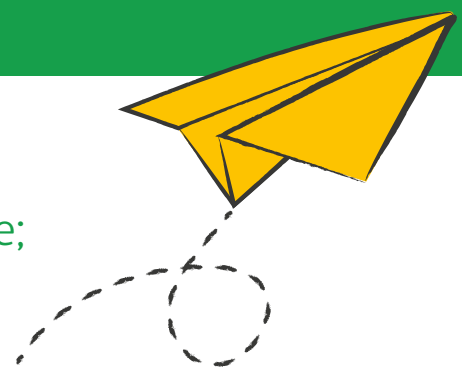




The Children's Trust School progress guidance

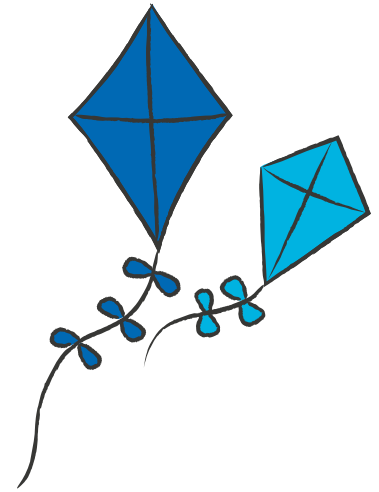
Where curriculum and meaningful learning meet
personalised progress

Mission:
To support children to live the best life possible;
achieving excellence in education, health,
therapy and care.



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Pupils benefit from a bespoke, tailored curriculum which suits them and their Special Educational Needs and Disabilities very well. Leaders ensure that pupils' learning is particularly well organised and planned. Leaders have developed a school curriculum which enables pupils to build their knowledge and skills over time, in small, achievable yet aspirational steps. These steps enable pupils to successfully work towards their personal education, health and care plan (EHC plan)

Adept teachers ensure that pupils' personal targets are based on detailed and accurate assessments of their progress. These targets are carefully crafted and meticulously woven throughout all aspects of the school day. Every moment is treated as an opportunity to learn and develop crucial, life-enhancing skills. Consequently, pupils make excellent progress towards their individual goals and leave school well prepared for their next stage of life.

OFSTED Inspection report:
The Children's Trust School 15 and
16 November 2022

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Introduction

All the children and young people at the Children's Trust School are entitled to an appropriate and meaningful education, where they can achieve and live the best life possible.

Since 2016, we have proactively developed the means and systems to capture fit-for-purpose data that evidences personalised progress, meets statutory recording requirements, considers staff workload, and ensures the learning supports Education, Health, Therapy and Care plan (EHCP) outcomes.

We ensure that the assessments and curricula are designed to meet the unique needs of the children we support. To achieve curriculum quality, we naturally build links across the skill areas of learning and as a school, we do this using ImPACTS/ DEYO/ SOI/ engagement model/ ASDAN accreditation/ GAS (therapy) and the Happiness Profile.

Progress within our school goes far beyond the academic and we recognise the enormity of the smallest achievement, maintaining a skill to generalising an action.

Our Happiness Profile and SOI framework provides learners' with broader development and evidences progress across their creative and musical talent, independence through self-chosen and self-occupancy tasks, resilience, and enjoyment.

Brief introduction to our assessment and curricula models

ImPACTS is an assessment model that leads directly into a curriculum. It is a detailed sequential approach for the school to collate meaningful data that highlights progress and alerts the whole multi-disciplinary team to early signs of regression.

Additional assessments such as **Affective Communication Assessment/ Functional Vision** compliment and support the meaningful data collated within Impacts.

DEYO is the Differentiated Early Years Outcomes that shows progress and reflects the achievements of children with Special Educational Needs and Disabilities (SEND) within the Early Years Foundation Stage.

The Sounds of Intent framework approach fosters flexibility within individual musical development, allowing practitioners to map progress against musical abilities and engagement.

Through regular observational assessment, the **engagement model** measures progress against five interrelated areas of engagement.

Through relevant and motivating sessions and activities, young people achieve meaningful learning outcomes recognised officially with an **ASDAN accreditation**.

Goal Attainment Scaling (GAS) is an individualised method of setting goals and scoring the extent to which a child's individual goals are achieved in the course of intervention.

The individual **Happiness Profile** is implemented across the school and acknowledges and tracks the journey of the things we all need to experience a sense of wellbeing.

What does progress look like?

At The Children’s Trust School, the ongoing process of assessing progress ensures the child’s needs and strengths (set out in the EHCP), are at the very centre of the personalised process.

We demonstrate achievement and pace of progression for all pupils by finely graded assessments, detailed planning, and via embedded tracking target/GAS tools. We can provide realistic and accurate information about each learner’s current levels of attainment, indicating either progression or regression. We are confidently able to set the next step in the learning process.

ImPACTS – an assessment model that leads directly into a curriculum

Each child on entry to school participates in a multidisciplinary baseline to give an evidence-based starting point. The minimum amount of time dedicated to assessing the pupils is 6 weeks.

Baseline assessments are undertaken in the curriculum areas:

- Communication, language, literacy
- Cognitive
- Physical development-fine & gross motor
- Personal, social & emotional wellbeing – self advocacy
- Personal social & emotional wellbeing – self help
- Environmental control technology

The first response following this baseline is to target the learning at the given areas of weakness, make the activity accessible, age-respectful and meaningful. The sequential curricula design provides the scope for each child to follow the clearly identified developmental steps in learning and gain appropriate skill acquisition.

The assessments ultimately inform the child’s baseline. Achievement equates to progression scores, converted to percentages. This numerical and visual digitalised system allows us to identify the type of learner (pre-intentional, intentional, formal, etc.) identify progress and the value of maintaining skills and pinpoint early indicators of regression in pupils with degenerative conditions.

In the analysis of individual and group progress, we can articulate the evidence to show the child is performing exceptionally, above expectation, expected and progress in need of MDT review.

% Progress		
NPD	No Previous Data	Analysis targets set following baseline at next annual review
Should low levels be prevalent or recorded, class teams are expected to discuss appropriate interventions that can be put in place for the child or young person to participate and raise levels of engagement /progress.	<2%	MDT REVIEW required / raise awareness of potential regression
	<6% expected	Ensure planning meets set target – offers appropriate challenge
	>6% above expectation	
Where high levels are recorded discussions take place on how to maximise opportunities to develop skills across contexts and environments. It enables the child or young person a fulfilling life.	>20% exceptional	Generalised skill across contexts – MDT review to set new target

How is progress achieved?

To use the words of Penny Lacey, it allows for all parties to 'find out exactly where the child is and what they can do.....but it doesn't leave them there'.

Talking about a personalised, child-centred approach is 'common language' in a special needs school. However, we believe, to truly information gather, there must be an identification of, and drawing from, meaningful assessments where there is a recognised and celebrated culture and ethos which can be viewed holistically.

Recognition that an in-depth, shared understanding of the child or young person's needs, their likes, dislikes, motivators, preferred learning styles, optimal learning positions, potential barriers to engagement and learning, and their intended EHCP outcomes are all necessary elements for individual maximum progress.

Following quality, meaningful assessments, tasks, sessions and activities, routines are planned to support all individuals from pre-intentional levels who may be developing anticipation through to those operating with intention to engage in a way meaningful to them. Activities are always child-centred, age-respectful, and made accessible. Their aim is to stimulate and excite (whilst being mindful of overstimulation which may hinder learning).

It is key to remember that most of the children we support are 'sensory beings' living amongst 'linguistic adults' in a busy evolving world. We do value and acknowledge that with speech 'less is more', repetition in a task is key to mastering and generalising a skill, and the value and importance of all learning opportunities, from planned session to everyday routines. We do not seek to change 'sensory beings' but deliver a sensory curriculum to support their sensory needs and move forward in their learning.

Learning to Learn – an assessment model to underpin the teaching of the key characteristics of learning:

The Learning to Learn method is a comprehensive method of learning by which individuals with neurological and mobility impairments learn to specifically and consciously perform actions that children without such impairment learn through typical life experiences.

The **Learning to Learn Skills** are the initial starting point and can be summarised as:

- To be active and effortful and to focus attention
- Awareness and use of space
- Use of hands and the ability to use tools
- To engage for longer periods and be self-motivated

Continuant behaviour is being able to remember and choose between objects. The child has started to develop cause and effect, and object permanence and is therefore able to make an active choice.

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The development of **Learning to Learn tools** grow through the child's continued active engagement with the environment once the child has developed continuant behaviour. The tools are defined as:

Matching – one-to-one correspondence

Sorting – classification

Seriation – sequencing, repeating and expanding

Building – understanding of spatial relationships

Children and Young People with PMLD and Complex Needs are at great risk of developing reliance on others to interact with the world around them due to other impacting external factors present in the formative years of their lives.

Learning to Learn focuses on explicitly teaching pupils to become active learners and so sits alongside the curriculum offer and the teaching sessions already in place.

The use of interventions:

When a pupil is found to have made less than 2% progress against the expectations upon data collection, this then triggers an informal MDT review. This enables all staff working with the pupil to contribute towards potential interventions that could help the pupil to increase the level of progress being attained moving forward.

These interventions link closely in with the waking day curriculum offer at The Childrens Trust School and may include offers such as:

- Lunchtime clubs or after-school clubs – this offers the pupil more opportunities throughout their day to practice skills and work towards targets.
- An increased therapy input for a short amount of time – this will allow the MDT team to assess whether new equipment is needed etc.
- Individual sessions – when 1:1 learning is deemed more appropriate for a length of time, this is timetabled and put into place to support the pupil.

Similarly, when a pupil has made higher than 20% progress, an MDT review can also be relevant as steps need to be put into place to maximise the learning opportunities available.

This can include but is not limited to: contextualising learning in real-life contexts and the application of additional and relevant accreditations.

Planning:

Teachers at The Childrens Trust School plan against a topical three year rolling cycle, which is differentiated between lower, middle and upper school (inclusive of EYFS and Sixth Form). Within their planning, teachers take into account the long term outcomes from the pupil's EHCP and their yearly ImPACTS targets when formulating their short term session plans.

Why we track progress?

EHTC – Education, Health, Therapy and Care outcomes

EHTC outcomes are set for each child and young person at their annual review by their local authority. These are seen as long-term targets and will stretch across the key stage that child is in. Upon admission, teaching and therapy staff will undertake a baseline assessment.

Teachers will use our ImpACTS baseline document to determine what level the child or young person is working at. The EHTC

outcomes will then be considered, and 10 short term targets will be set to align with the outcomes in each area.

The teacher will plan their teaching sessions and allocate targets for each child and young person. There will be numerous opportunities to work on the allocated targets within the learning session. The teacher and class team will rate if the child was able to achieve the targets during that learning using the red, amber, green ratings below.

Red	Amber	Green
<ul style="list-style-type: none"> I have not grasped the concept and don't understand. I need to revisit activity/skill set. Due to health reasons I was not engaged / present. My behaviour impacted on me being able to access my learning. I was unable to settle on task and focus due to needing the toilet, being hungry/thirsty/in a new environment/ other outside influences. 	<ul style="list-style-type: none"> I am starting to show some understanding and display responses but not consistently. I am unable to generalise the skill/task at this point. I was unable to complete the skill/task due to health/ personal care routines. 	<ul style="list-style-type: none"> I understand and have a firm grasp of the skill/task. I can transfer the skills into different settings and with different people. I am proud of my achievements. I have been able to sit and focus and have been ready to learn. I have been able to use specialised equipment and stand whilst doing task/activity.

These targets will build up over the term and at the end of each term, the teachers will review the baseline profiles to record any progress made across that term.

At annual review point, the progress scores will be logged, compared to the previous year and a progress percentage recorded. The teacher will identify what progress has been achieved towards the EHTC outcomes.

Regulatory – annual review

All the children and young people enrolled at The Children's Trust School all have EHTCs in place. As set out in SEND Code of Practice, the EHTC outcomes and progress will be reviewed annually.

The Multi-Disciplinary Team involved with the child or young person will provide written reports to be shared with the family and external stakeholders with updates on progress, recommendations for change and any updates in strengths and needs under each heading of the EHTC.

The teacher will report on the short term targets and how these are making small steps of progress towards the long term outcomes.

At the meeting the teacher will agree the new short term ImpACTS targets with the family and set these for the year for the child or young person.

Regulatory – PEP / LAC

A child can become looked after in a number of ways, however there are two primary routes that we see at The Children's Trust:

- Being accommodated under section 20 of the Children Act 1989 – this is where parent/s have voluntarily given consent for their child to be looked after by the local authority. The parent/s retain full parental responsibility and can remove their child from the accommodation provider at any time.
- Being made the subject of a Care Order – this may be through an Interim Care Order under section 38 of the Children Act 1989 or through a full Care Order under section 31 of the Children Act 1989. In both circumstances, both parents share parental responsibility with the local authority, although the local authority usually has a larger proportion of parental responsibility to ensure that decisions can be made in the child's best interests consistently.

All looked after children are eligible to have a named allocated social worker in the local authority of origin. It is their responsibility to visit the child/ young person usually every 6 weeks and to seek to establish a relationship with them and represent their views.

The Children Act, 1989 states that all children who are looked after must be appointed an Independent Reviewing Officer (IRO). IROs have two key elements to their role.

Firstly, they chair and lead children's Looked After Child Review meetings.

Secondly, they independently monitor and oversee children's journeys within the Looked After Child system and ensure that a child's local authority care plan is being actioned and progressed in a timely and effective manner. They have an overarching responsibility to escalate any concerns or issues with the local authority and partner agencies.

All children in care have regular Looked After Child Reviews and their purpose is to bring together the whole network around the child (including the child themselves where appropriate) to review their local authority care plan, to discuss the child's progress and development, and to make plans for their future. Timings of reviews are within 4 weeks of admission, after a further 3 months and thereafter reviews are held 6-monthly.

These meetings are organised by the local authority social worker and chaired by the child's Independent Reviewing Officer. The local authority will send an invitation to The Children's Trust.

Personal Education Plan (PEP)

The local authority's legal duty to safeguard and promote the welfare of all looked after children includes a responsibility to promote a child's educational achievements and progress. A child's Personal Education Plan (PEP) is a statutory requirement and an integral part of a child's Care Plan. The Designated Teacher is the main link for the local authority's Virtual School who are responsible for supporting the education of all looked after children within that local authority and providing additional resources where possible.

The PEP meetings are typically attended by the class teacher, the local authority social worker, the parent/s and/or foster carer/s, house manager or key-staff from the residential house, and sometimes the Virtual School. Where appropriate, the child or young person will be asked if they want to attend or contribute towards the meeting. The PEP documents should be reviewed every school term.

PEP documents should be seen as live and ever-changing documents which adapt to the needs of the child at the point of each review. They should provide a record of the child's progress and achievements, highlight the child's strengths and abilities whilst also identifying any additional needs that a child may need support with, set clear goals for the child's educational attainment and ensure that all involved agencies and professionals are included in planning for the child's education.

The school is able to request Pupil Premium Grant funding via the PEP meeting from the Virtual schools.

Pupil self-achievement

The universally recognised principle of the 'self-fulfilling prophecy' holds true for everyone – we know our children and young people flourish and thrive as they actively master each new skill, take the next step, and courageously embrace appropriate challenges. This ongoing process enhancing their learning and overall quality of life.

How we track progress:

Each day, our leaders of learning (MDT staff) actively engage with children, meticulously observing their interactions. These moments are captured through photos or videos, allowing for personal interpretation. To cultivate a collective perspective on these instances of progress, team discussions ensue, fostering a shared understanding of each impactful moment.

Engagement model

Although the Engagement model is not an assessment format and does not show 'progress' – through the data collection within the ImpACTS cognition strand, we are able to highlight how pupils are making progress by increased levels of engagement with their learning.

Observations

Across the school both formal and informal observations take place on a regular basis.

Informal observations are completed daily and 'in the moment' by all school staff working with the pupil and these are recorded through comments, photos and videos which can then be both added to the pupil's specific Evidence Powerpoint, but also highlighted on the pupil's Class Dojo profile.

Formal observations occur in a more structured manner and are usually completed by either a member of the School Management Team (SMT), Director or Governor. These observations are usually focused on a particular area of teaching and learning and can then be used to guide future planning for staff.

MDT involvement

The Childrens Trust School has a holistic approach to teaching and learning, and this in turn presents as there being a wide Multi-Disciplinary Team around each pupil. Due to the individualised styles of learning within the school; therapy, education, health, play and leisure are all integral features of the pupils day and learning within school.

By having this MDT feature throughout the pupil's journey through school, it allows for a more cohesive and consistent approach to learning, development and progress – with all staff involved having a good understanding of the pupils, where they have come from and where they are going.

Individual data workbooks

Informal evidence against progress is collated and shared through a number of methods throughout school, however each pupil has an individual data workbook in which their formal progress data against the ImpACTS curriculum is collected.

Pupils are initially baselined within these workbooks when they first join the school. Teachers then complete an 3x yearly (end of Autumn, Spring and Summer term) data update on each section of the ImpACTS curriculum area. These data points are then used for both statutory data collection, progress percentages for Annual Review reports and staff guidance for setting of targets.

How we celebrate progress:

At The Childrens Trust School, there is a school wide culture of the celebration of all achievements. Pupils are celebrated in a variety of different ways, mainly dependent on what is most meaningful and appropriate for them.

Accreditations:

We provide a number of recognised accreditations within school, these include:

- ASDAN
Transition Challenge – sensory
Towards Independence
My Independence: supporting aspirations
- Trinity College – music accreditations

Staff Briefing:

Moments of excellence and achievement are also shared within the school briefing paper. This is shared weekly with all staff and has an explicit section to highlight ‘wow’ moments from the previous week.

Annual Reviews:

As well as being a statutory requirement for the yearly review of a pupil’s EHCP – the Annual Review meeting is also a celebration of the pupil’s journey and learning throughout their past year at school. Both written and photographic updates are featured within the Education Report, a verbal summary of progress is given by the class teacher and other members of the MDT and where appropriate, pupils themselves are encouraged to contribute their own feelings and thoughts about their year at school. All pupils receive a certificate of achievement from their Annual Review that is personalised to themselves, and this is then presented at the next School Council meeting.

Class Dojo:

Pupil specific learning is captured daily, within sessions and throughout the school. This is then shared on the school’s Class Dojo platform.

Class Dojo enables ‘real time’ snapshot updates into the learning of the pupils on a day to day basis. Parents, carers and relevant people to the pupils have access to a timeline of photos, videos and written updates of in the moment learning. These posts are always of a celebratory manner and highlight a moment of specific learning or progress from a pupil.

In the moment...

The skilled staff (our leaders of learning) recognise moments of progress, sometimes extremely subtle in presentation. Positive praise affirms the skill, action, and impact demonstrated by the child. This cycle of constructive responses further amplifies engagement with the learning process, empowering the child to reach and challenge their learning.

Annual Festival

A grand celebration of creativity in progress is central to the annual art festival. A sensory walkway of finished artworks offers visitors, The Children’s Trust community, and families a glimpse into these remarkable accomplishments.

“The Identify Art was just brilliant! As a parent, seeing an AFO turned into a planter or indeed a piece of garden art was stunning and inspired.

“Shower Curtains was also a total winner in that we were able to interact with the learners and experience together with them. Visually, it was stunning but to have the altered sensory perception to go with it, just amazing!” – a parent.

Get in touch

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 TCTSchool


 TCTSchool

Please contact us if you'd like this prospectus in an alternative format.

Arrange a visit

We welcome visits from parents, carers, children, family members and professionals.

To arrange a visit to meet our education, therapy and care teams, please contact us on:

 01737 365 080

 placements@thechildrenstrust.org.uk

 thechildrenstrustschool.org.uk

To make a referral, please visit our website above and download, complete and return a referral form. Alternatively, a form can be found enclosed.

