



FORMAL PATHWAY HANDBOOK



Lincoln St Christopher's School academic calendar

2022 to 2023

Sep 2022						
M	T	W	T	F	S	S
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Feb 2023						
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Mar 2023						
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Apr 2023						
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May 2023						
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Jun 2023						
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Jul 2023						
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Aug 2023						
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	Holiday
	Bank Holiday
	Staff Training Day
	Twilights

PERFORMANCE MANAGEMENT AND PROFESSIONAL DEVELOPMENT

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

	KA																										
	HR				SM					LA						NM				GT	ST	AP					
Teacher	CB SK ES	SB	JN	TM	JE	LW	EP	DM	KB	EC	AW	AC	PCT	ER	NW	NC	CK	SN	AHS	HC	MM		HS CS JW AR 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

Whole school roles and responsibilities 2022 - 2023

	<p>Head teacher</p> <p>Kyna Adkins</p>
<ul style="list-style-type: none"> ➤ Ensure that all aspects of school performance are monitored and evaluated ➤ Regularly report to and governing body ➤ Ensure the effective use of school resource including regular tracking and monitoring of school fund. ➤ Oversee the consult processes for prospective pupils ➤ Develop opportunities to work collaboratively with other schools. ➤ Monitor and review the standards of teaching and learning in the school including challenging underperformance ➤ Ensure that the progress of pupils in the school are monitored, recorded and reported. ➤ Ensure staff have appropriate professional development including overseeing staff appraisal. ➤ Lead on the selection and appointment of staff ➤ Designated Safeguarding officer for the school ➤ Ensure effective systems and processes are in place to safeguard all staff and students within the school ➤ Oversee staff absence including supporting staff welfare. ➤ Ensure all school policies are up to date and adhered to. ➤ Line manage the Assistant Head teachers. 	

 <p>Assistant Head teacher/Lower school</p> <p>Helen Reed</p>	 <p>Assistant Head teacher/Upper school</p> <p>Niall McCordick</p>
<ul style="list-style-type: none"> ➤ Deputy safeguarding lead and designated safeguarding lead. ➤ Oversee the lower school transition of new students ➤ Oversee the lower school curriculum including EYFS ➤ Oversee the provision for RSE across the curriculum. ➤ Quality assure teaching and learning of lower school. ➤ Strategically lead on the EYFS, KS1/2 phonics assessments ➤ Oversee the quality and process of annual reviews within lower school ➤ Track and monitor attendance and behaviour in the lower school ➤ Line manage the lower school wellbeing lead ➤ Designated LAC teacher for lower school ➤ Organise staff cover, liaising with supply agencies and overseeing the supply budget ➤ Lead on home school transport, liaising with the county and service provider to ensure the safe transportation of students to and from school. 	<ul style="list-style-type: none"> ➤ Designated safeguarding lead ➤ Oversee the upper school transition of new students ➤ Oversee the upper school curriculum including post 16 provision. ➤ Oversee the provision of careers across the curriculum ➤ Quality assure teaching and learning of upper school. ➤ Strategically lead on KS4 and 5 accreditation ➤ Oversee the quality and process of annual reviews within upper school ➤ Track and monitor attendance and behaviour in the upper school ➤ Line manage the upper school wellbeing lead ➤ Designated LAC teacher for upper school. ➤ Organise staff cover, liaising with supply agencies and overseeing the supply budget. ➤ Lead on home school transport, liaising with the county and service provider to ensure the safe transportation of students to and from school. ➤

 <p style="text-align: center;">Wellbeing team leader Lower school Chloe Bowness</p>	 <p style="text-align: center;">Wellbeing team leader Upper school Holly Strachan</p>	<p style="text-align: center;">Alternative provision leader</p> <p style="text-align: center;">Chloe Severn</p>
<ul style="list-style-type: none"> ● Work alongside lower school Assistant head teacher to support students with their social, emotional and mental health needs. ● Work alongside the lower school Assistant head teacher to track and monitor lower school student attendance. ● To support staff through student observations and assessments and provide strategies to staff. ● Support students new to school through an effective transition plan. ● Monitor behaviour watch incidents for the allocated caseload and incidents of positive handling. ● Creating and supporting the implementation of individual behaviour support plans such as arousal curve documents, crisis behaviour support plans etc. for higher profile lower school students. ● Oversee the support provided with identified looked after children includes: collate information regarding school progress and attending EPEP meeting. Attending LAC meetings and liaising with social care/carers and supporting effective use of LAC spending. ● Liaising with other involved professionals to support multi-agency working including attending specific CIN/ESCO meetings, completing EHA process with parents and leading TACs when required. ● Be a designated safeguarding lead. ● Provide support to students in crisis (resulting in positive handling support) including being on call with in the on call rota. ● Build positive relationships between home and school, supporting parent/carers and signposting them to relevant services. 	<ul style="list-style-type: none"> ● Work alongside upper school Assistant head teacher to support students with their social, emotional and mental health needs. ● Work alongside the lower school Assistant head teacher to track and monitor lower school student attendance. ● To support staff through student observations and assessments and provide strategies to staff. ● Support students new to school through an effective transition plan. ● Monitor behaviour watch incidents for the allocated caseload and incidents of positive handling. ● Creating and supporting the implementation of individual behaviour support plans such as arousal curve documents, crisis behaviour support plans etc. for higher profile upper school students. ● Oversee the support provided with identified looked after children includes: collate information regarding school progress and attending EPEP meeting. Attending LAC meetings and liaising with social care/carers and supporting effective use of LAC spending. ● Liaising with other involved professionals to support multi-agency working including attending specific CIN/ESCO meetings, completing EHA process with parents and leading TACs when required. ● Be a designated safeguarding lead. ● Provide support to students in crisis (resulting in positive handling support) including being on call with in the on call rota. ● Build positive relationships between home and school, supporting parent/carers and signposting them to relevant services. 	<ul style="list-style-type: none"> ● Work along side assistant heads to identify pupils who require specific programs of learning. ● To develop bespoke programs in and out of school for identified pupils ● To track and monitor the progress of pupils who access an alternative provision model. ● To be the lead on external community access ● To work with teachers and parents to ensure that risk assessments and other documents are communicated and clear ● To review the impact of alternative provision on individual pupils and cohorts. ● To build networks with the local community to provide opportunities for pupils. ● Provide support to students in crisis (resulting in positive handling support) including being on call with in the on call rota ● To attend ISM and wellbeing meetings to strategically monitor and analyse pupils progress. ● Liaise with staff to ensure effective communication.

Curriculum leaders

Name	Role	Photo	Responsibilities
Lyn Ayscough	Upper school Formal and semi formal lead		<ul style="list-style-type: none"> • Line manage subject leads within Formal and Semi formal (Upper school) • Quality assure learning within Formal and Semi formal classes • Track and monitor progress of pupils within Formal and Semi formal pathways (Upper school) • Monitor and evaluate the curriculum offer for Formal and Semi Formal within upper school.
Sinead Mannion	Upper school semi formal and Informal curriculum lead		<ul style="list-style-type: none"> • Line manage subject leads within Informal and semi formal • Quality assure learning within Informal and Semi formal classes • Track and monitor progress of pupils within Informal and Semi formal pathways (Upper school) • Monitor and evaluate the curriculum offer for Informal and Semi Formal within upper school.

Name	Role	Photo	Responsibilities
George Tucker	Work force development lead		<ul style="list-style-type: none"> • Lead on professional development within school • Lead parent engagement and training
Sara Taylor	Reading lead		<ul style="list-style-type: none"> • Lead of the reading priority across the school.

Subject leads

Name	Subject
Exams coordinator	Alex Hall Smith
Pre formal	Jessica Newcombe
Early English	Di McGill
	Michelle MCourttonn
Maths/problem solving	Natalie Crowther
	Toni Malone
STEM/ world around me	Paula Carolan Temple
	Leanne Whitehead
Keeping safe (inc. RSE)	Alice Webster
	Emma Castle
Preparing for adulthood/Independence	Adam Clayton
	Siobhan Newton
Careers	Paula Carolan Temple
E-SMSC	Heather Cole
Keeping healthy	Ed Roberts
	Nora Watson
Play and leisure	Kaya Bennett
	Siobhan Boyle
Creativity	Emily Price
	Jill Evans

Roles and responsibilities:

- To oversee long term plan of subject including mapping out where trips/events happen
- To ensure that the skill builders are being delivered
- To ensure that there are sufficient adaptations to the curriculum to ensure all pupils can access
- To coordinate any trips/events for the subject
- To support sharing of good practice and resources
- To review the curriculum and make necessary adjustments

<p style="text-align: center;"><u>IT & Communications Manager</u></p> 	<p style="text-align: center;">Business Manager</p> 	<p style="text-align: center;">Site manager</p>
<ul style="list-style-type: none"> • Monitor and support the IT and communications infrastructure. • Plan future development of the IT and communications infrastructure. • Responsibility for the IT and communications budget with the school business manager. • Monitor, maintain, service and install hardware and software systems. • Liaise with outside agencies to support delivery of IT and communications. • Design, develop and maintain school websites and school social networking sites. • Support in the development and maintenance of systems within school using IT. • Ensure safety standards are understood and met by staff and students. Carry out risk assessments. • Ensure procedures are in place to safeguard against system abuse or malfunction. • Ensure GDPR requirements are adhered to. • Overall responsibility for asset management. • Provide an IT helpdesk service. 	<ul style="list-style-type: none"> • Work with Head teacher to create the 5 year plan. • Budget report to governors • Oversee budget accelerator. • Track and monitor individual budgets including government grants. • Update and review finance related policies • Write/amend policy and oversee applications for 16 – 19 bursaries • Attend monthly leadership finance meetings. • Manage all school contracts including utilities, supply invoices • Line management of kitchen and site staff. • Line management of admin team. • Support Head teacher with significant HR issues. 	<ul style="list-style-type: none"> • To be responsible for the security and safety of the premises and its contents including regular checking and testing of the fire alarm warning system • Regular checking and recording the condition and safety of tools and equipment. • To be responsible for energy management. • To manage and order a small repairs and maintenance budget. • To ensure that adequate supplies of caretaking stores are maintained and records kept. To receive deliveries of stores, materials and other goods delivered to the school and arrange storage • To carry out minor repairs and where necessary report to the appropriate officer those which require the attention of outside contractors. • To supervise the work of assistant caretaker(s) and/or cleaners and make out claim forms where required.



Susan Turner
Senior administrator – Human resource



Amanda McFadden
Receptionist



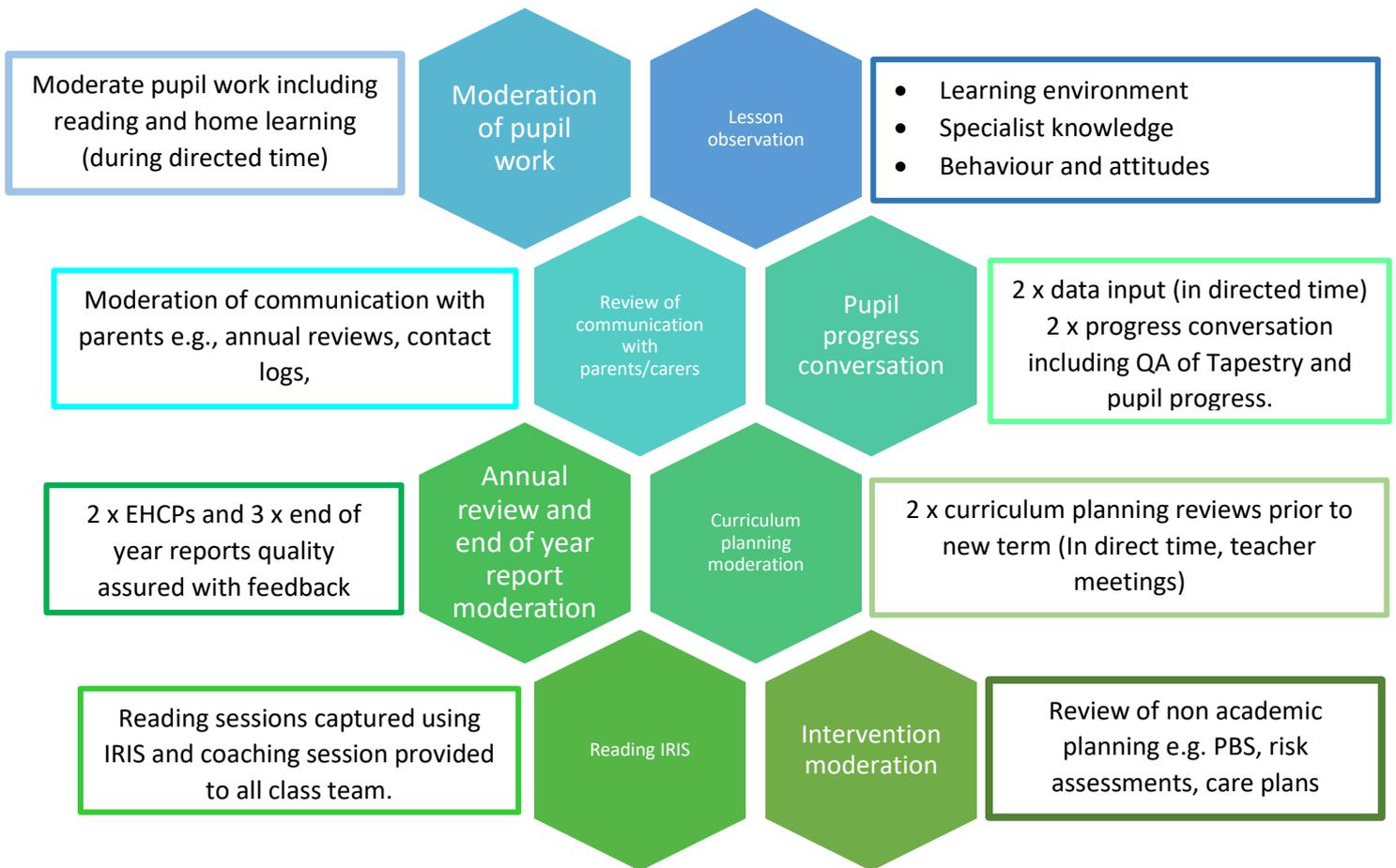
Toinetta Burns
Senior Administrator - Finance

- Administration of staff sickness and absence.
- Administration of new staff, staff leavers and contract changes.
- Provide administrative support for SLT on recruitment of staff including safer recruitment checks.
- Oversee the single central register
- Update Agresso, LCC & Integris
- Check payroll report to ensure staff pay is correct.
- Liaise with staff & LCC on any issues on pay/contracts
- Update the census, which is three times a year.
- Organise the year end.
- Adding new pupil information, moving pupils to former roll
- Create the school newsletters
- Online management of annual reviews.
- Support receptionist with duties when needed.
- Provide administrative support to SLT

- School first point of contact overseeing reception phone, visitors, supply staff.
- Student pupil registers, student absence including supporting Assistant Head to track student absence.
- Oversee parent mail, proof reading and sending out letters to parents including parents evening appointments.
- General up keep of reception area including distribution of stock from admin area.
- Check external orders and oversee school post.
- Organise school archiving.
- Receive, check and log all cash for trips, lunches (including parent mail).
- Organising parent evening appointments.
- Keeping data up to date, incl. Integris and pupil folders, sending out update forms.
- Send out invites to parents and professionals for annual reviews.
- Provide administrative support to SLT

- Oversee imprest/petty cash
- Organise any virements or journals.
- Create purchase order and approve payments of invoices including P card.
- Ensure charges are raised for any income including monitoring sickness insurance.
- Support with morning absence line.
- Provide administrative support to SLT
- Oversee and monitor school fund
- Monitor delegated budgets.
- Attend monthly leadership finance meetings.
- Lead the school fund raising team.
- Check and process staff timesheets.
- Administers all procurement cards.
- Provide support for Business manager

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
Visuals and communication.	No visual class timetable available Makaton not practiced.	A simple whole class timetable of daily events is displayed. Makaton is practised.	Visual systems are in place for the whole class and some individuals. Makaton is practised and used regularly by most.	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. Makaton is used functionally as required.
Use of space and seating plan	There are no zones within the classroom. The layout and seating arrangement do not consider the individual needs of the pupils.	The room may have some different spaces which hold a permanent purpose, e.g. a book area, but these are not multi-purpose areas. Pupils are grouped but there is no specific seating plan.	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. Pupils are grouped and a seating plan is in place to ensure effective learning and paired/grouped work.	Spaces are used thoughtfully and sympathetically to support students emotional, physical and sensory needs. Pupils work in a variety of groups, pairs and individually and a seating plan is in place to maximise opportunities for student leadership.
Independence	Resources are not organised or labelled.	Resources are labelled and organised, but pupils are not able to access or select these for themselves.	Resources are labelled and organised; pupils are encouraged to be independent in using them.	Resources are accessibly labelled and organised and the adults facilitate so that pupils can own, select and maintain the resources.
Emotional wellbeing	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 and symbols/visuals (if required).
Working walls	There are no working walls in place.	There are working walls, but these do not reflect current study and therefore not used by pupils.	The working walls are referred to by adults, with prompts and scaffolds to support learning	The working walls are actively engaged with by pupils facilitated by adults. WAGOLLS are in place and adults model learning using reflective dialogue.
General	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.

SPECIALISED KNOWLEDGE

Focus	Support required	Developing	Secure	Mastered
Positive behaviour for learning	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 understand the basic techniques to deescalate challenge behaviours.	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 Moderate Learning Difficulties and other diagnoses to create effective learning opportunities. This includes responses to challenging behaviour. Adults have a good knowledge about how to resolve conflict between students.
Vulnerable groups	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.
Sensory needs	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 consider pupils' sensory preferences.
Memory processing	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 resources 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 adapted strategies to support storage and retrieval
Questioning	Staff use limited questioning to support learning.	Staff use questioning to good effect.	Staff use questioning to target misconceptions.	Staff understand the principles behind Blooms taxonomy to pitch questioning. Questioning is matched to the needs of the students and allows for consolidation and abstract thinking.
Modelling	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.	Staff model activities including open ended questions to allow pupils to consider what should be next. Misconceptions are addressed.

BEHAVIOUR AND ATTITUDES

	Requires support	Developing	Secure	Mastered
Adult to adult communication	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 can pick up on cues of other staff and respond.
Expectations	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.
Interaction	There is inconsistent or limited interaction between staff and pupils as a result interactions are poor leading to pupils unable to tolerate each other. Some pupils intentionally trigger others and follow their own agenda, intentionally disrupting learning and not able to self-regulate.	Adults provide some pupils with positive interactions, but this is inconsistent. Some pupils need regular reminders on how to behave. Pupils can take turns with support. Pupils can work in pairs and small groups with support.	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 model high expectations. Pupils show an awareness of others needs and emotions and respond accordingly. Adults support students to question and reflect on their own and other's opinions and actions. Pupils can take turns without adult support.
Processing time	There is insufficient processing 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.
Use of language	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' non-verbal signals.
Emotional intelligence and self-regulation	Staff are unable to express their emotions in a healthy way and require adult support to self-regulate.	Adults recognise when pupils are struggling to self-regulate. Pupils can show adults how they are feeling and with support can choose from a selection of self-regulation strategies	Staff can label emotions and support pupils to self-regulate. Pupils can show/say their feelings and are developing self-regulation strategies.	Pupils can use the environment and adults to positively express their emotions.
Independence	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 or problem-solving opportunities.	Staff create planned opportunities to problem solve and persist with difficult tasks. Staff support students to be resilient and find solutions.
Student leadership	Students are unable to complete tasks independently without significant adult support (relative to their age)	Students are provided with support to be able to carry out daily routines (relative to their age)	Students can carry out independent daily tasks with adult prompts. Students are supported to take on responsibilities with support (relative to their age)	Students can independently carry out daily routines without adult prompts. Students can take on some whole class responsibilities, including student voice. (Relative to their age)

CURRICULUM PLANNING

	Requires support	Developing	Secure	Mastered
Medium term planning	No clear medium-term plan is being used.	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 considers any requirements for repeated learning as well as adequate opportunity to reinforce and apply prior learning. Planning focuses on closing the skill deficit gap.
Learning outside of the classroom	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
Daily planning	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 student's present stage with reflections and adaptations from previous learning
Skill builders	There is no evidence of skill builders within planning and tasks remain outcome based.	The skill builder curriculum is planned for and followed.	Planning is based on students targets and tasks are used to practice the targets as frequently as possible. The skill builder curriculum is used as a vehicle to support this.	Prior learning is drawn upon to create challenging and stimulating learning opportunities. These may also be informed by the skill builder curriculum model.
Independence	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 and be independent.
Resources	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.
Reading	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.	Pupils are accessing appropriate books, with effective use of guided reading, sharing books and books that match pupils' phonics level and skill
World of work	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.
RSE	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
Knowledge of pupil's stage and barriers	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
Pupil progress	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
Quantity of work	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.
Pitch of learning	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.
Marking/assessment	Learning objectives and steps for success are evident only.	Marking is purposeful and in line with policy. Pupils take pride in their work.	Pupils engage with steps for success to support their learning using self-assessment and/or peer-assessment. Red responding is part of learning.	Pupils interact with feedback in a purposeful way, and this demonstrates progress in books. Evidence of regular challenge tasks. Pupils have regular opportunities to proof-read and edit their work.
Adaptations	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 can access the learning.	Activities are resources are personalised and engaging to pupils. The activities lend themselves to stretch and challenge as well as support pupils who need extra guidance.
Personalisation	Pupils cannot say what they are learning about.	Pupils understand what they are good at and what they need support with.	Pupils are aware of their current stage.	Pupils can state their current stage and next steps.
Professional intervention targets	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
Tapestry	Tapestry is used to celebrate wow moments only	Tapestry evidence is uploaded to capture learning.	Tapestry evidence is uploaded which shows quality progress against I can statements.	Tapestry is used to evidence progress and include personalised comments and next steps.
Interventions	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

	Emerging	Developing	Secure	Mastered
Love of reading	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
Story time/Adult reading	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.
Book choices	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 pupil's interests	Story time books, SSP books and home learning books are all purposefully chosen to accelerate reading levels.
Recognising letters and blending (if appropriate)	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 can adapt resources to support pupils access e.g., ICT.
Language bank	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 (including Makaton) and provide a vocabulary-rich approach, embedded throughout the curriculum.
Staff subject knowledge	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.
Home reading	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.

Moderation

	Emerging (1)	Developing (2)	Secure (3)	Mastered (4)
English	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.
Maths	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.
STEM	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.
Reading IRIS	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.
Annual reviews	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.
Care plans e.g., intimate, medical	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.
PBS charts	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.
Risk assessments	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.
Communication with parents	There are concerns are effective communication with parents	Parents are communicated to effectively and this is recorded on behaviour watch	There is effective communication 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.
End of year reports	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 pupil's journey and character including focused next steps.



LESSON OBSERVATION

Teacher:	Observer:	Date and time:
Year group:	Subject:	Number of pupils:
Teaching assistants:		
Focus:	Context:	

RAG rate Emerging, Developing, Secure, Mastered	Additional comments
Learning environment	
Specialist knowledge	
Behaviour and attitudes	

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

Medium term plan template

Maths & English – see stages documents for I can statements

SUBJECTS		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Theme	Master builders				
	Makaton	Good morning Good afternoon Please Thank you Sorry	Help More Yes No Toilet	Sit Walk Jump Up Down	Sad Happy Angry Stressed Excited	Poorly Hungry Thirsty Tired Cold	Wait Stop Danger Go Look
STEM	Purpose						
	Key words						
	Skills						
Healthy Body & Mind	Purpose						
	Key words						
	Skills						
Keeping safe	Purpose						
	Key words						
	Skills						
E-SMSC	Purpose						
	Key words						
	Skills						
Preparing for adulthood	Purpose	To know the role of different jobs	To tell the time in a functional way	To understand how to clean a house and why	To understand own personal hygiene routines	To use money in functional way	To know rules of a kitchen to be safe in preparation for cooking next term
	Key words	Builder Safety Construction Interview Hard hat	Hour Minute Second Analogue digital	Clean dirty Hoover Dusting Washing up	Teeth Toothbrush Toothpaste Plaque Cavity	Pound Pence Coin Note cost	Rules Routine Hygiene Safety Clean

					hygiene		germs
	Skills	<ul style="list-style-type: none"> I can identify the persons profession I can have a conversation with a person in a specific job role I can ask simple questions about a job to a professional I can visit a working environment I can identify pros and cons of a profession after talking to a professional <p><i>Possible practice of bricklaying or some other work-related task?</i></p>	<ul style="list-style-type: none"> I can tell the time to hour/half-hour/five minutes I can begin to understand the 24-hour clock 	<ul style="list-style-type: none"> I can use a duster, etc. I can use household equipment I can say why having a clean house is important 	<ul style="list-style-type: none"> I can brush my teeth I can say why a personal hygiene routine is important <p><i>Possible visit from Dental nurse</i></p>	<ul style="list-style-type: none"> I can recognise coins I can recognise notes I can begin to understand the cost of different items 	<ul style="list-style-type: none"> I can follow health and safety instructions I can follow hygiene routines in a kitchen I can say that germs and bacteria can cause sickness
Creativity	Purpose						
	Key words						
	Skills						
World of Work	Purpose						
	Key words						
	Skills						
Personal & Social Development (ASDAN)	Purpose						
	Key words						
	Skills						

Example lesson plan

Subject Day Time	Today's Lesson Focus	Prior Learning	Learning in my classroom looks like... <i>Environment for learning, routines, transactional supports</i>
English 2/10/17 9.30-10	Speaking and Listening- - Hello - Weekend news	- Literacy work on questioning, involving- LA- Respond to a simple question with a phrase MA- Ask a simple question HA- Listen to a peer and then ask a follow up question	- Low arousal, clear defined areas - Familiar routine of breakfast, Hello, Literacy - Visual timetable for class, individual timetable for SS, symbols and word banks available, visual cue to support AS to sit/engage with activity.

LEARN	DO			CHECK
<i>Personalised learning objectives</i>	<i>Structure of lesson / Activities, engagement, resources</i>	<i>Opportunities for communication and independence</i>	<i>How adults interact with pupils</i>	<i>What does progress look like? How will we check?</i>
<p>Hello: AS- To sit with group and engage with activity with less support. DF/GH- To respond to a simple question with a 3 word phrase. JK/LP/TY- To respond to a 'why' question with support. RT/WH- To respond appropriately to a 'why' question.</p> <p>News: DF/GH- To respond to a simple question with a 3 word phrase. JK/LP/TY- To ask a simple question using a word bank for support. RT/WH- Listen to a peer and then ask a relevant follow up question.</p>	<p>9.30-9.40: Hello session around IWB - Share LOs. - Adult choose students in turn to say hello/how they are feeling. Focus on individual objectives. Use PECS and colourful semantics. - Students then independently select their reward for reward chart and place coin on chart (as appropriate).</p> <p>9.40-10.00: News - Main group around IWM with teacher. Use colourful semantics and questioning word bank. - AS/DF/GH- Work with TA at table. Use PECS and colourful semantics, also home-school diaries for weekend info. - Focus on asking and answering questions about what happened at the weekend. Focus on individual objectives.</p>	<p>Communication- - Use PECS for AS and colourful semantics for DF/GH/ JK/LP/TY. - Use questioning word bank for RT/WH.</p> <p>Independence- - Reduce support for AS within the group (use visual cue). - Encourage RT/WH to initiate and ask questions without any adult prompting.</p>	<p>Calm but enthusiastic approach. High expectations of behaviour. Frequent use of praise and reward charts.</p> <p>Total Communication- Use speech, varied in complexity for ability of different pupils. Use Makaton to support less able. Use symbols to support less/middle ability.</p> <p>TA- Support AS/DF/GH to engage. Encourage AS's independence in group by only supporting when required and using praise.</p>	<p>Check whether- -AS sits with group for 10 minutes with 3 or less interventions by TA? -DF/GH use colourful semantics to make 3 word phrase? -JK/LP/TY respond to a 'why' question? How much support is needed? (Try JK with minimal support). Also ask a simple question using a word bank? -RT/WH respond <i>appropriately</i> to a 'why' question (and give a genuine answer)? Also listen to a peer and then ask a relevant follow up question? Check through observation within the lesson, feedback from TA for AS/DF/GH.</p>

Review/Intended next steps

The lesson went well with pupils participating well except for TY who seemed disengaged today. Try asking for specific news in home-school diary (plus photos, objects if possible). Colourful semantics is working well, try extending DF to 4 symbols in news activity. RT/WH- Need to work on giving a genuine answer to 'Why do you feel...?'- try modelling answers.

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

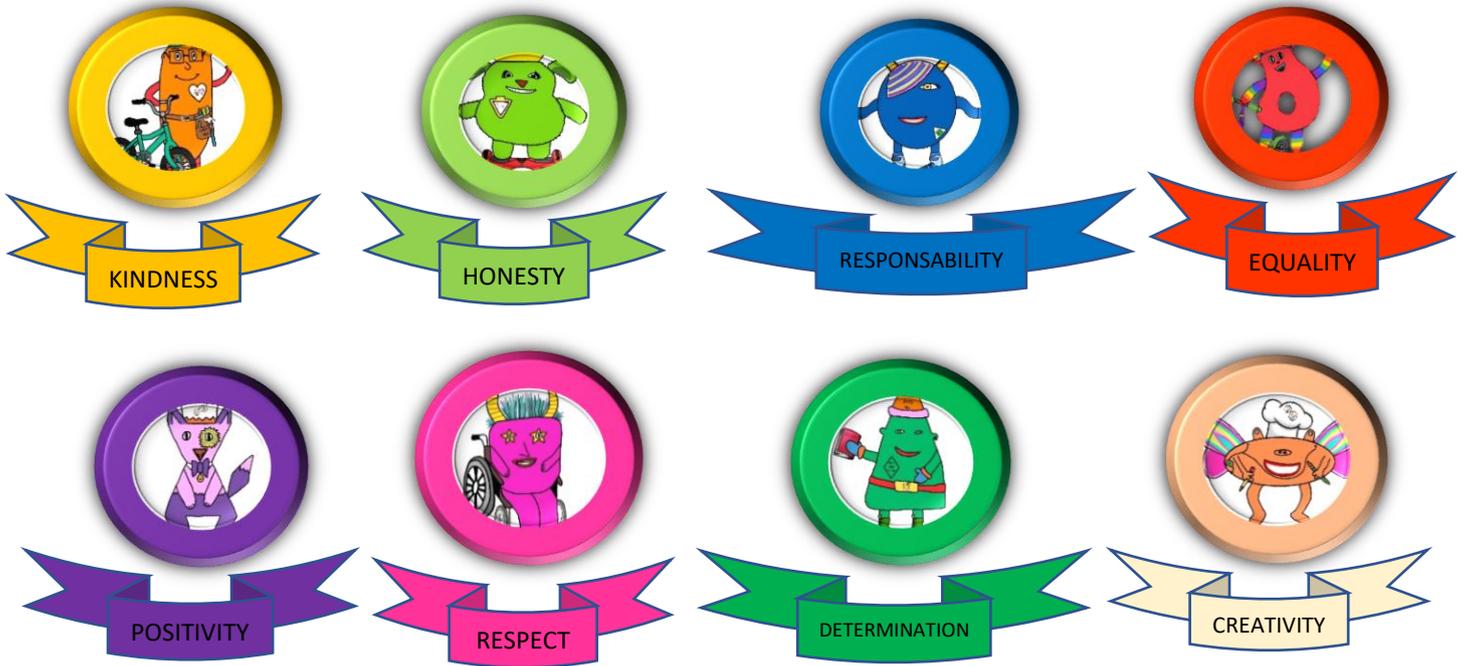
We encourage our students to develop the school values and therefore should aim to model these values as adults with students and with colleagues and other adults.

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

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

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 - Formal Pathway

HONESTY	RESPECT	DETERMINATION	POSITIVITY
<ul style="list-style-type: none"> • Telling the truth • Being open • Sharing and being open about feelings • Owning up to mistakes 	<ul style="list-style-type: none"> • Manners • Looking after self • Looking after others • Looking after possessions • Looking after environment • Thinking about how you act • Thinking about what you say • Thinking about how you speak (in different situations) 	<ul style="list-style-type: none"> • Reaching for a goal • Accepting challenge • Never giving up/Keeping going • Accepting constructive criticism – mistakes are OK/taking advice 	<ul style="list-style-type: none"> • Looking on the bright side • Celebrating achievements • Supporting/encouraging others • Never giving up • Enjoying/embracing new adventures
EQUALITY	CREATIVITY	RESPONSIBILITY	KINDNESS
<ul style="list-style-type: none"> • Knowing everyone is equal • Treating everyone the same • Sharing • Taking turns 	<ul style="list-style-type: none"> • Having new ideas • Trying new/different things • Using your imagination • Using different resources • Thinking of different ways to do something • Problem solving 	<ul style="list-style-type: none"> • Being aware of what you should do • Being aware of what others should do • Looking after my self • Looking after others • Looking after possessions • Looking after environment 	<ul style="list-style-type: none"> • Thinking of others • Supporting others • Using 'kind' words • Using 'kind' actions • Understanding of differences in others

Formal assessment and feedback

Assessment for learning – (this provides feedback for the students to access and improve)

St Christopher’s Formal Pathway has a ‘no rubbers’ policy – teachers are expected to explain to students that mistakes support our learning, students are expected to show their corrections; this will support evidence of progress during book scrutiny and lesson observations/learning walks. (Exceptions may apply if students find this difficult – to be agreed with SMT)

Who	How	When
Students	Self and peer assess the piece of work using a checklist/mark scheme/success criteria/steps for success.	At the end of an activity.
Teaching assistants	Mark the level of support provided using the school marking code. Mark the work using checklist/mark scheme/success criteria. *Adult initials the marked work	At the end of the lesson or activity.
Teacher	Mark the level of support provided using the school marking code. Mark the work using checklist/mark scheme/success criteria. <ul style="list-style-type: none"> • In green state which aspects of the intended outcomes or success criteria they have achieved. • In blue correct appropriate spelling and grammar mistakes that link to the lesson using the school marking codes • In blue provide a next step or challenge so that the student can improve or respond. • Student to respond/correct in red. *Adult initials the marked work	At the end of the lesson or activity. At the end of the lesson or activity. After a significant piece of work.

Code	Explanation
I	Independent work
AS	Adult support – state if it is low (L), medium (M) or high (H) support
P - ...	Prompts/scaffolding support provided
CH	Challenge given
○	Grammar correction
SP	Spelling correction

Steps to success frames

LO:	Date:		
Steps to success	Self/Peer	Adult	Support
1.			
2.			
3.			
4.			
5.			

Steps to success frames Option B for less able or younger

LO:	Date:				
Steps to success				Adult	Support
1.					
2.					

Assessment descriptors (Maths)

Emerging (E)	A high level of support is required for the pupil to achieve the objective. The support may be from an adult, a scaffold task, a resource (for example, cubes, visual aids, Numicon, etc.) or any combination or all of these. The adult may need to work 1:1 in order for the pupil to achieve the objective. There may be some errors or inconsistencies.
Developing (D)	Some support is required for the pupils to achieve the objective. The support may be from one source but not multiple, as to be developing, less support is given than in emerging. There may be a few errors or inconsistencies.
Secure (S)	No support is required. The pupil can achieve the objective independently. The pupil may use Steps to Success as a prompt to demonstrate the objective. There should be no errors.
Mastered (M)	No support is required. The pupil can achieve the objective independently and demonstrate it within a different context, for example, in a different text type. There should be no errors.

Assessment descriptors (English)

Emerging (E)	<p>A high level of support is required for the pupil to achieve the objective.</p> <p>The support may be from an adult, a scaffolded task, a resource (e.g. handwriting strip, phonics mat, dictionary/thesaurus, word mat/bank, visual aid) or any combination or all of these.</p> <p>The adult may need to work 1:1 for the pupil to achieve the objective.</p> <p>There may be some errors or inconsistencies.</p>
Developing (D)	<p>Some support is required for the pupils to achieve the objective.</p> <p>The support may be from one source but not multiple, as to be developing, less support is given than in emerging. (A scaffold for a different skill (not being assessed) can be included and not counted towards the support in this level, e.g. a dictionary, if assessing capital letters and full stops).</p> <p>Examples of the skills being assessed need to be more than two, for example, three sentences with capital letters and full stops, to show the skill is developing.</p> <p>There may be a few errors or inconsistencies.</p>
Secure (S)	<p>No support is required. The pupil can achieve the objective independently.</p> <p>The pupil may use Steps to Success as a prompt to demonstrate the objective.</p> <p>There should be no errors.</p>
Mastered (M)	<p>No support is required. The pupil can achieve the objective independently and demonstrate it within a different context, for example, in a different text type.</p> <p>There should be no errors.</p>

Tapestry formal guidance

Tapestry is used for practical work, e.g. using resources in maths or STEM, or work that can't be recorded in books e.g. Team work, communication and interaction-based tasks. Tapestry is essential to capture learning during 'Skills Builders' activities/lessons.

In addition, Tapestry can be used to record extracurricular-based learning e.g. picture of wonderful award. For this, at the front of the title 'WOW' should be included.

The IRIS tripods can be used to capture videos that can support uploads.

Subjects that should have evidence on tapestry are:

- STEM
- PSHCE
- Practical maths or English e.g. speaking and listening.
- Skills Builders

Minimum expectation:

- Title is the 'I can' statement (learning objective) being focused on.
- State the assessment level/stage (where applicable)
- Level of support: e.g. high, medium low
- Type of support e.g. Resources, verbal, gestural etc.
- Positive phrase to be included e.g. well done Josh.

Mastered use of tapestry:

- ❖ To include a specific next step (linked to stages where applicable).
- ❖ Positive phrase is specifically around level of support or achievement towards I can e.g. well done for doing this completely independently for the first time.

Example 1:

Title: To solve practical problems involving measure (Stage 3).

Well done, Lewis - with little support you measured your friend with a metre ruler.

Example 2:

Title: To work with others to explore the environment.

Well done, Lewis - you show skills of a new scientist 'I can work kindly with someone else' and some skills of a growing scientist 'I can work with another and consider their views'

Next steps - you need to work with your partner and talk about the investigations, listening to what they say as well as giving your views.

Academic Intervention plan - EXAMPLE

Name of student	DOB	Year	Teacher
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Identified area of development	Where are we now?	Strategies of support and intervention	Impact
<p>Guidance:</p> <p>This should summarise the main area of development that the young person requires development and should link directly or indirectly to raising attainment.</p> <p>Behaviour is not an area of intervention this should be addressed through the diamond profiles and risk assessments.</p> <p>Small – between 20 – 50 Measurable – pair or group Achievable – 3 weeks Realistic – pivots gap. Target</p> <p>Good example: <u>Numeracy (Number)</u>To visually recognise numbers randomly between 20 to 50 in pair or group activities over the next 5 weeks.</p>	<p>Guidance:</p> <p>This should describe specifically how the student displays themselves and/or their work with very clear examples.</p> <p>Good example:</p> <p>Tom has become more confident with his numbers up to 20. If he goes up in order he can remember by rote learning however when randomly shown or out of context he is unable to remember so requires more consolidation.</p>	<p>Guidance:</p> <p>This should be tangible things that can be observed and/or measured, where possible using the: who, what, where, when and how model is useful.</p> <p>Who – learning partner What – number recognition When – first thing and after lunch Where – around the corner in the classroom How – use of number flash cards.</p> <p>Good example:</p> <p>First thing in the morning or straight after lunch Tom will sit with a learning partner who will randomly visual show numbers between 20 and 50 and will record which ones he gets right every day for 3 weeks.</p>	<p>Guidance:</p> <p>This should be left blank until the next parents evening, where teachers will complete and feedback to parents. Parents are welcome to add in any additional comments in the impact column if they feel it is appropriate.</p> <p>Good example:</p> <p>8th June Tom is able to randomly recognise between 20 and 50 however is still struggling with 31.</p> <p>Regular practice in lessons when this number comes up.</p>

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.

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.

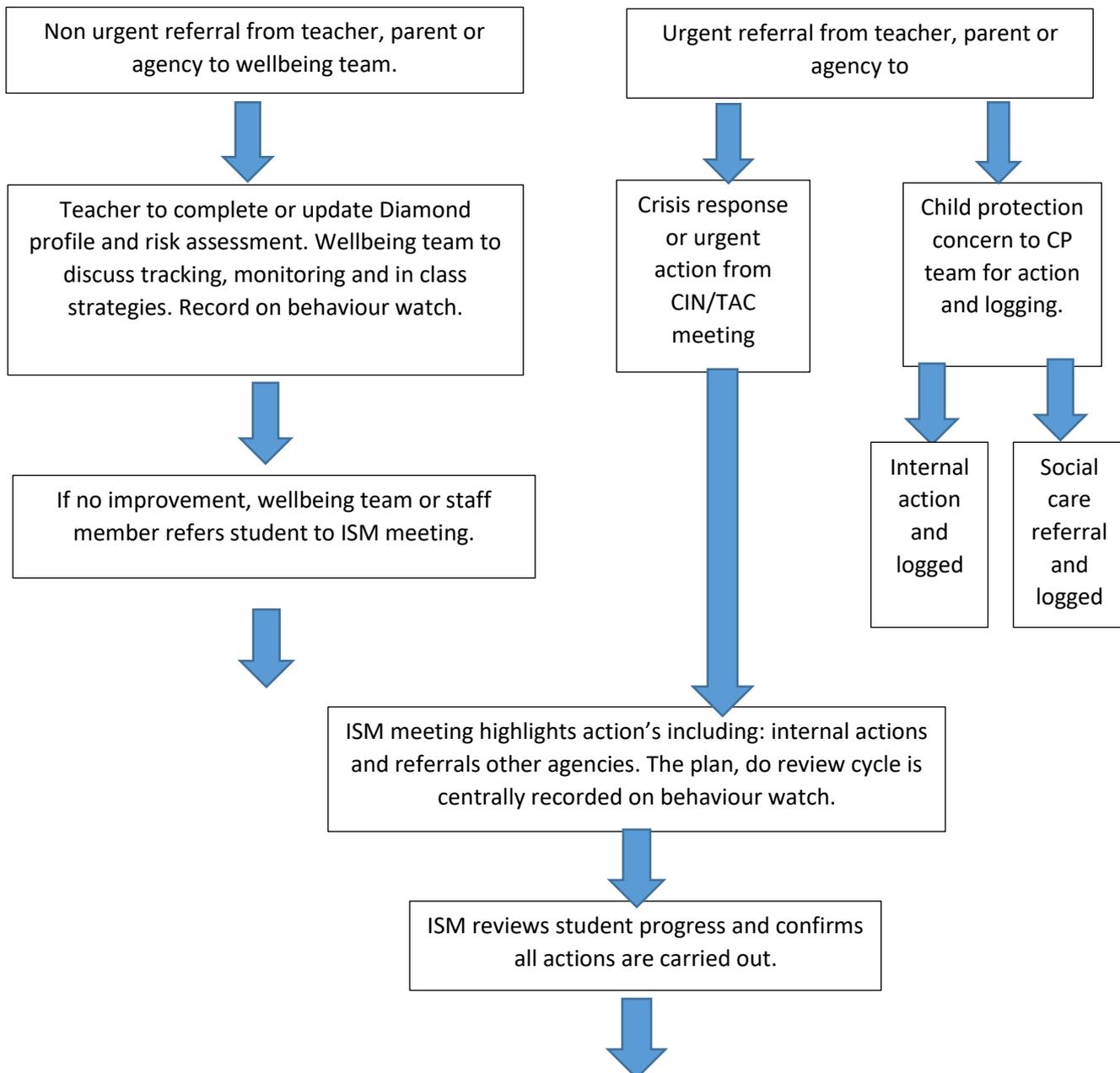
In addition we use behaviour watch to record any communication regarding a student.

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

