



Achievement of outcomes identified within EHCPs

EHCP outcomes identified through the Annual Review process are addressed/assessed throughout the academic year. Targets identified enable learners to work towards longer term aims ensuring development of key skills which secures progress over time within the areas specified. EHCP outcomes are addressed within all personalised learning routes regardless of pathway taken (L2L or R2L).

Rigor in assessment; progress demonstrated from each learners starting point

Assessment of progress over time mirrors each pupils learning pathway (L2L/R2L) and personalised learning route; assessment of progress over time is evidenced via pupil progress files which are moderated over the academic year. Bespoke assessment routes and associated data sets evidence if pupils are making expected progress, exceeding expectations or if skill sets are emerging.

Parents views are listened to and acted upon

By building effective relationships with parents, the school secures effective partnership with parents. Through Annual Review and termly pupil progress meetings the school elicits the views of parents determining how such views can enhance educational opportunities; termly reports to parents evidence pupil progress over time in relation to bespoke personalised curriculum /learning pathway.

Holistic planning/delivery of outcomes identified by Multi-Agency Teams

The school works closely with Multi-Agency Teams incorporating advice and recommendations received from them into the pupil's school day (e.g. – well-being/therapy plans). To secure effectiveness the school monitors progress (where appropriate) within such plans; through our bespoke provision the school is able to address these through IEP's (e.g. – communication targets) or within structured teaching/learning sessions (e.g. – music therapy).

Informed access and progression within personalised Accreditation routes

The school ensures that accreditation is meaningful and clearly reflects the skills and understanding which students need to develop. It is imperative that accreditation provides value in the work that students have pursued through their bespoke curriculum/personalised learning route and all accreditation strengthens learning.

Personalised learning needs drives provision (Spikey profiles)

In recognition of the wide range of educational need of our pupils (spikey profiles) we design/deliver a personalised curriculum for each via the learning pathway identified; Learning2Learn (L2L)/Ready2Learn (R2L). Assessment of progress over time within such pathways ensures pupils curriculum offer/personalised learning fulfils its ultimate aim.

Preparation for next stage in learning including transition between Key Stages/Post school

The school recognises the importance of effective transition; through assessing pupils holistically, using a range of assessment frameworks, the school is able to identify personalised learning needs, achievements (progress) and next steps for learning.

Personalised IEP's promoting challenge within all learning (close the gap)

Pupils at Nancealverne benefit from 3/5 IEP's (dependent upon learning pathway) to assist in their progress over time. IEP's provide a means for the teacher to plan more bespoke educational targets. These will be used to secure/further inform effective educational provision as well as identifying targets to 'close the gap' supplementing the curriculum/assessment route where appropriate (dependent upon the needs of the learner).

Interests/aspirations of learners recognised/ incorporated within school offer

Nancealverne recognises the importance of ensuring long terms curriculum aims develop pupils interests and aspirations. We consider it vital that the voice of all learners is recognised and is ,importantly, acted upon. As part of the Careers and WRL curriculum and at Annual Reviews, each learner is provided with key information identifying how the curriculum will support their aspirations.

Key skill development within National Curriculum subjects (R2L)

To secure Mastery Learning, the school has identified key skills (supported by long term planning) for all areas of the National Curriculum; each key skill area is supported by a rationale to secure understanding of what we are teaching/pupils are learning. Through such means the school is able to work in an informed way in the pursuit of the key skills, knowledge and understanding pupils develop when accessing the National Curriculum.