

Chailey Heritage

Individual Learner Driven Curriculum



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Chailey
Heritage
Individual
Learner
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01. Rationale

How is my performance monitored as a teacher at Chailey Heritage School

As stated in the Summative Assessment document, we do not use any system of measurement of progress to compare any one child with other children and we therefore do not have numerical data to compare the progress of our children with the progress of children in other schools.

Instead, we believe that **‘If the input to each child’s learning is the very best it can be, then the progress made by that child, whatever that is, will be the very best that the child could have made’**. Therefore, the key to the effectiveness of the CHILD curriculum, is the quality of input to each child’s learning, and so we need to be sure that we monitor and triangulate, and that we are accurate in our judgement of this.

We are very fortunate to have a fully integrated team of specialist clinicians and therapists. These experts, along with the children’s families and our teaching teams, monitor each child’s progress. Together they set individual targets and support the teaching teams with professional advice and with specific interventions.

However, even with this, the quality of the teachers and their teaching, is crucial to the children’s progress. They need to have specialist knowledge of teaching children with special needs and disabilities and sensory impairments; they need to be able to plan, assess and record effectively; they need to be able to respond to each child’s changing learning needs; they need to be able to understand and use all the available equipment, techniques and teaching methods available, they need to be using the best MNSs and be able to assess when to change these.

In order to be able to say that **the input to each child’s learning is the very best it can be**, there needs to be rigorous monitoring, reviewing and management of teacher performance. The table below outlines the key mechanisms used for this.



02. Overview Table

| Chailey Heritage School Teacher Standards | Monitoring Mechanisms |
|--|------------------------|
| 1. The children’s learning – learner progress outcomes | A; B; D; E; F; G; H |
| 2. Teaching – delivery of lessons and individual learning activities; integration of therapies | B; D; E; G; |
| 3. Curriculum – effective use of the CHILD curriculum; the planning, assessing and recording cycle; SMSC | A; B; C; D; E; F; G; H |
| 4. Professional relationships – teamwork and leadership | B; C; D; E; F |
| 5. Improvement planning – awareness of and contribution to dept./school improvement | A; C; D |
| 6. CPD – proactive, self-directed learning | A; C; D; E |
| 7. Specialisms – understanding of special needs, and specialist approaches | A; B; C; D; E; F; G; H |

Monitoring Mechanisms

| Mechanism A: | Coverage | Involvement | Timing |
|---|--------------|--|-----------------------|
| The learner progress interview | 1, 3, 5, 6,7 | Headteacher and external school improvement consultant. | Annually, Summer term |
| The concept: | | | |
| Teachers attend an interview with the headteacher and external consultant. They will have evidence of learner progress for each of the learners in their class/tutor group. The interviewers will go through all the teacher’s evidence of progress and examine this in detail. | | | |
| This is the major part of teacher appraisal and can be seen as part of a teacher’s CPD in itself, being developmental for the teacher, as well as a means of quality assurance. | | | |
| What will be examined | | | |
| <ul style="list-style-type: none"> • Planning: evidence of assessment for learning; changing and adapting targets; creating opportunities for development. Evidence of breadth and balance. • Learner progress files – evidence of individual learner progress; quality of evidence. • Other systems/records – evidence of progress in areas not targeted by the profiles – ‘incidental’ or ‘serendipitous’ learning and how these have informed planning & target setting. • Causes for concern during the year re individuals’ progress • Evidence of interventions & requests for support, and any outcomes. • Causes for celebration during the year re individuals’ progress • IPR meeting notes of professional discussions; parents’ meeting notes, showing quality of professional discussion. | | | |

| Mechanism B: | Coverage | Involvement | Timing |
|--|---------------|--|--|
| What and Why Walks | 1, 2, 3, 4, 7 | Headteacher (HT); Deputy Headteacher (DHT), Assistant Headteachers (AHT) | At least weekly (Frequency can increase due to observations) |
| The concept: | | | |
| <p>Every week, at least once, the Senior Leadership Team (SLT) lead for teaching and learning visits every class, hall, and any other areas used for teaching. Other members of the SLT also do this but it may be less frequent. All visits are recorded and noted. These include break times, and any other sessions in the school day, including those led by non-teaching staff such as therapists and other specialists. The walks are unannounced and can take place at anytime during the day. They will typically be around 5-10 minutes although could last longer depending on what learning is taking place.</p> <p>Every child and member of staff is spoken to. Staff explain what they are doing and why they are doing it, and how it is benefiting the child/ren. Where what is observed seems questionable in any way, the member of SLT will follow up with the member of staff, the teacher or the AHT in charge of the department. The weekly “What ‘n’ Why” walks ensure that all staff know the ESMT team well, and have a rapport with them. They also know that the visits are evaluative and that they need to be performing well.</p> <p>The lead for teaching and learning keeps a detailed log of the context of the “What ‘n’ Why” walks, positives, areas for improvement and discussions/ ways forward that have come from these visits. Where there are no ways forward then the follow-up will be to congratulate the team on excellent work.</p> | | | |
| What will be examined | | | |
| <ul style="list-style-type: none"> • Teaching and learning opportunities • Pupil engagement • Teamwork • Meaningfulness of activities • That specialist knowledge of SEND is being used to plan activities and set targets. • That specialist interventions are understood and are being used effectively • Observers are also looking to ensure that staff are on task, learners are engaged, and health & safety and classroom/space management is in order and the environment is best used. | | | |

| Mechanism C: | Coverage | Involvement | Timing |
|--|------------------|------------------------------|--|
| Appraisal meetings | 4; 3; 5; 6; 7 | Line managers: HT; DHT; AHTs | Beginning, middle and end of academic year |
| The concept: | | | |
| <p>Performance targets are set according to the CHS progression standards (appendix B) by teachers’ line managers, with input from the senior leadership team. Targets are based on: the needs of the school and its students; outcomes of previous years’ targets; responsibilities held or desired; career development. Progression through the CHS teacher progression scales is dependent on appraisal. The learner progress interview (Mechanism A) is part of the appraisal process.</p> <p>CPD is discussed, teachers may be directed to specific CPD tasks according to their developmental needs, and they may also request training courses. CPD is anything that will improve the teacher’s skills and knowledge. Possible CPD options are: coaching; mentoring; INSET training; job shadowing; attending a suitable course; visiting another school/institution; buddying with a more experienced colleague; taking a further qualification; leading change within a team; taking a whole school responsibility; reading/researching; joining a whole school working party; joining a multi- disciplinary working group; carrying out an Action Research project in collaboration with a group or individually; attending/leading conferences nationally or locally</p> | | | |
| What will be examined | | | |
| <ul style="list-style-type: none"> • The teachers’ appraisal meetings • Outcomes of the learner progress interview (Mechanism A above) • Performance against the Chailey Teachers’ Standards | | | |

| Mechanism D: | Coverage | Involvement | Timing |
|--|------------------------|-----------------|--------------------------------|
| Governors’ focus visits | 1; 2; 3; 4; 5; 6; 7 | Governors, AHTs | 3 x per year for each governor |
| The concept: | | | |
| <p>Governors visit different classes informally, and unobtrusively, to gain an impression of and increase their awareness of teaching, learning & assessment taking place throughout the school. Governors discuss what was happening and why it was happening. Governors examine a learner progress file and discuss with the teacher that learner’s progress. Each governor’s visit has a different focus which is often aligned with the SDP, which Governors will be made aware of in advance of their visit. This is followed up at the governors education committee meetings. Governors also have a safeguarding question to ask on each visit.</p> | | | |
| What will be examined | | | |
| <ul style="list-style-type: none"> • Pupil progress • Knowledge and culture of safeguarding • All kinds of learning activities • Care for the pupils • Specialist support (CHS teacher specialists and CCS therapy integration) • Use of assistive technology • Levels of engagement apparent in students • Teamwork • Environment: displays; use of space; health & safety | | | |

| Mechanism E: | Coverage | Involvement | Timing |
|---|------------------|---|---|
| Specialist support monitoring | 1; 2; 3; 4; 6; 7 | Specialist teachers for: SEND; PMLD; VI/MSI/TOD | Termly visits to each class plus ad-hoc |
| The concept: | | | |
| <p>We currently have teachers that specialise in MSI (multi-sensory impairment), VI (visula impairment, S/PMLD (Severe and profound multiple learning difficulties and RSE (Relationship and sex education) Their roles are primarily to support other teachers and teaching teams; to spread good practice; to create and deliver induction and other training modules; and to skill staff up in other ways. These include: monitoring and supporting with teachers’ planning; reviewing learner profiles and evidence of progress with teachers; liaison with therapists and teachers re individual children; attendance at IPRs/ARs as necessary. Over the course of a year, they will have worked with all the teachers in the school, and will have records of this, including where extra support is needed, or has been given.</p> | | | |
| What will be examined | | | |
| <ul style="list-style-type: none"> • Effectiveness of teaching: method and content • Planning • Evidence of progress • Integration and understanding of therapies • Reports • Environment and equipment • Understanding of specific aspects of SEND, including requirements for CPD and further research/training. | | | |

| Mechanism F: | Coverage | Involvement | Timing |
|---|------------|---|----------------------------------|
| Individual pupil reviews (IPRs) | 1; 3; 4; 7 | Teacher; SALT; Physio; OT; care staff; TA | 6 months after the annual review |
| The concept: | | | |
| <p>Every child at CHS has their progress individually reviewed at a multi-disciplinary target setting meeting, on a rolling program. The meeting is called an IPR (individual pupil review) and is attended by:</p> <ul style="list-style-type: none"> • Specialist SEND teacher • Speech & language therapist • Occupational Therapist • Physiotherapist • Residential care staff (where applicable) • Multi-sensory impairment specialist teacher (where applicable) <p>At this meeting, all aspects of the learner's profiles are reviewed, revised and updated, and new targets may be set. There is discussion of new/different approaches based on what has and any interventions employed. This is minuted by the teacher and kept as evidence for the learner progress interview.</p> <p>Following the meeting, the teacher creates an updated MNS document and this is shared with parents either in person, on phone or via email, depending on the parents preference. The parents will then review these and will let the teacher know and updates will be made accordingly. It is very important that parents give input. Revised profiles are then distributed.</p> | | | |
| What will be examined (see appendix D – Individual Pupil Review) | | | |
| <ul style="list-style-type: none"> • Learner progress for the pupil • Suitability of the MNSs • Integration of therapies • Parents’ contribution to the target setting | | | |

| Mechanism G: | Coverage | Involvement | Timing |
|--|------------|---|--|
| Reviewing of learner progress files (LPFs) and Class Assessment Files of Evidence (CAFÉ folders) | 1; 2; 3; 7 | Deputy Headteacher for SEN; HT, AHTs and external consultant. | Several times per term, plus at learner progress interview |
| The concept: | | | |
| AHTs will monitor LPFs and CAFÉ files every half term as well as ad-hoc. For this exercise, one LPF per class will be sampled, as well as the teacher’s CAFÉ file. This is intended to be a very quick review. | | | |
| LPFs and CAFÉ files form a major part of the Learner Progress Interview. | | | |
| What will be examined | | | |
| LPFs: <ul style="list-style-type: none"> • Are the completed MNS well evidenced? • Is the file well organised? CAFÉ: <ul style="list-style-type: none"> • Is evidence up to date and regular? • Is the evidence of good quality? • Is there evidence that the observations are being used to inform planning? • Is the file well organised? • Is there evidence of new targets/changed targets? <i>(nb Targets will change over time. This will be according to each individual learner.)</i> | | | |

| Mechanism H | Coverage | Involvement | Timing |
|--|----------|--|----------|
| Annual reviews (ARs) | 1; 3 ;7 | Parents; HT or DHT, or AHT; teacher; link SEA; care staff; therapists; local authority | annually |
| The concept: | | | |
| A review of each learner’s EHCP is held annually – or 6 monthly for EYFS children. | | | |
| What will be examined | | | |
| <ul style="list-style-type: none"> • Profiles • ‘All About Me’ • Progress against the long-term targets set in the statement/EHCP. • Achievements and attainment. • MNSs and long term outcomes from each of the profiles are reviewed. Where revisions are recommended, these are written into the child’s profiles and circulated. • The headteacher, parents and LEA officers can, and do, scrutinise the progress made, the approaches used and the current MNSs that are set. | | | |

03. Appendices

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Appendix A – Teacher Appraisal Pro-forma

| CHAILEY HERITAGE SCHOOL TEACHER APPRAISAL - Teacher Name | | |
|---|--------------------------|--|
| Status, role and responsibilities | Appraiser | |
| | Date of meeting 1 | |
| | Date of meeting 2 | |
| | Date of meeting 3 | |

| TARGETS AND OUTCOMES RELATED TO EACH CHS TEACHER STANDARD | | |
|--|--|--|
| Teaching | Success Criteria (What will be in place/ what will have been developed?) | Reviewer’s Monitoring Notes & impact of developments made |
| | | |
| | | |
| | | Final appraisal outcomes |
| Learning | | Reviewer’s Monitoring Notes & impact of developments made |
| | | |
| | | |
| | | Final appraisal outcomes |
| Curriculum | Success Criteria | Reviewer’s Monitoring Notes & impact of developments made |
| | | |
| | | |
| | | |

| | | |
|-----------------------------------|-------------------------|--|
| | | Final appraisal outcomes |
| | | |
| Professional relationships | Success Criteria | Reviewer’s Monitoring Notes & impact of developments made |
| | | |
| | | Final appraisal outcomes |
| | | |
| Improvement Planning | Success Criteria | Reviewer’s Monitoring Notes & impact of developments made |
| | | |
| | | Final appraisal outcomes |
| | | |
| | | Final appraisal outcomes |
| | | |

| |
|---|
| NEW PERSONAL OBJECTIVE(S) AND AREAS FOR DEVELOPMENT FOR FORTHCOMING YEAR, INCLUDING ANY SUPPORT NEEDED (CONTINUING PROFESSIONAL DEVELOPMENT) |
| Initial meeting: Review last year’s CPD, and discuss this year’s. |
| |
| Interim meeting: CPD so far, and discuss. |
| |
| Final meeting: Review the year’s CPD, and discuss next year’s. |
| |

| | |
|--|--|
| Teacher’s comments – meeting 2: | Appraiser’s comments – meeting 2: |
| | |
| Teacher’s comments – meeting 3: | Appraiser’s comments – meeting 3: |
| | |
| Teacher’s signature and date: | Appraiser’s signature and date: |
| | |

Appendix B– Chailey Teachers’ Standards

| | CHS1 | CHS2 | CHS3 | CHS4 |
|----------------------------|---|---|--|---|
| Professional Area | a, b, c (M1,2,3) Learning practitioner | a, b, c (M4,5,6) Good practitioner | a, b (U1-U2) Accomplished practitioner | (U3) Lead practitioner |
| Teaching | With targeted support from mentors, most teaching is approaching good | With support from mentors most teaching at least good | <ul style="list-style-type: none"> All teaching is good; some outstanding Will mentor CHS1 practitioners | <ul style="list-style-type: none"> All teaching is good; much is outstanding Will give exemplar lessons Will mentor CHS1&2 practitioners |
| Learning | With targeted support from mentors, almost all pupils make progress* | With minimal support from mentors, almost all pupils make progress* | <ul style="list-style-type: none"> Almost all pupils make progress* | Almost all pupils make progress* <i>*some pupils will not be expected to make progress. Headteacher to moderate this.</i> |
| Curriculum | With targeted support from mentors, planning, assessing and recording will be appropriate | With minimal support from mentors, planning, assessing and recording will be good | <ul style="list-style-type: none"> Will support CHS1 colleagues with planning, assessing and recording. Contribute to subject/curriculum development Will contribute to moderation of learner progress | <ul style="list-style-type: none"> Will support or lead on the revisions and developments of planning, assessing and recording Will research for curriculum development Take a subject/curriculum lead including supporting moderation of assessments of learning in this area |
| Professional relationships | Positive working relationships with pupils, colleagues and parents | These relationships are securely focused on improving provision for pupils | <ul style="list-style-type: none"> Plays a proactive role in building key stage or departmental teams to improve provision and outcomes Plays a proactive role in leading the professional development of key stage or departmental colleagues Coach/mentor for CHS1 colleagues | <ul style="list-style-type: none"> Plays a proactive role in building school-wide teams to improve provision and outcomes Plays a proactive role in leading the professional development of colleagues across the school Coach/mentor for CHS2&3 colleagues |

| | | | | |
|-----------------------------|--|--|---|--|
| CPD | <ul style="list-style-type: none"> • Complete successfully all mandatory training and CHS bespoke teacher training* • Proactively learning from others. • Will be supported with developmental appraisal targets. | <ul style="list-style-type: none"> • Will have achieved all CHS teacher competencies • Proactively learning from others. • Seeking out specialist training. • Will meet all appraisal targets with support | <ul style="list-style-type: none"> • Proactively learning from others. • Seeking out specialist training. • Will lead at teacher meetings • Will support CHS1 colleagues with their competencies as appropriate • Will meet challenging appraisal targets with support | <ul style="list-style-type: none"> • Will have, or will be working towards, specialist accreditation to support the school's development • Will lead at teachers' meetings and Inset • May lead training sessions as part of mandatory training • Will meet or exceed challenging appraisal targets • Will support CHS1-3 colleagues towards their targets. |
| Improvement Planning | Will be aware of school and department priorities for development | Will have a functional role in developmental work | May have responsibility for a DIP target | <ul style="list-style-type: none"> • Will have responsibility for DIP targets • May have WSAP |

| Professional area | TLR Department Manager/ Lead Teacher | Specialist/Advanced Specialist Practitioner |
|-----------------------------------|--|---|
| Teaching | <ul style="list-style-type: none"> • All teaching good; much outstanding • Quality assures and reports on teaching in the department | <ul style="list-style-type: none"> • All teaching good; much outstanding • Teaching of specialism will be outstanding • Quality assures and reports on teaching of specialism across the school and wider |
| Learning | <ul style="list-style-type: none"> • Almost all pupils achieve in line with school expectations; many exceed them. • Monitors and reports on learning in department. | <ul style="list-style-type: none"> • Almost all pupils achieve in line with school expectations; many exceed them • Contributes expertise in specialist interventions to ensure pupils across the school achieve expectations |
| Curriculum | <ul style="list-style-type: none"> • Will devise and develop curriculum appropriate to the age and ability of the pupils in the department. • Will support and lead on the revisions and developments of planning, assessing and recording • Will monitor and report on the above | <ul style="list-style-type: none"> • Will support revisions and developments of planning, assessing and recording in respect to specialism • Will be part of lead team on curriculum development across school |
| Professional Relationships | <ul style="list-style-type: none"> • Plays a proactive role in building school-wide teams to improve provision and outcomes • Plays a proactive role in leading the professional development of colleagues in the department • Coach/mentor for department teachers | <ul style="list-style-type: none"> • Models and supports teaching across the school in specialist area • Plays a proactive role in leading the professional development of colleagues across the school • Coach/mentor for CHS2&3 colleagues |

Chailey Heritage Individual Learner Driven Curriculum
 “The CHILD is the curriculum”
 Part 2

| | | |
|-----------------------------|--|--|
| CPD | <ul style="list-style-type: none"> • Will have, or will be working towards, specialist accreditation to support the school’s development • Will lead at teachers’ meetings and Inset • Will lead training sessions as part of mandatory training • | <ul style="list-style-type: none"> • Will have specialist accreditation to support the school’s development • Will lead at teachers’ meetings and Inset and wider • Will lead training sessions as part of mandatory training • Will be a champion for the specialism within and outside CHS |
| Improvement Planning | <ul style="list-style-type: none"> • Will have responsibility for a DIP • May have WSAP • Will report to parents, governors and ESMT • Will have responsibility for other key areas of development & implementation (eg work experience; exams officer; college links) | <ul style="list-style-type: none"> • May have responsibility for DIP targets • Will have WSAP • Will report to parents, governors and ESMT |

The descriptors above by necessity include statements of degree, such as: most; much; almost all; minimal. A professional discussion between appraiser and manager will be held, supported by evidence, to determine whether those degrees have been achieved. Recommendations for pay progression will be made by the manager to the head and deputy, who will, in turn, present these to a panel including a governor, to ensure parity and fairness across all decisions.

Appendix C What ‘n’ Why Poster

What ‘n’ Why Walks

Each week members of the Senior Leadership Team (SLT): Richard, Emma, Steve and Paula, visit sessions taking place around the school. This is not just because they love to see all the wonderful learning activities going on but also for quality assurance of teaching and learning.

WHAT’S INVOLVED?

Richard, with support from the SLT, will visit all areas across the school where learning activities are taking place and speak to as many pupils and staff as possible.

WHY?

SLT need to ensure that the learning activities that you are carrying out with the young people are meaningful and well thought out and you know why you are doing them and what you are trying to achieve from them.

WHAT WILL YOU BE ASKED?

Most of the time you will be asked what are you doing and then followed up with why are you carrying out that activity and the outcome you are hoping to achieve with the young person you are working with.

WHAT IS THE BEST WAY TO ANSWER?

You should be aware of the young person’s learner profiles and the desired long term outcomes and their “My Next Steps” documents. You should be able to demonstrate how the activity you are carrying out with the young person is linked to their learner profile and what you are hoping to achieve through this activity.

HOW AM I SUPPOSED TO KNOW THAT?

Your teacher is responsible for making sure you understand what you are doing and why you are doing every activity. If you don’t know why you are doing an activity – make sure you ask your teacher (or sometimes therapist)! Again, reading and understanding the young person’s profiles and “My Next Steps” documents is really important.

HOW WILL I KNOW IF I HAVE DONE WELL?

Richard and the SLT will usually provide positive verbal feedback when visiting the learning session, so you know immediately when you are doing great. Should anything require constructive feedback or discussion, then Richard and the SLT will discuss with your teacher.

JUST REMEMBER:

WHAT YOU DOIN’?
WHY YOU DOIN’ IT?

Appendix D Individual Pupil Review (IPR)

CHAILEY HERITAGE SCHOOL & CHAILEY CLINICAL Individual pupil reviews/target setting meeting

- Individual pupil reviews/target setting is arranged twice a year to discuss profiles, next steps and EHCP’s. This is usually done in October/November and April/May.
- To make this manageable the class needs to be split into two groups. At each target setting meeting, a few young people will be reviewed in more detail. Targets may still be discussed for the rest.
- Please use one form for each pupil and save it into their own folder.
- Teachers will review each profile and next steps with the relevant therapist whilst working with the young people in class in the weeks leading up to the target setting meeting.
- Teachers should prepopulate the form below before the meeting with their thoughts/changes/discussion points and then send to therapists.
- **Please also ask therapists to review the EHCPs, this is very important as it will need to be discussed at the meeting.**
- All attending the target setting meeting will then have reviewed the EHCP’s, profiles and targets/next steps.
- The class review/target setting profile discussions will be noted at the meeting: **this is very important.** We need to record that we have had a professional, multi-disciplinary discussion, and note down any new thoughts/approaches/actions.
- We also need to note that we have reviewed the EHCP and discussed any issues/updates.
- The teacher will then arrange a meeting/phone call/**TEAMs** with parents of the focus group, to discuss and obtain their input to the profiles. **It is important that profiles and next steps are co-produced and agreed with parents.** This should also be recorded on this form.
- After updating the profiles, the up-to-date version will be shared with therapists and parents and placed into the ‘All about me’ book.

| Meeting Notes | |
|---------------|----------------------|
| Class: | Focus pupils: |
| Date of IPR: | |

| Profession | Name | In Attendance Yes / No |
|--------------------------|------|---------------------------|
| Teacher | | |
| Link worker (School) | | |
| Key worker (residential) | | |
| Nurse | | |
| SaLT | | |
| Physio | | |
| OT | | |
| Other | | |

| 1. Pupil's name: | Additional issues raised and any actions required. |
|--|--|
| Learning Profiles & Pupil Premium | Brief notes of discussions: <ul style="list-style-type: none"> • Is there anything we could have done? • Is there anything else we should be trying? • Is there anyone else we should consult? • Any actions to take? |
| 01 All About Me form | |
| 02 Engagement and Sensory Support Profile <ul style="list-style-type: none"> • Are EHCP descriptions and outcomes appropriate? • Are all sensory issues included? • Is all provision covered/accurate? | |
| 03 - Communication Profile <ul style="list-style-type: none"> • Are EHCP descriptions and outcomes appropriate? • Is all provision covered/accurate? | |
| 04 - Social, Emotional & Well-being Profile <ul style="list-style-type: none"> • Are EHCP outcomes, descriptions appropriate? • Is provision covered/accurate? • If they have a PBS plan/do they need/have had a referral to the psychologist? • is this in the EHCP? | |
| 05 - Physical Profile <ul style="list-style-type: none"> • Are EHCP outcomes appropriate? • Is provision covered/accurate? • Are all physical activities included? | |
| 06 - Access Technology <ul style="list-style-type: none"> • Are EHCP outcomes appropriate? • Is provision accurate? | |
| 07 - Driving Profile <ul style="list-style-type: none"> • Are EHCP outcomes appropriate? • Is provision accurate? Is powered mobility in the EHCP? | |

| | |
|---|--|
| 08 – Specific learning (if applicable) <ul style="list-style-type: none"> • Please, check the cognition section of the EHCP | |
| 09 – Functional Skills (if applicable) <ul style="list-style-type: none"> • Please check that eating and drinking and using the toilet is included in the EHCP (if appropriate) | |
| 10 - My Progress Plan: (Review ASPIRATIONS With Parents) | |
| Physical Intervention Review (If applicable) | |
| Pupil Premium/Bursary (If applicable) | |
| Actions from Annual Review | |
| Additional issues raised at IPR and any actions required. Are they in transition? | |
| Medical issues/EDHCN chart | |

Please record any other discussions/changes about other pupils and add to their folders

| | |
|--|------------------------------|
| Teacher to sign and date | Sign: Date: |
| After all profiles have been updated and shared with parents, please save each section of the form into the individual learner profile folder. | |

Appendix E Governors Termly Focus Visit Recording Sheet

Focus of Visit
 “”

Safeguarding scenario:

Please speak to at least one young person and ask them;

-

The question you ask will vary depending on the class team and cohort of young people you visit, but it would be very good following a discussion with the class teacher if you could frame an opinion of how the pupil feels about coming to school.

Prompts and questions for Governors to ask:

Please speak to the class teacher and be led by them as to the pupil’s level of understanding. You may need to rely on a member of staff to facilitate the question and recognise a yes/no response, some young people may be verbal or sign their reply to your question.

Governors, please ask to look at the Learner Progress Files (LPFs) to see the pupil’s “My Next Steps” and progress made; and Class Assessment Files of Evidence (CAFÉs) and see how information is recorded there – is it up-to-date, good quality, organised, readable etc?

| |
|--|
| <p>What you have learned from this visit?</p> |
| <p>Safeguarding reflections</p> <p>Safeguarding question to YP (when appropriate):</p> |
| <p>Learner Progress File and CAFÉ review</p> |
| <p>Discussions arising from the visit</p> |

Response to the above comments &/or questions (to be completed by member of school staff as appropriate)

Governor’s name and Date: As listed below. Visit took place on.

Department/class visited:

- Hanbury -
- Seymour -
- St Martins -

APPENDIX F HoD Monitoring From

| Monitoring of Teaching and Learning Documentation | | |
|---|--------------------|--------------------------------|
| Class: | Department: | Academic Year 2023-2024 |

| Autumn term | | | |
|--|------------|----------------|--------------------------|
| What are we monitoring? | Due Date | Date monitored | Comments (if applicable) |
| All about me books in place and being used | Weeks 1-2 | | |
| EDHCN charts in place and being used | Weeks 1-2 | | |
| Cafe Files in place | Weeks 1-2 | | |
| Evidence has been filed from last year in LPFs | Weeks 1-2 | | |
| Class Timetables agreed and in place | Weeks 2-4 | | |
| Individual pupil timetables in place | Weeks 2-4 | | |
| Learner progress files – evidence is consistent and of a good standard | Weeks 5-8 | | |
| SMSC scrapbook review | Weeks 5-8 | | |
| Sample all teachers LP and Cafe’ files for evidence that my next steps are being monitored | Weeks 8-12 | | |

| Spring term | | | |
|--|-----------|----------------|--------------------------|
| What are we monitoring? | Due Date | Date monitored | Comments (if applicable) |
| All about me books are up to date | Weeks 1-2 | | |
| EDHCN charts in place and being used | Weeks 1-2 | | |
| Cafe Files are up to date | Weeks 1-2 | | |
| Class Timetables updated | Weeks 2-4 | | |
| Individual pupil timetables updated | Weeks 2-4 | | |
| Learner progress files – evidence is consistent and of a good standard | Weeks 5-8 | | |
| SMSC scrapbook review | Weeks 5-8 | | |

| | | | |
|--|------------|--|--|
| Sample all teachers LP and Cafe' files for evidence that my next steps are being monitored | Weeks 8-12 | | |
|--|------------|--|--|

| Summer term | | | |
|--|------------|----------------|--------------------------|
| What are we monitoring? | Due Date | Date monitored | Comments (if applicable) |
| All about me books are up to date | Weeks 1-2 | | |
| EDHCN charts in place and being used | Weeks 1-2 | | |
| Cafe Files are up to date | Weeks 1-2 | | |
| Class Timetables updated | Weeks 2-4 | | |
| Individual pupil timetables updated | Weeks 2-4 | | |
| Learner progress files – evidence is consistent and of a good standard | Weeks 5-8 | | |
| SMSC scrapbook review | Weeks 5-8 | | |
| Sample all teachers LP and Cafe' files for evidence that my next steps are being monitored | Weeks 8-12 | | |

Monitored by:-