



## SEMI - FORMAL PATHWAY PROFESSIONAL DEVELOPMENT HANDBOOK

|             |  |
|-------------|--|
| Page 1:     | Contents page                            |
| Page 2 & 3: | Performance management                   |
| Page 4:     | Quality assurance overview               |
| Page 5:     | Learning environment criteria            |
| Page 6:     | Specialised knowledge criteria           |
| Page 7:     | Behaviour and attitudes criteria         |
| Page 8:     | Curriculum planning criteria             |
| Page 9:     | Progress conversation criteria           |
| Page 10:    | IRIS reflection – reading criteria       |
| Page 11:    | IRIS reflection – communication criteria |
| Page 12:    | Moderation criteria                      |
| Page 13:    | Lesson observation template              |
| Page 14:    | Staff dress code                         |
| Page 15&16: | Staff code of conduct                    |
| Page 17&18: | Student reward and values                |
| Page 19:    | Student observation criteria             |
| Page 20:    | EHCP reviews                             |
| Page 21:    | Home learning policy                     |
| Page 22:    | ISM flow chart                           |
| Page 23:    | Whole school provision map               |

**Performance management:**

At the beginning of each year teachers and their appraiser will agree targets based on last year's teacher report.

The teacher will then collect and upload evidence on to School IP which will be reviewed half way through the year and at the end of the year.

Teaching assistants and other staff will also have opportunities to identify professional development opportunities which will then be collated and converted into a CPD plan.

**Professional development:**

Each year identified staff will be required to complete refresher training in areas such as administration of medication, moving and handling, positive handling, first aid, MIDIS training. In addition all staff will be expected to stay up to date with their safeguarding training including LSCP online safeguarding training.

In addition to the statutory training each year a small number of staff will be provided with the opportunity to have a one term secondment to our Federated school St Francis.

We have our own leadership development training program which is a yearlong action research based training program that is specific to leadership development within a special school.

All staff are welcome to attend voluntary teaching and learning workshops which are an opportunity for staff to share good practice. The focus of these workshops may be linked to where there is an identified skill deficit for a group of staff.

In addition, individual staff have the opportunity to be coached using our in house 360 coaching sessions which provides a holistic opportunity to support staff with prioritising and focusing on a particular area.

In the event that a staff member is having difficulty with a child or class, we also offer solution circles which are led by a solution circle facilitator.

We are also a member of the Inspire SEND alliance which allows us to work with three other local special schools to share practice and professional development opportunities. We are also able to commission staff to do outreach and in reach work across Lincolnshire.

**Teacher experiencing difficulties:**

In the event that a teacher isn't meeting one or more of the National teaching standards this will be discussed with the teacher in an informal management discussion. This discussion should be supported by evidence through the quality assurance process and if appropriate will follow the guidance of the LCC capability policy 2017. Initially the professional support will be informal support which will be regularly reviewed. If progress is made after a minimum of 6 weeks then the support plan can cease. If further support is required the informal stage can be extended or the support will move to formal capability procedures. In all cases the aim is to support the teacher in being able to have confidence in their professional duties and be able to consistently improve and sustain improvement.

**Leaders, teachers and senior TA's**

**Appraisal targets set in September, reviewed in February and July**

- 1: Curriculum
- 2: Communication/reading
- 3: Pupil progress

UPS: 4. Leadership target

|            | HR             |    |    |    | SM |    |    |    |    | LA |    |    |     |    |    | NM |    |     |    | GT | ST                         |  |  |  |
|------------|----------------|----|----|----|----|----|----|----|----|----|----|----|-----|----|----|----|----|-----|----|----|----------------------------|--|--|--|
| Teacher    | CB<br>SK<br>ES | SB | JN | TM | JE | LW | EP | DM | KB | EC | AW | AC | PCT | ER | NW | NC | SN | AHS | HC | MM | HS<br>CS<br>JW<br>AR<br>EG |  |  |  |
| ECT        |                |    | LC |    |    |    |    |    |    |    |    |    |     |    |    |    |    |     |    |    |                            |  |  |  |
| Senior TAs |                |    |    |    |    |    |    |    |    |    |    |    | YA  |    |    |    |    |     |    |    |                            |  |  |  |

TA1's will have their appraisal process with their class teacher

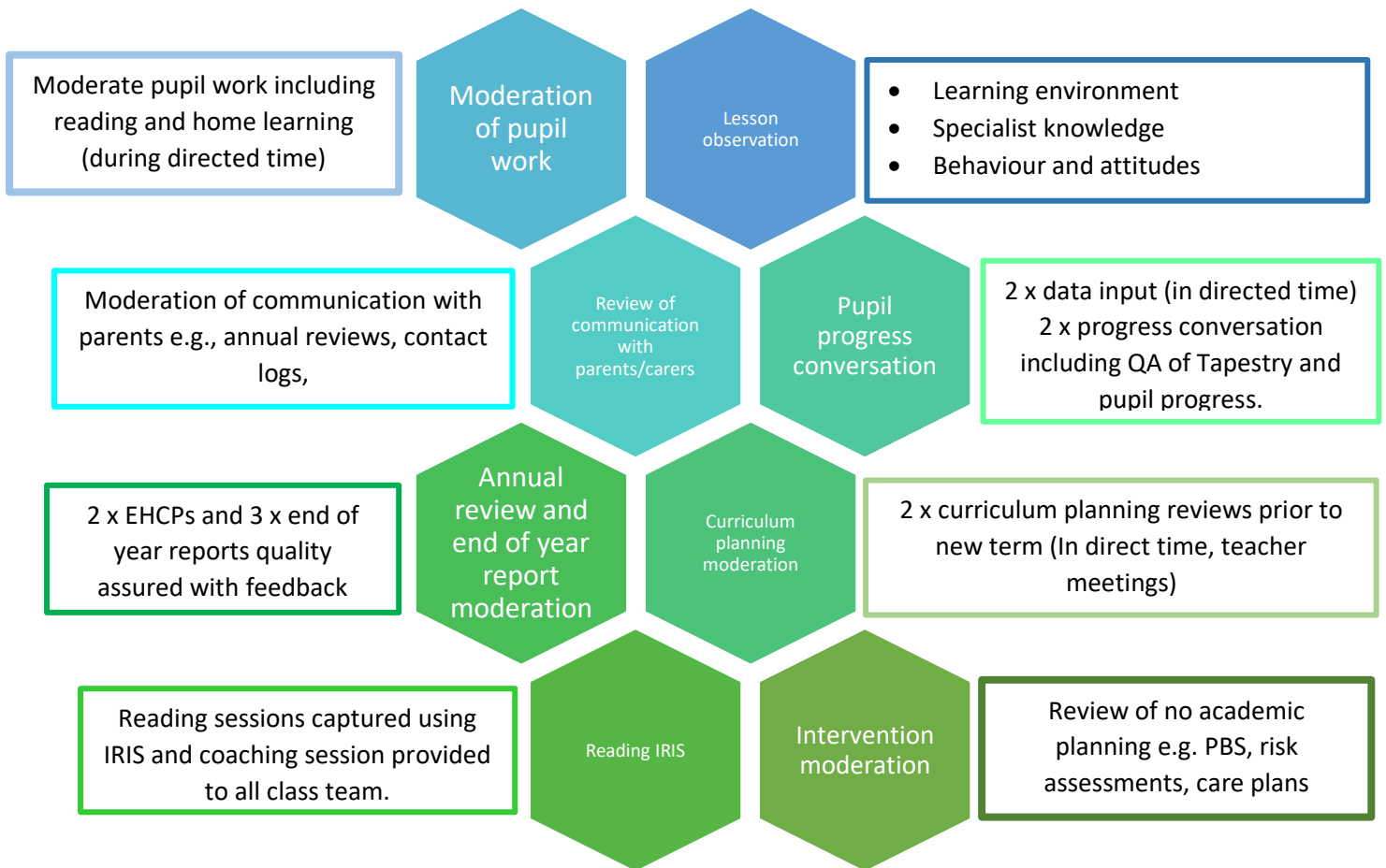
**Support staff**

**Appraisal targets set in April, reviewed in December and March**

- 1. Line management
- 2. School development priority
- 3. Professional development target

|    |     |       |     |         |
|----|-----|-------|-----|---------|
| KA |     |       |     |         |
| GB |     |       |     |         |
| RD | ST  | TB    | AMo | CW      |
| MS | AMc | MDS's |     | MA & DW |

## QUALITY ASSURANCE



**We will track and monitor each quality assurance using a consistent quality assurance template with descriptors for:**

**Requires support** - targeted support will be offered for the identified area, if there are many areas requiring support we may consider a short informal professional support plan to help evidence the progress.

**Developing** – This suggests that although there is work to be done in this area the teacher is clear on what needs to be achieved and is seeking professional development for this.

**Secure** – This suggests that practice is embedded across the curriculum and in lessons

**Mastered** – This would suggest excellent practice and would be asking the teacher to share this practice with others.

## LEARNING ENVIRONMENT EXPECTATIONS

|                            | Requires support                                      | Developing  | Secure  | Mastered   |
|----------------------------|---|---|---|--|
| <b>Visuals</b>             | No class timetable available                          | A simple whole class timetable of daily events is displayed   | Visual systems are in place for the whole class and some individuals.   | Visual systems are available, these are clear in their messages and can be seen for individuals, groups and they relate to timetable and in task expectation.                                |
| <b>Total communication</b> | Communication systems are not available for students. | There are some communication methods visible but this may be only one or two methods or systems (e.g., PECS's books or ACE boards). | AAC high tech devices and any other communication method should always be within the student's line of vision so that they can easily access their voice. | Total communication is evident, including fixed communication boards and portable communication systems.   |
| <b>Use of space</b>        | There are no zones within the classroom               | The room may have some different spaces which hold a permanent purpose, eg a book area, but these are not multi-purpose areas.      | The room has at least one alternative space which students can use if they need a reduction in stimulus for concentration, sensory or emotional reasons.  | Spaces are used thoughtfully and sympathetically to support students emotional, physical and sensory needs.  |
| <b>Independence</b>        | No opportunity for life skills and independence       | The kitchenette provides some opportunity for independence  | The room has available areas to develop functional life skills  | The room supports students to make independent choices and develop daily routines and life skills  |
| <b>Emotional wellbeing</b> | No areas to provide emotional wellness                | Inconsistent use of opportunities to support student wellbeing  | Some areas support student wellbeing and simple emotional support may be visible.   | Emotional awareness is supported through displays, mirrors and symbols.  |
| <b>Celebration display</b> | No wall displays that celebrate students work         | Wall displays celebrate previously completed work.  | Good work or photographs celebrate achievements and promote vocabulary.   | Celebration and well-being areas are used to support students.   |
| <b>General</b>             | Classroom is untidy and disorganised                  | Parts of the classroom may be busy, cluttered or overstimulating.   | Arousal and stimulation levels are considered for the group as a whole.   | Individual student's stimulation and arousal levels are considered.  |
| <b>Sensory integration</b> | There is no sensory integration opportunities         | Sensory equipment or experiences are available but only at certain times.   | Students may be clear about what they can do in different parts of the environment but this is controlled by the adults.                                  | Areas of the classroom are labelled clearly and support students to make choices, some areas are set up for different activities including sensory integration, calming and individual work. |

## SPECIALISED KNOWLEDGE

| Focus                                  | Support required  | Developing   | Secure  | Mastered  |
|--|---|--|---|---|
| <b>Positive behaviour for learning</b> | Adults need support to understand the triggers or factors that affect pupil's behaviours. | Adults can explain the barriers to pupils learning and apply strategies if a behaviour presents                                      | Adults demonstrate a good understanding of the pupils' barriers to learning and factors that affect behaviour. They may need support to implement and evaluate appropriate response strategies. | Adults can apply their knowledge of child development and the specific barriers identified for students with Severe Learning Difficulties and other co-morbid diagnoses to create effective learning opportunities. This includes responses to challenging behaviour. |
| <b>Memory processing</b>               | Staff do not provide students with time to process information                            | Staff can identify those that require more support to process information but are not actively using strategies to support students. | Staff provide resource to support pupils to encode information but are unable to provide strategies to encourage storage and retrieval  | Staff understand the three memory processing steps and provide differentiated strategies to support storage and retrieval   |
| <b>Vulnerable groups</b>               | Staff do not know who in their class is being monitored or supported                      | Staff know which pupils are supported through social care.   | Staff know which pupils are supported through social care as well as those that are service students, FSM or fall under the 9 protective characteristics.                                       | Staff know which pupils have identified vulnerabilities and provided strategies to support them.  |
| <b>Sensory needs</b>                   | Staff do not know what the sensory needs of their students are                            | Some pupils have adjustments to support their sensory needs e.g., ear defenders available  | Staff understand what strategies are needed to support pupils who may experience sensory processing difficulties  | Staff plan to ensure that their environment and responses take into account pupils' sensory preferences and ensure sensory integration is actively incorporated into their planning   |
| <b>Engagement</b>                      | Adults are not clear about how to plan for engagement.                                    | Pupils are engaged in their learning. Adults can use attention autism effectively to engage students.                                | Adults understand the principles and stages of attention autism practice can understand and record engagement levels.   | Adults use a range of strategies including Attention autism to measure engagement.  |
| <b>Personalisation</b>                 | Staff do not consider and adapt to different communication and processing needs.          | Some pupil's communication and processing methods are considered whilst others are not   | All pupil's communication methods and processing times are considered within the planning.  | Each pupil's key word level is clearly understood and planned for. Each pupil's processing time is known and planned for.   |
| <b>Modelling</b>                       | Staff do not model what is expected   | Staff occasional model what is expected but with limited resources to support.   | Staff model what is expected and provide scaffolding resources to support pupils to have a go. The information is chunked.  | Staff model activities including open ended questions to allow pupils to consider what should be next.  |

## BEHAVIOUR AND ATTITUDES

|                                     | Requires support  | Developing   | Secure   | Mastered  |
|-------------------------------------|---|--|--|---|
| <b>Adult to adult communication</b> | Adults do not communicate effectively with each other   | Adults over talk with each other or do not have positive communication with each other.  | Adults communicate and work effectively with each other.   | Adults are able to pick up on cues of other staff and respond.  |
| <b>Expectations</b>                 | There are no clear expectations, and this results in reactive responses   | Class routines are visual for students to refer to   | Adults have consistent responses to students and refer to the class expectations   | Pupils have clear expectations and reward system which are personalised and adapted to individual needs.  |
| <b>Interaction</b>                  | There is inconsistent or limited interaction between staff and pupils as a result interactions are poor leading to pupils unable to tolerate each other | Adults provide some pupils with positive interaction's, but this is inconsistent.  | Adults model positive interactions. constant modelling of communication methods. Adults use proactive approaches to minimise negative responses As a result pupils positively interact the majority of the time in small and large group activities. | Adults provide planned and incidental intensive interaction and or high quality interactions including intensive interaction if needed. Pupils show an awareness of others needs and emotions and respond accordingly. Pupils can take turns without adult support. |
| <b>Processing time</b>              | There is insufficient process time to allow pupils to consider a response   | Processing time is sufficient to allow pupils to make choices  | Pupils are given opportunities to explore and learn from their mistakes.   | Adults know and respond to each pupils processing time. Pupils are encouraged to make their own choices and these choices are respected.  |
| <b>Use of language</b>              | Adults use language that is not appropriate for the level of understanding.   | Adults inconsistently use language that the students would understand.   | Staff use appropriate language for the age and ability of the students   | Staff model appropriate language. Adults are intuitive to pupils's non-verbal signals.  |
| <b>Emotional intelligence</b>       | Staff are unable to express their emotions in a healthy way.  | Staff recognise when pupils are struggling to self-regulate.   | Staff are able to label emotions and support pupils to self-regulate.  | Pupils are able to use the environment and adults to positively express their emotions.   |
| <b>Transitions</b>                  | Adults do not support students to transition  | Adults support pupils mainly through verbal language, sometimes providing physical comfort (linking arms, etc) or guiding or prompting to move in a certain direction. | Transitions are supported through a range of prompts, allowing for processing time and provided verbal, visual, auditory and symbolic representations.   | Staff are consistent in delivering cues for transitions and allowing pupils enough time to respond to the cue and make their own effort to follow the transition through.   |
| <b>Independence</b>                 | Staff do not provide students with time or opportunities to develop their independence.   | Staff avoid unnecessarily assisting pupils, encouraging independence whenever possible   | There are planned opportunities to develop independence including sabotage opportunities.  | Staff create planned opportunities to problem solve and persisting with difficult tasks. Adults only intervene when the student has exhausted their attempt to complete the task.   |
| <b>Modelling emotional literacy</b> | Staff are unable to express their emotions in a healthy way.  | Staff recognise when students are struggling to self-regulate.   | Staff are able to label emotions and support students to self-regulate.  | Pupils are able to use the environment and adults to positively express their emotions.   |
| <b>Self regulation</b>              | Pupils are unable to appropriately communicate about their feelings and require adult support to self-regulate.   | Pupils can show adults how they are feeling and with support can choose from a selection of self-regulation strategies   | Pupils can show/say their feelings and are developing self-regulation strategies.  | Pupils are able to label their emotions and show or say how they are feeling and why. They are able to choose from a range of self-help strategies.   |
| <b>Student leadership</b>           | Students are unable to complete tasks independently without significant adults support (relative to their age)  | Students are provided with support to be able to carry out daily routines (relative to their age)  | Students are able to carry out independent daily tasks with adult prompts. Students are supported to take on responsibilities with support (relative to their age)   | Students are able to independently carry out daily routines without adult prompts. Students are able to take on some whole class responsibilities. (Relative to their age)  |

## CURRICULUM PLANNING

|  | Requires support   | Developing  | Secure  | Mastered  |
|--|--|---|---|---|
| <b>Medium term planning</b>              | No clear medium-term plan.   | Medium term planning is generic and there is no conscious ordering of topics and sequencing of lessons. | Medium term planning ensures that learning is sequential with clear opportunities to build of prior learning.   | Medium term planning takes into account any requirements for repeated learning as well as adequate opportunity to reinforce and apply prior learning.         |
| <b>Learning outside of the classroom</b> | No trips or events are planned   | Trips and events are calendared but do not have strong link to learning                                 | Trips and events have clear and obvious links to the learning focus.  | Pupils can apply their learning within the trip/event. Pupils reflect and apply their experience in future learning   |
| <b>Daily planning</b>                    | Planning is task based and focuses more on reducing behaviours than positively engaging.     | Daily planning does not allow all adults to understand their role within the lesson.                    | Daily planning is shared with all adults and ensure that adults are clearly directed.   | Daily planning is personalised to students PLIs with reflections and adaptations from previous learning   |
| <b>Skill builders</b>                    | There is no evidence of skill builders within planning and tasks remain outcome based.       | The skill builder curriculum is either not evident in planning or takes over from PLIs.                 | Planning is based on students PLIs and tasks are used to practice the PLIs as frequently as possible. The skill builder curriculum is used as a vehicle to support this.            | Prior learning are drawn upon to create challenging and stimulating learning opportunities. These may also be informed by the skill builder curriculum model. |
| <b>Independence</b>                      | Limited opportunities for problem solving and independence.                                  | Planning ensures that problem solving, and independence is considered.                                  | Planning ensures that problem solving and developing independence part of the daily routine.  | Planning incorporates opportunities for students to problem solve including sabotage opportunities  |
| <b>Resources</b>                         | There are limited resources to support learning  | Resources are generically used with little evidence of personalisation.                                 | Resources are chosen to match the motivation and ability level of students.   | Resources are creative and adaptable to meet the individual needs of all students.  |
| <b>Reading</b>                           | Development of readers is not considered; pupils are not being encouraged to learn to read   | Reading is incorporated within the curriculum however it is not appropriate to the level of the pupils  | Pupils are accessing appropriate books and text for their phonics level. If they are prereaders this is differentiated to the pupils needs  | Pupils are accessing appropriate books, with effective use of story time, books that match pupils' phonics level,   |
| <b>World of work</b>                     | Careers and the world of work is not considered within the curriculum                        | Careers and world of work is anecdotally included with in themes  | Pupils have planned opportunities to learn about careers and world of work  | Pupils flight paths and aspirations are considered, and this is reflected in individualised planning for world of work and careers.                           |
| <b>RSE</b>                               | Planning does not consider the age and cognitive development. RSE is not taught consistently | RSE is delivered each week however the planning lacks significant adaptations for the range of pupils   | RSE is taught and reinforced throughout the week which is targeted depending on the cognitive and emotional development of pupils and whether or not it is age-appropriate content. | RSE is planned and embedded both discretely as a subject but reinforced in other curriculum areas.  |



### Progress conversation

| Focus  | Support required   | Developing   | Secure  | Mastered   |
|--|--|--|---|--|
| <b>Knowledge of pupil's stage and barriers</b> | Inaccurate or limited knowledge of pupil's ability and barriers    | Inconsistent knowledge of pupil's ability and barriers   | Good knowledge of pupil's ability and barriers  | In depth knowledge of pupil's ability and barriers   |
| <b>Pupil progress</b>                          | Pupils are not making progress                                     | Some pupils are making good progress   | Majority of pupils are making good or better progress   | All pupils are making good or better progress  |
| <b>Quantity of work</b>                        | There is insufficient quantity for the time of the year            | There are gaps in learning that cannot be evidencing in other ways.                              | The quantity of the work matches the time of the year.  | The quantity of the work exceeds the time of the year demonstrating maximum effort in class.   |
| <b>Pitch of learning</b>                       | The pitch is too hard or too easy for majority                     | The pitch is too hard or too easy for some of the pupils   | The pitch of the lesson matches the pupil's stages  | The pitch of the lesson matches pupils' needs and allows for appropriate challenge in a supportive way.  |
| <b>Quality of PLI observations</b>             | Observations are generic and are not recorded accurately           | Staff are consistently recording observations however they are not linked clearly to PLI targets | Staff consistently observe and accurately record observations using the agreed format   | Observations are very personalised with evidence of prior learning and progress.   |
| <b>Quantity of observations</b>                | The majority of observations are Wow moments                       | There is some evidence of PLI observations   | Each pupil has at least 4 PLI observations per PLI each half term   | All adults regularly capture observations with more than 4 per PLI per half term.  |
| <b>Adaptations</b>                             | There are no adaptations and the work provided is the same for all | Some pupils have adapted outcomes, but the resources are the same. Too many generic worksheets   | Activities are matched with the pupils' developmental stage and resources are adapted to ensure all are able to access the learning.  | Activities and resources are personalised and engaging to pupils. The activities lend themselves to stretch and challenge as well as support pupils who need extra guidance. |
| <b>Professional intervention targets</b>       | Staff do not know which pupils require specific intervention       | Pupils access opportunities to achieve professional targets e.g. Physio, SALT etc                | Planning factors in regular opportunities to complete professional targets.   | Professional targets are integrated into lots of planned and incidental learning   |
| <b>Tapestry</b>                                | Tapestry is used to celebrate wow moments only                     | Tapestry evidence is uploaded but needs developing to link to four strands of progress.          | Every child has 3 pieces of evidence for each PLI recording on Tapestry every half term. Tapestry evidence is linked to PLIs with clear comments about the progress being captured. | Tapestry is used to evidence progress and comments are explicitly linked to the four strands of progress: Prompting, Fluency, Maintenance and Generalisation.                |
| <b>Interventions</b>                           | There is no evidence of personalised intervention                  | Inconsistent/infrequent use of personalised intervention   | Good use of intervention  | Personalised learning for all students   |

### IRIS reflection - reading

|   | <b>Emerging</b>  | <b>Developing</b>   | <b>Secure</b>  | <b>Mastered</b>   |
|---|--|---|--|---|
| <b>Love of reading</b>                  | Pupils are disengaged in reading   | Pupils are showing some interest in certain books.  | Pupils have preferred books and are encouraged to read regularly   | Reading is an integral focus within the classroom, the environment support love of reading  |
| <b>Story time</b>                       | Pupils do not get access to story time   | Story time is timetabled however little connection to the rest of the curriculum                    | Story time is engaging and helps to bring a theme to life.   | Story time is engaging and helps to target pupil deficits. Pupils are encouraged to interact with the story.                        |
| <b>Book choices</b>                     | Books available to pupils are not picked to match their phonics knowledge.                         | Books are available for pupils to access but they are not pitched to the ability/interest of pupils | Books are matched to pupil phonics level and match pupils interests  | Story time books, SSP books and home learning books are all purposefully chosen to accelerate reading levels.                       |
| <b>Recognising letters and blending</b> | Adults do not provide structured opportunities to learn phonics                                    | Adults are using the systematic synthetic phonics program however this is not embedded.             | Adults use systematic synthetic programs and provide targeted support when a gap is identified.                          | Adults are all confident in using systematic synthetic programs and are able to adapt resources to support pupils access e.g., ICT. |
| <b>Language bank</b>                    | Adults do not model appropriate language and do not encourage pupil to extend their language bank  | Adults encourage pupils to use descriptive language by modelling.                                   | The learning environment supports pupils to read and access new and tricky words.  | Adults model language using a total communication approach including verbal modelling, AAC and Makaton.                             |
| <b>Staff subject knowledge</b>          | Adults are unclear about a pupil's reading stage, and they are not confident in supporting reading | Adults understand what pupils can read but are unable to know how to help pupils progress           | Adults use the synthetic phonics program to provide targeted reading sessions.   | Adults use synthetic phonics program and can assess when a pupil has secure knowledge.  |
| <b>Home reading</b>                     | Pupils have no access to home reading  | Pupils have access to home reading however it is not targeted to the pupil's phonics knowledge      | Pupils have regular access to one book that they can read to an adult and one book that the adult can read to the child. | Pupils have regular access to appropriate text that matches pupil's interest and ability.   |

### IRIS reflection - communication

|                                     | Emerging  | Developing  | Secure   | Mastered  |
|-------------------------------------|---|---|--|---|
| <b>Access to communication aids</b> | Pupils do not have access to any communication aids and are expected to rely only on verbal communication | Pupils have access to appropriate communication aids however do not use them effectively                    | Pupils have constant access to their preferred communication method and use them appropriately.  | Pupils have access to high quality resources to support communication. Pupils interact with others with their communication aids.   |
| <b>Intensive interaction</b>        | There are lots of missed opportunities for intensive interaction  | There are attempts to provide intensive interaction opportunities, but these are not meaningful             | Pupils and staff are tuned in to each other's voice, facial expression and body language and interactions are responsive                                   | There is sufficient time and attention given to effective intensive interactions with processing time and mutual enjoyment and communication.   |
| <b>Total communication</b>          | Staff do not model effective communication strategies   | Staff model appropriate interactions and language.  | Staff communicate with pupils with their preferred communication method  | Staff communicate with pupils with their preferred communication method and is also supported by effective signing and/or visuals.  |
| <b>Staff specialist knowledge</b>   | Staff have limited understanding about how to use PEC's, talkers and other AAC systems                    | Staff are able to support pupils with PEC's, talkers and other AAC systems however do not effectively model | Staff effectively model communication aids and understand what pupil's communication targets are.  | Staff have highly effective knowledge and skill which is used to support and develop pupil's communication skills.  |
| <b>Language</b>                     | Staff do not match their language or pace of speech with the ability of the pupils.                       | Staff use language that is age/need appropriate but do not model or correct language errors                 | Staff encourage increase in language banking and model tone/speed and synonyms.  | Staff understand what word level pupils are working at and use appropriate language and resources to expand their skills and knowledge  |
| <b>Total communication</b>          | Adults need support to communicate effectively with pupils.   | Staff try and support pupils with visual reminders as well as verbal ques.                                  | Adults are able to model and prompt appropriately to support students with basic signing, PEC's exchange and the use of other AAC devices including iPads. | Staff are skilled in using a range of communication aids and provide a total communication environment e.g., AAC devices, PECs, Makaton, Proloquo. Adults understand the principles and practice around the Elklan communication model. |
| <b>Transactional supports</b>       | Transactional supports are not provided.  | Adults have a basic understanding of transactional support.   | Adults are able to adapt transactional support to take in to account the individual needs of students.   | Transactional supports are personalised to the needs of individual students   |

## Moderation

|   | Emerging (1)   | Developing (2)  | Secure (3)   | Mastered (4)  |
|---|--|---|--|---|
| <b>Early English</b>                      | Internal moderation is Less than 75% agreed  | Internal moderation is between 75 - 85% agreed  | Internal moderation is 85 – 95% agreed.  | Internal moderation is 100% agreed.   |
| <b>Early Maths</b>                        | Internal moderation is Less than 75% agreed  | Internal moderation is between 75 - 85% agreed  | Internal moderation is 85 – 95% agreed.  | Internal moderation is 100% agreed.   |
| <b>Thinking skills</b>                    | Internal moderation is Less than 75% agreed  | Internal moderation is between 75 - 85% agreed  | Internal moderation is 85 – 95% agreed.  | Internal moderation is 100% agreed.   |
| <b>Communication</b>                      | Internal moderation is Less than 75% agreed  | Internal moderation is between 75 - 85% agreed  | Internal moderation is 85 – 95% agreed.  | Internal moderation is 100% agreed.   |
| <b>Annual reviews</b>                     | Annual review paper isn't submitted on time and there is insufficient evidence or detail | Annual review paperwork refers to professional reports however has insufficient detail. | Annual review paperwork shows detailed evidence of progress and next steps. Pupil voice is reflected in the paperwork. | Annual review paperwork is detailed and personalised. Pupils contribute in their own way to their review. Professional recommendations are built into the review. |
| <b>Care plans e.g., intimate, medical</b> | There are no care plans in place for those pupils that need them.                        | Care plans are written for those that need them however lack detail                     | Care plans are written in enough detail for all adults to use and follow. Parents have signed and agree                | Care plans are detailed and regularly reviewed and amended. Pupils and parents understand and agree.  |
| <b>PBS charts</b>                         | Those pupils who need PBS charts do not have them in place                               | Pupils who need them have PBS charts put they are not consistently referred to.         | Pupils have PBS charts and tracker charts are used effectively to look for trends/patterns                             | PBS plans are detailed and regularly reviewed and amended. Green part is reflected in curriculum planning.  |
| <b>Risk assessments</b>                   | There are risk assessments in place for those pupils that need them                      | Risk assessments are written for those that need them however lack detail.              | Risk assessments are written in enough detail for all adults to use and follow. Parents have signed and agree          | Risk assessments are detailed and regularly reviewed and amended. Pupils and parents understand and agree.  |
| <b>Communication with parents</b>         | There are concerns are effective communication with parents                              | Parents are communicated to effectively and this is recorded on behaviour watch         | There is effective communicated with parents which is adapted to parental preference                                   | Communication between home and school is a strength. Parents feel informed and have high quality regular communication.   |
| <b>End of year reports</b>                | End of year reports are not completed in time  | End of year reports lack detail and are not very personalised                           | End of year reports are detailed and positive, with clear next steps   | End of year reports reflect the pupils journey and character including focused next steps.  |



### LESSON OBSERVATION

|                             |                  |                          |
|-----------------------------|------------------|--------------------------|
| <b>Teacher:</b>             | <b>Observer:</b> | <b>Date and time:</b>    |
| <b>Year group:</b>          | <b>Subject:</b>  | <b>Number of pupils:</b> |
| <b>Teaching assistants:</b> |                  |                          |
| <b>Focus:</b>               | <b>Context:</b>  |                          |

| RAG rate<br>Emerging,<br>Developing,<br>Secure,<br>Mastered | Additional comments |
|---|---------------------|
| Learning environment  |                     |
| Specialist knowledge  |                     |
| Behaviour and attitudes                                     |                     |

|                              |
|------------------------------|
| <u>What went well:</u>       |
| <u>Missed opportunities:</u> |
| <u>Next steps agreed:</u>    |

## STAFF DRESS CODE

Clothing should be neat, clean and suitable for the tasks to be carried out. It should not restrict movement nor should it prevent a task from being undertaken with dignity.

Inappropriate clothing which must not be worn includes (but is not restricted to):

- a) Blue denim jeans and shirts (black denim can be worn however must not have rips)
  - b) Short dresses or skirts
  - c) T shirts or sweatshirts with large or inappropriate slogans
  - d) Low necklines
  - e) Strappy tops with bare shoulders
  - f) Shorts (if weather is very hot then chino style shorts can be worn but must be of an appropriate length)
  - g) Sports clothes such as track suits unless for PE
  - h) Hats
  - i) Tattoos should be covered
- Shoes should be of sufficient strength and stability to enable the wearer to carry out tasks safely. Stiletto heels, sling backs and open toes will present significant risks in classroom situations. Leisure shoes such as flip flops are considered to be inappropriate.
- Jewellery should be conservative. There should be no visible body piercing and studs other than pierced ears. In the event that a member of staff already has body piercing they will be asked to either take it out or if this isn't possible they will need to complete a liability waiver so that in the event of injury due to wearing the body piercing there will be no school liability. Jewellery should not present a risk to the wearer e.g. strong chains or drop earrings that could be grabbed and pulled by children. Sharp items such as rings and brooches should be avoided as they may present a risk to children during lifting and handling or when carrying out personal care routines.

## STAFF CODE OF CONDUCT – SCHOOL VALUES

We encourage our students to develop the school values and therefore should aim to model these values as adults with students and with colleagues and other adults.

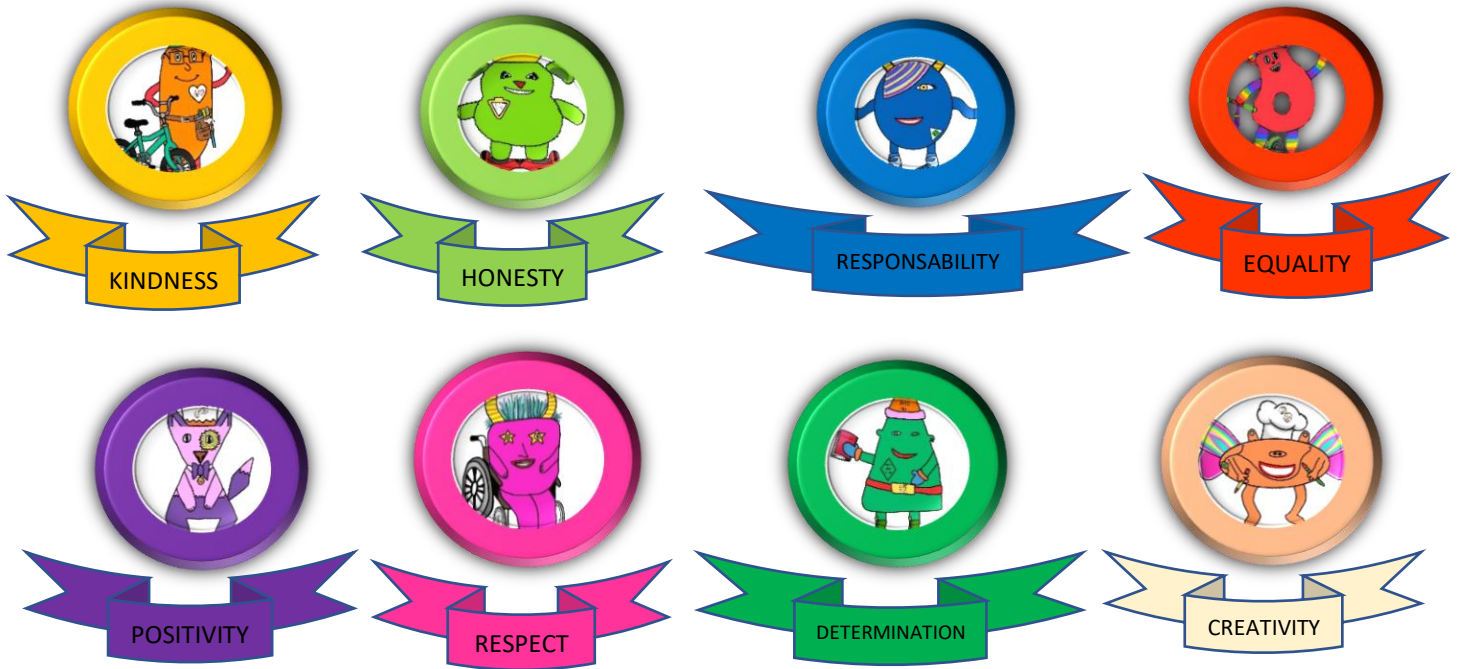
|                       | <b>Conduct with students</b>  | <b>Conduct with staff/parents</b>  |
|-----------------------|---|--|
| <b>Kindness</b>       | <ul style="list-style-type: none"> <li>• Have open and warm body language and expressions.</li> <li>• Use kind language that shows the student that you value them regardless of the behaviour they may present with.</li> </ul>  | <ul style="list-style-type: none"> <li>• Model care for the environment and each other</li> <li>• Professionally support others</li> <li>• Say please and thank you, it makes a difference.</li> </ul>   |
| <b>Positivity</b>     | <ul style="list-style-type: none"> <li>• Use positive language</li> <li>• Have a fresh approach every day.</li> <li>• Use appropriate level of humour matched with student’s emotional and social understanding.</li> </ul>   | <ul style="list-style-type: none"> <li>• Provide positive regard for staff each day regardless of personal opinion and previous events.</li> <li>• Be open to constructive criticism, listen and reflect.</li> <li>• Embrace change and development.</li> <li>• Parents need to have non-judgemental professional, feedback.</li> <li>• Always be positive about colleagues when speaking with parents</li> </ul>  |
| <b>Creativity</b>     | <ul style="list-style-type: none"> <li>• Have solution focused approached when a challenge presents its self</li> <li>• Be expressive with students through creative activities and the way in which we address situations.</li> </ul>  | <ul style="list-style-type: none"> <li>• Share possible solutions to problems rather than focusing on the problem itself.</li> <li>• Think outside of the box, don’t just do something because we have always done it like that.</li> </ul>  |
| <b>Responsibility</b> | <ul style="list-style-type: none"> <li>• Ensure students are suitable supervised at all times</li> <li>• Ensure that students are kept safe at all times</li> <li>• Ensure that students personal details are kept confidential</li> <li>• Student consequences need to be reasonable, proportionate and necessary in line with the students development and emotional regulation and should aim to be as soon after the undesirable behaviour</li> </ul> | <ul style="list-style-type: none"> <li>• Actively listen to colleagues and take staff’s point of view on board.</li> <li>• Have collectively responsibility for our school, it is all of us rather than a few.</li> <li>• Use your time effectively to maximise productivity.</li> <li>• Create a positive and respectful representation of the school</li> <li>• Parents need to be informed as soon as possible to feedback on any consequence.</li> </ul> |
| <b>Respect</b>        | <ul style="list-style-type: none"> <li>• Regardless of students level of understanding students should not be spoken about to other staff with any students present.</li> <li>• Ensure students dignity is retained in all cases.</li> <li>• Students should feel listened to and should be allowed to give feedback to staff.</li> <li>• Students should be treated with the same respect as you would your own child</li> </ul>                         | <ul style="list-style-type: none"> <li>• Treat others as you would like be treat.</li> <li>• Respect opinions of all staff.</li> <li>• Have appropriate professional boundaries with staff.</li> <li>• Only borrow what you have sought consent for and ensure it is kept safe and returned.</li> <li>• Give constructive feedback at appropriate times.</li> </ul>  |
| <b>Determination</b>  | <ul style="list-style-type: none"> <li>• Never give up on a child</li> </ul>  | <ul style="list-style-type: none"> <li>• Be conscientious and committed to school improvement</li> <li>• Be open to professional development.</li> </ul>   |

|                 |   |  |
|-----------------|---|--|
|                 | <ul style="list-style-type: none"> <li>• Encourage students to be resilient and show persistence, give them space and time to try again.</li> </ul>   | <ul style="list-style-type: none"> <li>• Be a reflective practitioner with commitment to continually improve.</li> </ul>   |
| <b>Equality</b> | <ul style="list-style-type: none"> <li>• Students should be provided with the same opportunities as others.</li> <li>• Students should be involved in choices and decisions where possible. They should be given methods of communication and time to process.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand our own emotional position and recognise whether someone needs support to emotionally regulate.</li> <li>• Contract with your team, agree on how we wish to be treated.</li> <li>• There should be no judgment about someone's preferences.</li> </ul> |
| <b>Honesty</b>  | <ul style="list-style-type: none"> <li>• Acknowledge and admit mistakes in front of students where appropriate.</li> <li>• Stay true to your word.</li> <li>• Model your emotional responses and label them.</li> </ul>   | <ul style="list-style-type: none"> <li>• Any professional challenge should be encouraged but should be sensitively and appropriate.</li> <li>• Have integrity and behave in a way as if someone is watching.</li> <li>• Be open about what support works for you.</li> </ul>                               |



## STUDENT REWARD SYSTEM

We have a collective set of 8 values and students have created eight characters to represent these school values. Students can receive stickers and postcards home if they demonstrate one of these core values.



As a school we are committed to personalising the experience for each child therefore consciously choose to not have a standard rewards and sanctions policy as the students in our school all respond to motivators and consequence in different ways. For us, the focus is on teaching positive responses and this can only be done on an individual basis. Each class teacher takes ownership of their class reward system and this varies class to class.

We are clear on our expectations around school and in each class there is visual representation as to what is expected, this can be in the form of a collective set of class expectations or in the form of visual symbols depending on the needs of the students. Staff encourage and role model positive interactions at all times.

## The School's Values - Semi-formal Pathway

| HONESTY   | RESPECT   | DETERMINATION   | POSITIVITY   |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>• Telling /showing others things that have happened</li> <li>• Helping to show people where things are</li> <li>• Talking / communicating about your feelings</li> </ul>   | <ul style="list-style-type: none"> <li>• Respecting the environment</li> <li>• Picking up litter, using the bin</li> <li>• Holding doors open</li> <li>• Tidying up</li> <li>• Looking after your own belongings</li> <li>• Following behaviour strategies</li> <li>• Understanding some things are private</li> <li>• Listening to adults and following instructions</li> <li>• Waiting your turn</li> <li>• Being quiet when you need to</li> </ul> | <ul style="list-style-type: none"> <li>• Having another go at tasks you have found difficult</li> <li>• Trying to do things even when they're hard</li> <li>• Trying to solve a problem</li> <li>• Trying to find things</li> <li>• Keep going when things are difficult</li> </ul>   | <ul style="list-style-type: none"> <li>• Initiating activities, interactions and communications</li> <li>• Smiling and laughing</li> <li>• Trying new things</li> <li>• Trying again</li> <li>• Joining in with the group</li> </ul>                                     |
| EQUALITY  | CREATIVITY  | RESPONSIBILITY  | KINDNESS   |
| <ul style="list-style-type: none"> <li>• Taking part in events with the rest of the school community</li> <li>• Gaining qualifications/certificates through accreditation schemes</li> <li>• Allowing other people to have a turn</li> <li>• Gaining access to opportunities that are presented</li> <li>• Take part in school council discussion</li> <li>• Accessing the community</li> </ul> | <ul style="list-style-type: none"> <li>• Offering ideas</li> <li>• Having different thoughts</li> <li>• Trying to solve problems</li> <li>• Trying to do things your own way</li> <li>• Expressing your emotions</li> <li>• Acting out a role</li> <li>• Using items to represent real-life objects.</li> </ul>   | <ul style="list-style-type: none"> <li>• Taking part in student leadership through the school council</li> <li>• Tidying up the classroom and other parts of the school</li> <li>• Doing helpful jobs for others</li> <li>• Looking after your own belongings</li> <li>• Moving around the school reliably, returning to your classroom.</li> </ul> | <ul style="list-style-type: none"> <li>• Sharing your things</li> <li>• Giving things to others</li> <li>• Offering others to join in with a game</li> <li>• Showing good manners</li> <li>• Doing things to help other people</li> <li>• Playing with others</li> </ul> |

## **STUDENT OBSERVATION FEEDBACK**

Minimum Expectation: 1 observation for each PLI per week. 4 observations for each learner per week.

Observation recording method:

**Student name and date**, PLI number

Context – what the activity was, where it was taking place.

Observation – what the learner actually did – in relation to their PLI

Support – clarify the level of support given to the learner using the agreed code. GH /SH/ PH etc.

Staff initials. This is needed to help the teacher judge generalisation scores.

### **Tapestry expectations**

The purpose of uploading PLI evidence is to show progress therefore it is important that it is recorded correctly. The evidence uploaded will be moderated by peers and SMT, and looked at in detail during progress discussions. The minimum expectation is 8 pieces of evidence for each student in each 6/7 week term.

The heading must include the PLI number and title e.g.






PLI1 Communication

PLI2 Thinking Skills

PLI3 EHCP priority / Independence / Engagement

There must be a clear written description of context, what the learner actually did, and the amount of support provided by staff. Write it was done independently if it was (same as expected for post-its /observations). This must be added to accompany photos, videos, audio clips.

The support phrases we use are as follows;

-  Sensory experience
-  Physical help – eg hand over hand
-  Spoken /signed help –eg verbal prompting
-  Gestural help – eg pointing, gesturing
-  No help – independent (can include visuals)

## **Educational Health Care plans (EHCP's)**

Every child who attends St Christopher's has an EHCP. Teachers are expected to ensure that the below annual review process is followed within the statutory time frames:

1. Ensure that they know when the annual review date has been set at the beginning of the year so that any changes to targets or provision has sufficient evidence prior to the annual review.
2. The admin team will invite parents/carers. It is up to teachers to know which professionals are working with a child in their class and they should make contact with the professionals well in advance to ensure that they are able to attend.
3. Ensure that prior to the annual review that any new evidence such a professional report or new diagnosis is available to discuss prior to the annual review date.
4. If the teacher feels there needs to be a change to provision or placement of a child they should ensure that a member of the leadership team is aware and can support with the process, this includes any band discrepancies.
5. Seek the view of the students in whichever way is appropriate to the age and ability of the student.
6. Once the annual review has been completed, the paper work including any new evidence should be emailed to the STC reviews email within a week of the annual review taking place.
7. The admin team will ensure that this information is sent to the local authority SEND team.

## HOME LEARNING POLICY

St Christopher's School believe that Home Learning is important because:

- It gives pupils time to consolidate what they have learnt in the week
- Develops their independent skills and organisational skills
- Develops good learning habits for when they are older
- Provides parents with more of an insight into the work their son/daughter is doing in school
- It encourages pupils to value and celebrate their learning.
- The majority of pupils are keen to do home learning and to be rewarded for their efforts

### PARENTAL VIEWS

A recent home-learning questionnaire has shown that parents overwhelmingly support home learning, although St Christopher's School does recognise that for some students the idea of doing school work at home can either cause anxiety or in some cases conflict. If this is the case, the school is happy to work with parents to agree what is best for their child.

#### Parent/student expectations:

As a special school we recognise that students often find it difficult to understand the concept of home learning and therefore any work that is provided will be to support parents in engaging their child and should not be a cause of stress or tension in the home, if this is the case parents should speak with teachers who will be able to advise.

A lot of special school students require adult support for their learning and we recognise that this may difficult for parents/families due to other commitments or under confidence in supporting learning. Therefore, our aim is to provide activities and videos that are easy to access and have parent guidance.

Unlike main stream schools where timetables can be set up for students to access learning, we understand that readiness for learning is a key part of successful learning and engagement for our students and so we work with parents to provide a wide range of resources that address the curriculum areas or skill deficits and allow the parents to assess when is the best time for that learning to take place.

In the majority of cases the completion of any work is sent to the teacher as a photo/comment on Tapestry. We encourage the students to self-mark where they can as this is the most effective way to understand where mistakes have been made.

In all cases we have created a recommended frequency however if your child would like to do more, then the teacher is able to provide more resources to support this.

### SEMI-FORMAL PATHWAY

For students on the semi-formal pathway, learning both in school and at home is built around the Personalised Learning Intentions (PLIs). PLIs are written in partnership with parents and are often designed to support in the addressing of needs that are present in both the school and home environment. With this in mind, we do not set home learning tasks for students on this pathway as a part of their universal offer. We do however use tapestry as a means of communicating with parents about what school are doing to work on students PLIs, this also gives us a platform for suggesting ways that the students can continue to generalise their work in the home environment. We also encourage parents to post their own examples of what the students are doing when they are not in school.

In the case that a parent requests some home learning for specific skills that a student is developing, or a teacher identifies that a student could benefit from some additional opportunities to practice new skills eg. early phonics awareness, then the teacher will work with the parents to establish some suitable home learning for that individual student.

## INDIVIDUAL SUPPORT MEETING (ISM)

We have internal systems that support any concerns with a students. Our safeguarding procedures should always be followed in a timely manner as it is everyone's responsibility to be vigilant and keep children safe.

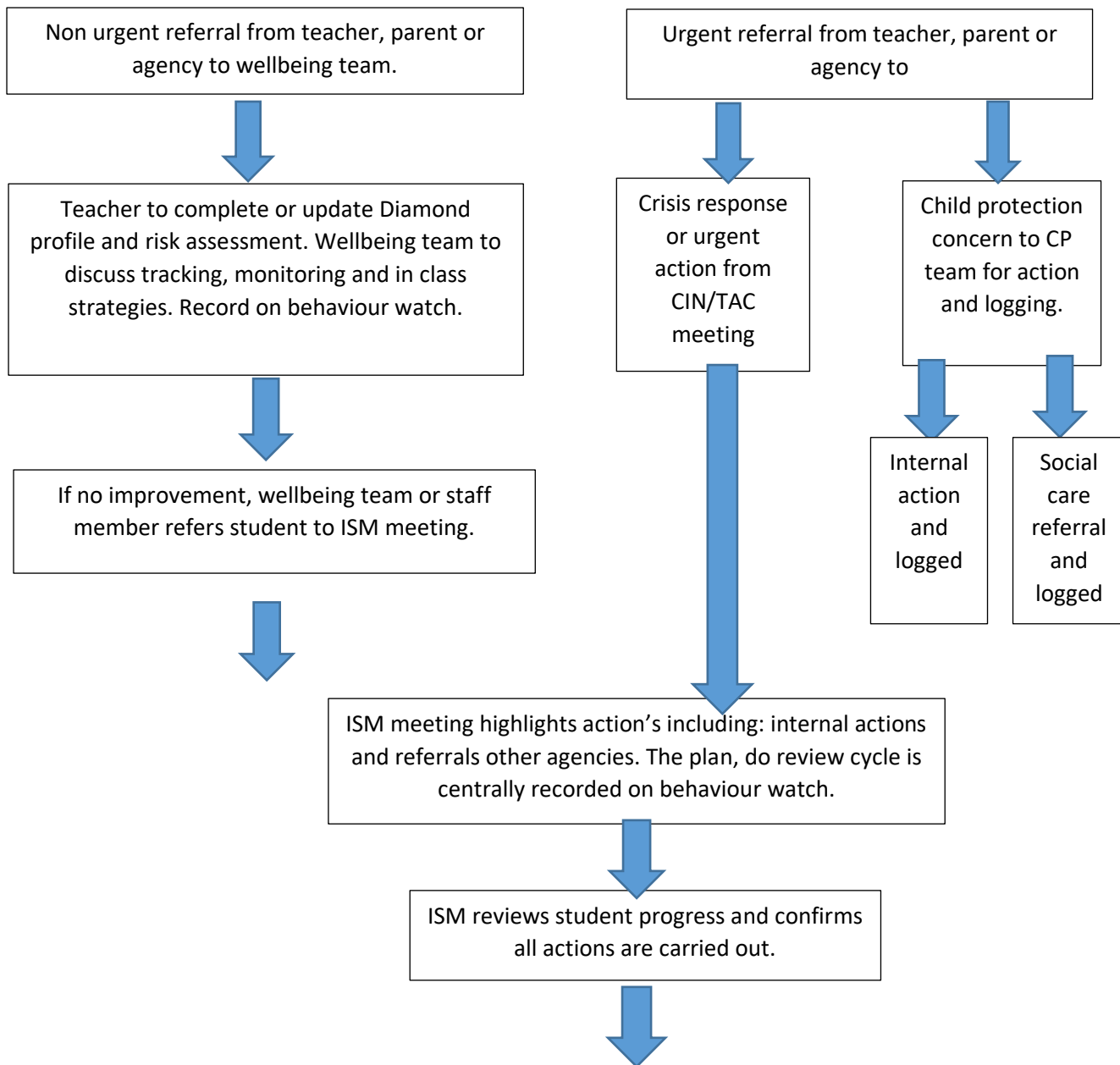
In addition we use behaviour watch to record any communication regarding a student.

We also have range model that guides staff in what support systems are available within school this includes our individual support meeting referral system (ISM) – see below.

### Aim:

The aim of ISM is to provide a single central meeting at leadership level to carry out clear plan, do review cycles for students who are on the provision map.

See process below:



|   |  |          |   |   |
|---|--|----------|---|---|
| <p><b>Supporting students' progress</b></p> <p>Progress data and information visible on the wall.</p> <p>Clear visual signs for classroom expectations.</p> <p>Reward board or equivalent system</p> <p>Visualised timetable/personalised where needed</p> <p>Best work board to celebrate progress.</p> <p>Differentiated planned activities to support and challenge.</p> <p>Supportive strategies for transitions.</p> | <p>Significant repeated physical harm to others.<br/>Significant repeated verbal and physical conflicts.<br/>Persistent and significant targeting of students.<br/>Challenging behaviours that stop learning.<br/>Significant attempts to abscond off site/in community<br/><i>Persistent absence over long periods of time</i></p>  | <p>5</p> | <p>Discussion with county about consults for change of placement.<br/><i>Attendance warning letter then fixed penalty fine and PACE interview</i></p>   | <p><b>Supporting students welfare</b></p> <p>Staff will continuously monitor all student's welfare and attendance and discuss with senior leaders if they have any concerns.</p> <p>Staff will build strong links with all parents/carers and provide regular informal and formal feedback.</p> <p>Staff will be vigilant to signs of any safeguarding issues and will follow school safeguarding procedures.</p> |
|   | <p>Targeting of students is evident.<br/>Escalating behaviours requiring positive handling.<br/>Not accessing the classroom setting for nearly all lessons.<br/><i>Refusing to attend school very frequently</i></p>   | <p>4</p> | <p>Requesting early annual review<br/>Multiagency team meeting<br/>Sensory assessment<br/>Referral CAHMs<br/>Referral to Education Psychologist<br/><i>Flexi school agreement</i></p>   |   |
|   | <p>Not accessing the classroom for more than 50% of week<br/>Socially isolated through choice or behaviour.<br/>Unable to self-regulate and spends a long time in recovery<br/>Emotional instability including signs of high anxiety.<br/>Behaviour is effecting progress in lessons<br/>Challenging behaviours at home<br/>Inappropriate social behaviours displayed.<br/><br/><i>Attendance is less than 75% which is not medical related.</i></p> | <p>3</p> | <p>1:1 intervention<br/>Team around the child/ Early help assessment<br/>Referral to counselling<br/>Consider move to different class/teacher.<br/>Bauxall profile/MEP/brief functional assessment<br/>Access to alternative learning space.<br/>Re – referral to ISM<br/>Parental course offered.<br/><i>Home/school attendance contract with senior team.</i></p>   |   |
|   | <p>Refusing to engage in activities.<br/>Disruptive behaviours in lessons.<br/>Leaves classroom regularly without permission<br/>Actively avoids learning.<br/>Becomes frustrated regularly and lashes out<br/>Struggles to self-regulate<br/>Shows signs of anxiety with unknown triggers.<br/><i>Attendance drops below 85% with no block absence.</i></p>   | <p>2</p> | <p>Social stories<br/>Reward chart<br/>Home school diary<br/>Check hearing/sight/speech or other physical barriers<br/>Organise for solution circle.<br/>SCERT's target setting<br/>Referral to ISM<br/>Online counselling offered<br/>Risk assessment<br/>Access to reflection space.<br/>Wellbeing lead/Teacher to invite parents in to discuss.<br/><i>Assistant head teacher to meet with parents to discuss low attendance</i></p> |   |
|   | <p>Unable to concentrate and remain engaged.<br/>Unable to follow basic classroom expectations<br/>Reluctance to work<br/>Low level disruption.<br/>Verbal conflict with peers<br/>Low mood over a number of weeks<br/><i>Attendance drops below 90 with no block absence.</i></p>   | <p>1</p> | <p>Chunked activities<br/>Nonverbal symbols<br/>Visual timers/ Now and next cards<br/>Reflection sheets<br/>Change of seating plan.<br/>Diamond profile written.<br/>Provide a buddy/ Circle of friends<br/>Teacher to phone and raise concerns with parents.<br/><i>Teacher to ring home instead of reception to query absence.</i></p>  |   |
|   |  |          |   |   |





