year!
Signed: Susan Jones Date: 26/7/20	Signed: Anne Rogers Date: 28/7/20

APPENDIX H:

Roles and Responsibilities of L2L lead – Key responsibilities – To monitor the impact of the Trust offer in securing outstanding pupil outcomes evidenced through the informed use of observations, bespoke target setting, and assessment aligned to meet personalised learning plans within daily practice

INTENT – Working collaboratively to ensure the L2L curriculum/offer meets the needs of the school/Trust population the coordinator will:	IMPLEMENTATION – Working collaboratively to ensure informed/effective L2L delivery the lead will:	IMPACT – To ensure the impact can be measured the L2L lead will:
<ul style="list-style-type: none"> - Ensure a secure knowledge and understanding of the 7 areas/pre-requisite skills for learning which prepares pupils well for their next stage; work/advise others in accordance to the rationale for each key skill area to inform effective teaching/learning/assessment across the school securing learning is personalised and sequential - Produce the curriculum offer for the school which provides breadth, depth and relevance for the pupils (3 x I's overview) which maintains a focus on the development of pupil's skills, knowledge and understanding in the pre-requisite skills identified (challenge within all learning demonstrated/preparing pupils well for next steps/stage) - Consider pupil access to their curriculum offer via the production/use of AAC (symbols/objects of reference) ensuring these hold meaning for each child/student 	<ul style="list-style-type: none"> - Ensure the Trust policy and associated planning documents focus upon the 3 x I's of the L2L offer - Ensure NC areas (long term planning/themes) provides equity of provision (broad, balanced) - Monitor pupil's L2L offer (delivery) via timetable scrutiny/learning walks; ensure pupil timetables reflect personalised outcomes identified (engagement profile and assessment outcomes/ IEPs/ Intentions/EHCP outcomes) which secure informed target setting - Attend/deliver effective training programmes to secure offer continues to meet the needs of L2L pupils; research pedagogical studies which will impact upon practice high quality practice - Audit training needs and provide professional leadership and management to the school work force via effective CPD; evaluate effectiveness/impact of CPD delivered - Working collaboratively ensure the Trust offer continues to meet the L2L cohort in the school - Ensure all documents published (including the web site) provide accuracy which secures effectiveness within teacher planning (long term, medium term) - Ensure the L2L offer reflects any changes to National documentation and the information is cascaded - Secure key vocabulary (symbols/objects of reference/ environmental cues/sounds) required in delivering the 7 aspects of engagement and is linked to the development of pupil's pre-requisite skills - Identify appropriate/relevant 'English' including phonics (communication and interaction) and 'Maths' areas (cognition and learning) of learning to secure very early concepts are linked/well-planned - Monitor the effective use of assessment within teacher planning/learning walks (school self-evaluation) - Monitor pupil progress data sets in accordance to SPT benchmarks - Attend moderation meetings where appropriate - Act as a conduit between therapists securing effectiveness of provision/agreed aims/EHCP outcomes across the school - Undertake any risk assessments/additional control measures to secure safe, effective delivery - Identify resources required; submit such bids to the appropriate line manager which ensure resources support effectiveness within teaching/learning 	<ul style="list-style-type: none"> - Complete a L2L audit with impact and subsequent development plan (each year) identifying the necessary actions to secure effective implementation of the Trust offer across the school - Provide information/outcomes/impact report via meetings to the LGB/HT/teachers to increase their knowledge and understanding of the L2L offer in line with the school's self-evaluation policy - Undertake learning walks with Governors to increase their knowledge and understanding of the L2L offer; assist Governors in recording/reporting information to the HT and the LGB (challenges) - Monitor the CPD delivered to the school work-force identifying impact/future CPD needs - Scrutinise/analyse pupil progress data sets measuring the impact of the L2L offer; identify through such scrutiny pupils are meeting Trust benchmarks, share information with teachers/HT and LGB - Undertake learning walks through the school to secure an overview of the impact of personalised learning and subsequent differentiation /assessment in line with the L2L offer - Monitor samples of pupil progress files which evidences effectiveness in assessment (B2) sequential learning/ impact of L2L offer - Scrutinise Medium Term plans to identify a balance of NC areas including the key vocabulary to be used - Monitor samples of pupil reports to parents
<p>The L2L coordinator will evidence impact of the Trust offer through a co-ordinators file which contains:</p> <ul style="list-style-type: none"> - An up to date SPT L2L policy including the L2L overview/process map - L2L curriculum overview – 3 x I's - Teacher job description - Training log (CPD – personal/staff) and impact of this - Evaluating standards (data) - L2L audit and associated development plan (reported to the curriculum co-ordinator/HT/LGB; impact led) - Access to learning section which evidences school offer in action <p>The co-ordinator will also:</p> <ul style="list-style-type: none"> - Publish the L2L Trust offer (including photographs/video * consider pupil permission) on the school's web site - Contribute to the PowerPoint presentations (front of school) where relevant 		