

Tauheedul Education Trust

This guidance is in line with the Vision of the Trust

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

ASPIRATION AND ACHIEVEMENT: PLANNING LEARNING PROGRESS



Tauheedul
Education Trust

Document Control

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1 Introduction

This document sets out how the school plans with children, young people and their families to ensure that, at any time when their learning progress may be vulnerable, provision is tailored to the needs of the pupil, and targets to support learning progress are developed with children, young people and their families. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

2 Background

There are many reasons why learning progress may be vulnerable. National figures suggest that, at any one time, 20% of pupils may be experiencing difficulties with learning. For most pupils difficulties with learning and achieving progress will be temporary and short term. At the school we regularly monitor progress and encourage our pupils not only to identify and celebrate progress, but also to recognise that at times they need support with their learning and that this is a normal and positive stage which brings benefits to long term learning and achievement.

Pupils whose learning is vulnerable will be supported by a Pupil Support Plan which will identify the areas of need and will identify the outcomes which need to be achieved and the provision which will be required to meet those outcomes.

3 Key Principles

Pupil Support Plans are not a statutory requirement, though they may incorporate elements which are statutory, for example Looked After Children are required to have a Personal Education Plan (PEP) and some pupils will have an Education, Health and Care Plan. Learning and life needs are complex and interwoven. For this reason, the school believes that having a single format plan supports our aspirations for the progress of all pupils and is key to ensuring appropriate and non-discriminatory attitudes and practice. We ensure that:

- monitoring identifies learning needs
- discussion with pupils and families is timely and supportive
- plans are in place to ensure appropriate curriculum and learning access
- plans are developed with the pupil, family and other professionals where appropriate
- plans are written in ‘plain English’
- plans are never a ‘punitive’ measure
- plans are not provision, they describe needs and the provision that is available to meet needs
- the outcomes to be achieved reflect the needs of the individual pupil.

4 Which Pupils Need a Pupil Support Plan?

Learning is an individual process. Regular and careful monitoring of pupil progress is an essential tool in ensuring that the curriculum presented to pupils meets their needs and allows all pupils to progress at the level appropriate for them. This will vary from time to time and may be different in individual subject areas, reflecting the different and varied strengths of individual pupils. Monitoring is essential not only for those pupils who are experiencing difficulties with learning, but also to

ensure that pupil learning can be extended where the pupil has gifts and talents in a subject area. Where this is the case, it will normally be addressed through curriculum differentiation.

Nationally it is recognised that groups of pupils may be more vulnerable to underachievement. These groups are identified from national data and are the subject of a 'Pupil Premium'. We believe it is important to recognise that, whilst being a member of a group known to be at risk of underachievement is an individual risk factor for learning progress; it does not automatically mean that a pupil for whom Pupil Premium is received will require a differentiated learning plan. The progress of all pupils is continuously monitored to ensure that any action required is timely and effective. The school regularly monitors and screens for gaps in learning so that targeted interventions can be used effectively. This is a way of ensuring that the curriculum presented to pupils is appropriate and effective. Support plans are monitored at least termly, though they may be monitored informally on a more frequent basis where this is appropriate or where there has been a change of circumstances. Support plans are never a punitive measure, nor are they an 'end in themselves'. In broad terms, pupils may require a support plan if there are concerns about the following:

Concern	Type of plan
One of a group of pupils – with 'learning gaps' identified through pupil screening	Group Intervention Plan
A pupil who is a Looked After Child	Pupil Support Plan incorporating the PEP
Poor attendance	Pupil Support Plan
Individual pupil progress in academic or social learning	Pupil Support Plan
Special Educational Needs (at School Support level)	Pupil Support Plan
Behaviour which impacts on the learning of self and/or other learners	Pupil Support Plan
Special Educational Needs (pupils requiring an Education Health and Care Plan)	Pupil Support Plan (school based elements of the EHC Plan)
Significant/life - long health/medical support needs	Health Care Plan

5 Person Centred Planning and Reviews

All Plans and reviews will use a person-centred approach. Person-centred approaches are a practical way of ensuring that the principles that underpin the Code of Practice are upheld. A person-centred way of working puts children, young people and families at the centre and advocates that everyone has the right to exercise choice and control in directing their lives and support. This document provides guidance around how to use a more person-centred approach. This is a way of ensuring that the culture enshrined in the Children and Families Act is embedded in all our work.

5.1 What is a Person-Centred Review?

A person-centred review represents a significant cultural shift for many of us. We often focus on the process and the service rather than the child and what matters to them and their family.

A person-centred review involves the child or young person, but is facilitated by an adult within the school setting rather than service-led. It is essential that the child is part of the process and participates in the actual review. Participants will be encouraged to give their views in a less formal way for example each member of the review will be asked what they like and admire about the child or young person.

The person-centred way of working gives everyone the opportunity to acknowledge and celebrate what is working well and what their role and contribution to this is, as well as looking at what is difficult and not going well. This can then be addressed and results in jointly agreed actions.

5.2 Supporting the Child or Young Person in Preparing for the Review

Supporting the child or young person to prepare is essential to ensure that the principles outlined in the SEND Code of Practice are upheld. It is important to consider what to share at the meeting and how the meeting should be organised.

To enable the child or young person to fully contribute, the following are examples of approaches that could be considered: drawings, photographs, symbols or objects, and a variety of media such as a scrapbook, diary, a slide show / power point, 'This is my life' poster, or something that they have made that they are proud of.

It needs to be remembered that some children will be reluctant to contribute or take part in the review. In gathering the child / young person's views, the emphasis should be on how they feel about themselves, about school and their learning, as well as their aspirations for the future and what they need to do to achieve this.

The child / young person should be encouraged to think about where they would like the meeting to be held (it would be appropriate to give them a choice), and who they wish to invite, for example they may wish to invite a friend or additional members of their family. It would be appropriate to ask them if they would like to bring their favourite book, a game on their phone, or a piece of music which can be played at the start or during the review meeting.

If the child or young person has communication needs, it is important to provide alternative methods of communicating, for example Talking Mats, Makaton, BSL, PECS, communication profiles and/or symbols.

Appendix 1: Group Intervention Plan

Group Intervention Plan



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Year /Tutor Group	
Pupils involved	
Reason the intervention is required	
Review date	
Intervention	
Delivered by	
Reason for choosing this particular intervention	

Intervention Review				
Pupil	Pre Plan	Post Plan	Progress	Further Action?

Intervention Evaluation	
Cost of intervention	
Progress made	
Pupil feedback	
Any suggested changes	

Completed by	Date
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Appendix 2: Pupil Support Plan

Pupil Support Plan



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A Pupil Support Plan is for a pupil whose access to learning requires additional support and for whom the financial resources required to meet their educational needs can be met within the budgets available to schools.

Child/young person			
Surname		[Child / young person's chosen picture or symbolic choice]	
Other names			
Address			
Date of birth			
Language at home			
Child/ young person's parent/s or person responsible			
Address if different		Relationship to pupil	
Telephone		Mobile	
Email			
Best time for contact		Best method of contact	
Any other important information			
This is me			
What I want to do/be in the future			

Things I am good at	Things I find difficult
How I liked to be helped	
What is important to me now and in the future	
<i>If this section has been completed by or with someone else please fill in the details below</i>	
Name	Relationship

What the family think is important now and in the future

Strengths and difficulties
Summary:

The outcomes we want to achieve

Key people involved within school			
Name	Role	Name	Role
The person responsible for monitoring this provision			
On a daily basis			
Responsible for support and additional provision			

The outcomes we want to see this year			
No.	What we want to achieve and what success will look like	What approaches will be used	What provision will be made available

Review
When will this plan be reviewed

Signatures		
Party	Signature	Date
Child/Young person		
Parent/s		
School		

Appendix 3: Exemplar Pupil Support Plan

Pupil Support Plan



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A Pupil Support Plan is for a pupil whose access to learning requires additional support and for whom the financial resources required to meet their educational needs can be met within the budgets available to schools.

Child/young person			
Surname	<i>Patel</i>		
Other names	<i>Ruksana</i>		
Address	<i>19 Freemantle Close Upper Drawsdon Heptonston HP4 7TU</i>		
Date of birth	<i>06.09.2005</i>		
Language at home	<i>English</i>		
Child/ young person's parent/s or person responsible	<i>Mr Adam Patel and Mrs Sara Patel</i>		
Address if different	<i></i>	Relationship to pupil	<i>Parents</i>
Telephone	<i>01274 367543</i>	Mobile	<i>109086754321</i>
Email	<i>sara@gmail.com</i>		
Best time for contact	<i>10 – 7pm</i>	Best method of contact	<i>Mum's mobile</i>
Any other important information			
<i>One of Ruksana's brothers has been very ill and is off school</i>			

This is Me
<i>I picked the photo on the front because it's one both me and my mum like. I like it because it was my birthday and I'd just got 3 new computer games for my X Box.</i>
<i>I have two brothers which is alright because they are younger than me. My dad says we are really lucky because my gran and granddad live really close and I get to go every day and in the summer we sometimes go to the park after school. My gran comes and looks after us if my mum and dad are out and that's good because she reads stories and tells us interesting things. I like being outside especially in the woods and I like PE and Art.</i>
What I want to do/be in the future
<i>I'm not really sure what I want to do when I grow up but I want to have an exciting job, that would</i>

be good and I'd like to have a flat or a house and be able to have friends and go on holiday to America.

Things I am good at	Things I find difficult		
<i>When I'm interested in something I can concentrate really well. I'm good at learning facts about things that interest me, like cars. I think I'm polite. I'm really good at computer games.</i>	<i>I don't like reading and writing if I have to do a lot of writing. I don't like it if it is noisy in the classroom it makes my head ache. I want to be friends with other children but they don't want to play with me. I find Maths hard. I find it hard to concentrate if I'm not interested in what we have to do or if we have to do things a different way to normal.</i>		
How I liked to be helped			
<i>I like to have someone who makes sure I know what I'm doing and helps me if I'm stuck. I don't like it if they sit next to me all the time, even if they are nice. I like to be able to ask for help and someone come quickly.</i>			
What is important to me now and in the future			
<i>I want to have friends. I want to have a sleep over with a friend. I want to have a job and a house.</i>			
<i>If this section has been completed by or with someone else please fill in the details below</i>			
Name	Janet Allbright	Relationship	SSA

What Ruksana's family think is important now and in the future

Like all parents we want the best provision for Ruksana that will help her now and prepare her for the future. We want Ruksana to be able to have a job she enjoys, to live independently and have positive relationships which are meaningful to her, with a range of people. We want her to be healthy, able to make good choices and have as full a social life as she wants.

At the moment our two biggest concerns are her learning and her social skills. We know Ruksana is capable of learning but if she is not engaged, if it doesn't interest him, then she finds it hard to concentrate. This happens at home as well as school.

Ruksana's difficulties are that she does want friends – she just doesn't understand the rules about friends and we spend a lot of time worrying about her being socially isolated. Ruksana is a lovely girl but because she can't gauge other people's feelings she can come across as rude or uncaring. We think this is one of the big areas where she needs help and we would like to be involved so that we can reinforce the same approach at home as in school.

Strengths and difficulties	
Strengths	Difficulties
<ul style="list-style-type: none"> • Her eagerness to please • Her acceptance of praise • Her love of the outdoors • Her politeness • Computer games 	<ul style="list-style-type: none"> • Literacy and numeracy skills • Attention and concentration • Social communication skills • Social interaction skills • Imagination and rigidity of thought • Working memory • Handwriting and sensory processing

Summary:

Ruksana has a diagnosis of Autism Spectrum Disorder (Dr Niraj Vasherht 5 July 2013) and difficulty accessing the curriculum in all areas. Ruksana has delayed auditory memory and attention and listening skills which are having an impact on her ability to follow instructions in the classroom.

Cognition and Learning

Ruksana is often passive and will wait for an adult to support her with tasks. She does not take part in class question and answer time if she is not sure of the answers. Ruksana finds it difficult to attend for long periods of time. Ruksana knows some of her phonic sounds and can read some simple words, however she is not yet able to use her phonic knowledge to read or spell unfamiliar words. Ruksana is working at the concrete level in numeracy, she requires visual aids and equipment, she finds it difficult to understand new concepts and interpret mathematical vocabulary.

The Speech & Language Therapist reported that Ruksana is able to understand and use visual information appropriately. Her understanding of language is low-average compared to her peers. Ruksana has difficulties with working memory; her short term memory is within the average range.

Communication and Interaction

Ruksana's speech and language skills fall within the normal range for her age and appear to be a strength. Ruksana finds it difficult to attend to an adult led task for more than 10 minutes. Ruksana displays difficulties with auditory memory and finds it hard to remember instructions even 5 seconds after being given them, she relies on visual support and concrete objects. Ruksana is able to form age appropriate sentences about a series of pictures using appropriate grammar.

Ruksana finds it difficult to sustain a conversation about topics that are not of her choosing; at home she doesn't often make conversation with the family.

Behavioural, Emotional and Social Development

Ruksana finds change difficult to deal with. Ruksana will become cross with her mum if she will not allow her to do something and may become physical towards her or herself. Ruksana can misunderstand social situations and may come across as rude and she does not understand that her words may hurt others feelings. Ruksana finds it difficult to regulate her emotions and to express them appropriately.

Physical, Medical, Sensory

Mum says that Ruksana can easily fall and trip over. She finds writing and drawing hard. The Occupational Therapist has said she has some fine motor difficulties. She uses an efficient tripod grip. Ruksana finds it hard to form her letters correctly and this can make her handwriting hard to read.

Mum notes that Ruksana's general health can be poor. She has a limited diet, her sleeping is poor, she has night terrors and wakes most nights. Ruksana is prescribed Melatonin, which Mum says does not work.

The outcomes we want to achieve
1. <i>To improve literacy and numeracy skills so that Ruksana is able to access the curriculum at an age appropriate level</i>
2. <i>To develop attention skills so that Ruksana is able to learn effectively</i>
3. <i>To further develop the use and social understanding of language so that Ruksana is able to communicate positively and effectively with a range of peers and adults</i>
4. <i>To improve social and communication skills so that Ruksana can enjoy positive relationships and friendships with a range of peers and adults</i>
5. <i>To develop skills so that Ruksana can develop her relationships by responding appropriately to the needs of other people. Specifically we want her:</i>
a. <i>To identify emotions in others</i>
b. <i>To identify emotions in self</i>
c. <i>To learn how to manage her own emotions appropriately</i>
6. <i>To improve fine motor skills so that Ruksana is able to effectively carry out day to day tasks</i>

Key people involved in the school	
Name	Role
Zaq Ali	<i>PE teacher</i>
Sumaira Khan	<i>Class teacher</i>
Janet Allbright	<i>Class SSA</i>
Priya Kumar	<i>SENCO</i>
Alison Brown	<i>Art teacher</i>

The person responsible for monitoring this provision	
On a daily basis	Class teacher
Responsible for support and additional provision	<i>SENCO</i>

The outcomes we want to see this year			
No.	What we want to achieve and what success will look like	What approaches will be used	What provision will be made available
1	<i>Accelerated progress in reading and numeracy Ruksana makes 1.5 years progress as measured on NFR and achieves level3 in numeracy</i>	<ul style="list-style-type: none"> • A carefully structured literacy programme designed to develop literacy skills and to increase confidence in writing activities, with small achievable steps and opportunities for over learning 	<ul style="list-style-type: none"> • Working within a small group situation (1:5) for 30% of the day
2	<i>Ruksana is able to concentrate unsupported Ruksana will be able to concentrate unsupported on a given task every day for 10 minutes</i>	<ul style="list-style-type: none"> • A carefully structured numeracy programme using a multi-sensory approach using practical equipment and concrete materials to support problem solving skills in numeracy. Learning tasks to include visual and kinaesthetic approaches to learning • Opportunities for over learning vocabulary for a lesson before the lesson is delivered • A variety of teaching strategies including: <ul style="list-style-type: none"> ○ direct instruction ○ modelling ○ demonstration ○ talking through ○ interpretation of instructions and tasks • Ensure attention is gained before giving an instruction • Clear specification of expected outcomes of task to be undertaken • Access to tasks within level of confidence with relatively low level of adult assistance • Link success in with a rewarding activity if target has been achieved • Visual aids where necessary eg. timetable, organisation checklist, emotions key ring • Instructions to be clear and unambiguous and accompanied by demonstration or visual prompts, monitor response and ensure there are opportunities for repetition and reinforcement 	<ul style="list-style-type: none"> • Individualised instructions for transition to new tasks • 1:1 (20 minutes) • Work with literacy coordinator weekly with programme for the week set

3	<p><i>Ruksana can use age appropriate social language</i></p> <p><i>Ruksana routinely recognises turn taking in conversations and is able to hold a reciprocal conversation at least once a day</i></p>	<ul style="list-style-type: none"> • <i>access to a social skills programme. Practise new communication and social skills before trying in real life situations</i> • <i>access to a programme to:</i> <ul style="list-style-type: none"> ○ <i>extend the understanding of how to initiate and end a conversation appropriately</i> ○ <i>maintain a topic in interaction with others that does not become a question and answer session</i> 	<ul style="list-style-type: none"> • <i>social skills group weekly (1:3) for 20 minutes</i> • <i>1:1 social skills practice 5-10 minutes daily</i> • <i>Use of Buddy group activities at breaks and lunchtimes</i> • <i>Lunchtime art club</i> • <i>After school club</i>
4	<p><i>Ruksana is able to maintain positive interaction with peers in a small group situation</i></p> <p><i>Ruksana will initiate interaction and maintain it for several minutes every day</i></p>		
5	<p><i>Ruksana can recognise a range of facial expressions and voice tone</i></p> <p><i>Ruksana will be able to identify a range of facial expressions accurately and be able to accurately attach emotions to tone of voice</i></p>		
6	<p><i>Ruksana's written presentation will improve</i></p> <p><i>Ruksana can write half a page within 15 minutes where there is a good level of legibility</i></p>	<ul style="list-style-type: none"> • <i>encouragement to engage in hand strengthening exercises</i> • <i>encouragement to develop visual motor integration eg. completing puzzles, word searches, tracing around stencils and copying 3D designs from coloured blocks</i> • <i>ensure good seating for handwriting with feet flat on the floor, bottom back in the chair and elbows resting on the table top</i> 	<ul style="list-style-type: none"> • <i>Daily fine motor programme in a small group 1:3</i>

Review	
When will this plan be reviewed	<i>Outcomes will be reviewed termly with changes made where required. The Agreement will be reviewed in full annually.</i>

Signatures		
Party	Signature	Date
Child/Young person		
Parent/s		
School		

Appendix 4: Healthcare Plan for Pupils with Medical Needs

This form links to the policy 'Supporting Pupils with Medical Conditions Policy' and should only be used within that medical conditions policy framework.

Healthcare Plan for Pupils with Medical Needs



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Plan Number:

Pupils details	
Name of school	
Pupil name	
Date of birth	
Tutor group	
Pupil address	
Medical diagnosis or condition	
Date	
Review date	

photo here

Contact details			
Family Contact 1		Family Contact 2	
Name		Name	
Phone number (home)		Phone number (home)	
Phone number (work)		Phone number (work)	
Mobile number		Mobile number	
Relationship to child		Relationship to child	
Clinic / hospital contact		GP	
Name		Name	
Phone number		Phone number	

Who is responsible for providing support in school			

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc.
Name of medication, dose, method of administration, when to be taken, side effects, contraindications, administered by/self-administered with/without supervision
Daily care requirements
Specific support for the pupil's educational, social and emotional needs
Arrangements for school visits/trips etc.
Other information

Describe what constitutes an emergency, and the action to take if this occurs
Who is responsible in an emergency (<i>state if different for off-site activities</i>)
Plan developed with
Staff training needed/undertaken – who, what, when
Form copied to

NOTE: Please be aware of the confidential nature of this information, be discreet and **DO** get permission from the parent or guardian prior to copying information or exhibiting photos in medical rooms etc.