



Underley Garden

Curriculum Policy

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Reviewed:	September 2022
To be reviewed:	September 2023

Curriculum Intent

The need for our curriculum to be flexible, adaptable and robust enough to meet the ever changing demands of the modern world, and best prepare our young persons for a life within it, is the cornerstone of this policy.

As a SEN school delivering education to a diverse group of young people, our curriculum has been adapted and tailored to meet individual needs; we believe all young people deserve the right to an education that will support them to become happy and confident individuals with qualifications and achievements that will support them in their future.

Our staff team is dedicated to creating a curriculum that is flexible and ensures it is based around young people's individual needs.

The Curriculum

At Underley Garden we ensure access to the curriculum areas that are listed in the Independent School Standards (2019). In accordance with this we undertake to provide a curriculum that meets the needs of each young person based on the terms of their Education, Health and Care Plan. All young people receive full-time supervised education, in which they experience a curriculum that includes a range of linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative aspects appropriate to their age, aptitude and stage of development. The overriding aim of the curriculum is to achieve the best possible outcomes for the young people in terms of individual learning, independence, personal growth and development.

Curriculum Aims

- Help young people to develop positive feelings of self-worth and confidence.
- Provide a broad and balanced curriculum, including a focus on independence skills that is inclusive and accessible to all
- Help prepare children and young people for the next stages in their life
- Deliver activities that provide suitable learning challenges, giving every young person the opportunity to experience success and achieve as much as possible.
- Devise individual approaches and interventions, in response to the curriculum, to match young people's diverse learning needs, interests and strengths.
- Teach young people to have an awareness of their own spiritual development, understand right from wrong and have an appreciation of British Values.
- Provide a curriculum that is free from partisan political views.

The curriculum can be accessed on different levels according to each young person's need, previous experience and level of attainment. Young people at Underley Garden have needs arising from Autistic Spectrum Conditions, Learning Difficulties and Social, Emotional and Mental Health Conditions. They experience barriers to learning related to: cognition and learning including memory; communication and interaction; language and concept development; flexibility of thought; sensory processing; social awareness and behaviours associated arising from their conditions. On admission to the school some young people have experienced multiple failures and exclusions from previous settings.

The curriculum and teaching and learning approaches used are designed to reduce barriers to learning and ensure good progress and positive engagement. It is the expectation that all young people will access a curriculum and attend lessons in order to fulfil their potential.

Approaches used to plan and deliver the curriculum are devised to meet the needs of individual learners, for some this will be through specialist subject focused approaches. For others it is more appropriate to base approaches on a suitable Personalised Framework.

The learning experiences are carefully planned and structured to ensure continuity and cohesion and that each young person is enabled to make the very best progress in the development of their knowledge and skills.

Our planning is driven by the young people's needs and interests, whilst also being informed by the Development Matters, National Curriculum, 14 – 19 Curriculum, and other approaches to planning individualised learning programmes such as our Personalised framework, which is linked to a young person's individual EHCP outcomes.

The Senior Leadership Team are responsible for monitoring the planning and delivery of the curriculum utilising a quality assurance framework. This monitoring is organised into an annual timetable of deep dives, alongside short reviews and audits, which training and development as well as outlining any changes to the curriculum and the planning and provision of resources. This is carried out alongside Subject leads, in order for them to action plan their subject in order to improve provision.

In order to ensure the young people are accessing the curriculum that is appropriate to their needs, we assess them informally around the time of referral by making visits to the young person, speaking with previous placements regarding current curriculum and progress, and reviewing the current EHCP. Alongside this, we would discuss their needs with parents and carers to gauge and overview of how they would be best placed within school.

On admission to the school, some young people have experienced multiple failures and exclusions from previous settings. As well as this, these children will have most likely have significant gaps in learning and metacognition, due to a multitude of barriers to learning. The curriculum implementation utilises a spiral curriculum approach, scaffolding and building upon skills and knowledge with the aim of progressively increasing competency, taking into consideration the learner's cognitive load.

It acknowledges the differing strengths and needs of individuals and recognises the fact that some may need to spend far more time than others in a given area of learning and that for some individual's certain skills may remain always inaccessible and therefore need to be bypassed or replaced. The curriculum pace is flexible and aims to close learning gaps that are meaningful. Some learners may utilise the personalised framework to develop their metacognition to support them in best access the national curriculum, as opposed to replacing it.

Curriculum Implementation

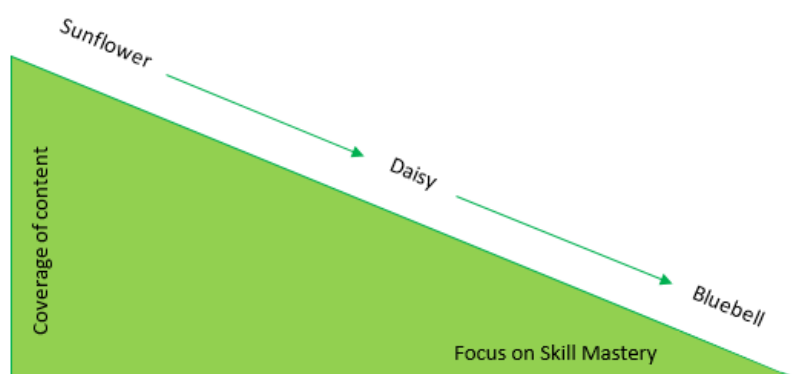
We have segmented our curriculum in to Pathways to encompass all learning journey's for our young people. Below is a description of each of these pathways and how we teach them across the school. It is key to note that every child's learning journey is different and as a school we have varied expectations of progress dependent on that child's needs. Our young people will be assessed as above when they get referred to us and using a multi-disciplinary approach we will map out their curriculum using a pathway that best suits their needs at the time. This will be reviewed every term and the pathways are made fluid so that a young person can move between pathways if needed.

In order to ensure the young people are accessing the pathway that is appropriate to their needs, we assess them informally around the time of referral by making visits to the young person, speaking with previous placements regarding current curriculum and progress, and reviewing the current EHCP. Alongside this, we would discuss their needs with parents and carers to gauge and overview of how they would be best placed within school. Educational psychologist assessments, and teacher led assessment will inform the curriculum pathway best suited to the child/YP. (See appendix 1-Expected rates of progress- for how this informs the decision making process)

Pathways	Learning Style	Curriculum	Assessment	Has PLI's
Bluebell	Pre-formal	EHCP	MAPP/Engagement Model	Yes
Daisy	Semi-formal	EHCP/NC	NC/MAPP/Accr	Yes
Sunflower	Formal	NC	NC	No

Key: MAPP: Mapping and Assessing Personal Progress. This uses a Continuum of Skill Development

PLI's: Personalised Learning Intentions



Sunflower Formal Pathway

The sunflower pathway consists of the EYFS- Development Matters or National Curriculum (age dependent).

The first steps of target setting for the young people who are accessing the national curriculum is to find out where they were in their previous placement, if appropriate; from this the teacher will then complete baseline assessments in order to ensure correct judgement

They will then baseline the child on Evidence for Learning in order to produce next steps and appropriate learning for the young person. This process usually takes a half term at least due to the young person settling in to a new environment.

During this time, the young person will be assessed by a range of specialists at the school, which will further inform how the young person learns, as well as identifying interventions that may need to be in place in order for them to extend their learning. These professionals include, Educational Psychologists, Occupational therapist and Speech and Language therapists.

For Sunflower pathway, they follow a formal learning pathway, which means they are working on National Curriculum targets set to their ability. The expected rate of progress for each individual young person is set through a multi-disciplinary team to ensure our pupils are achieving to their full potential; taking in to account the learning needs, IQ scores and diagnosis.

Teachers plan from a wider curriculum map and are expected to have medium term planning for the classes they teach, which clearly outlines differentiation for the needs of the young people. The teacher should also ensure that outcomes are clearly stated on their planning to inform others where the young person is expected to reach. Subsequently, half termly, teachers are then expected to update the National Curriculum monitoring system (Evidence for Learning) with evidence of achieved targets.

Bluebell Pre-Formal Pathway

Our Personalised framework is a person centered, needs led approach rather than a subject based content driven approach which has been developed in order to facilitate the planning and assessment of learning for young people who are working below the National Curriculum and who don't make progress in a neuro-typical way. The overall design of our Personalised framework addresses some key issues relating to appropriate learning approaches for young people with severe and profound learning difficulties.

This curriculum ensures that learning is ambitious for children; it is centered on what that person needs and wants at its very core, and means progress is achievable for all. It enables teachers to focus on those things that will have the most impact on young people's lives. Personalisation involves stripping away the less important areas of learning and focusing on the more important ones. This is critical to making the best of what is limited time in school, and create a road to their future that is focused on their wellbeing and independence.

A learning intention is defined not by referring to the next unchecked item on a list but because it relates to an important, relevant and realistic skill for that individual learner at that time. Learning intentions are set by a multi-disciplinary team around the young person, and are assessed and monitored intensively. The curriculum is made up of five main cross-curricular areas; communication and interaction (which includes literacy, cognition and learning (which includes numeracy)), personal, social and mental health, sensory and physical (including occupational therapy), and preparing for adulthood. These areas correlate directly to the young person's EHCP framework, and aim to work towards outcomes that are decided upon by a multi-disciplinary team.

Each learning intention is assessed and progressed upon using a 4 scale approach of development-specifically Prompting, Fluency, Maintenance and Generalisation. Assessment recognises and tracks lateral progression - the development of the *same* skill or set of skills over time rather than the acquisition of new skills. Progression of independence is a core assessment element, and ensures learning is for life long skills. It shows progress as young people work towards the acquisition of a skill, gradually gaining competence, rather than simply checking off when a skill has been achieved. It recognises and tracks learning of skills that are not susceptible to task analysis (e.g. sharing attention to task, showing consideration for others, the refinement of motor skills such as hitting a switch or forming a Makaton sign). All of these things can be developed through the use of resources, experiences and responsive teaching strategies but not through the chunking and

chaining of a target. Learning intentions are sequential in that they take aim to close the gaps in skill and knowledge, and follow a review and re-plan structure.

Daisy Semi-Formal Pathway

Our daisy pathway is a split between the bluebell and sunflower pathways; it allows our young people to access areas of the national curriculum on a highly personalised approach while also meeting the needs of the EHCP outcomes. Our young people may have elements of the national curriculum built in to their personalised target setting, or may access a minimised subject framework for one or more of the core subjects (English, Maths, science).

Both elements are assessed on entry to school and a multidisciplinary team will make the judgement that best fits. Teacher then ensure they are making ongoing judgements of their learning and after the first term and baselining the young people, they will create a personalised framework for the correct subjects as well as being set learning intentions based on their EHCPs.

Curriculum Pathways

2021



Bluebell

Personalised Learning Intentions (PLI's) developed around EHCP outcomes: Assessed using CSD

- Cognition and Learning
- Communication and Interaction
- SEMH
- Physical and Sensory needs
- Preparing for Adulthood (If applicable)

The Engagement Model will be used to support the following areas:

- exploration • realisation • anticipation • persistence • initiation

Thematic approach for experiential learning of cross-curricular subjects, inc careers

PSHE, Creative Arts, Outdoor Learning, Physical Education



Sunflower

Core Subjects- Assessed via National Curriculum

- English
- Maths
- Science

Foundation subjects- Assessed via National Curriculum

- Geography
- Art
- History
- Technology
- PSHE
- Careers

- Media and Technology
- Physical Education
- Outdoor Learning

EHCP Outcomes developed through Personal Development



Daisy

Core Subjects- Assessed either via National Curriculum or CSD (Needs dependant)

- English
- Maths
- Science (If relevant)

Personalised Learning Intentions (PLI's) developed around EHCP outcomes: Assessed using MAPP

- Communication and Interaction
- Cognition and Learning
- SEMH
- Physical and Sensory needs
- Preparing for Adulthood

Thematic approach for experiential learning of cross-curricular subjects

PSHE, Creative Arts, Outdoor Learning, Media, Careers, Physical Education

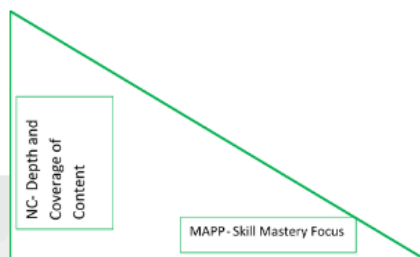
Post 16 Accreditation Routes and vocational options available

A multi-disciplinary team will assess the young person's needs, abilities and aspirations to ensure they are placed on a pathway suitable for them. A rationale will be created to form a clear justification of this. Continual review and assessment of learning will ensure they are accessing the most appropriate pathway at the time.

A young person may move pathway as their needs change.

Assessment Overview

	Pre-Formal	EHCP	MAPP/Engagement Model	Yes
Bluebell				
Daisy	Semi-Formal	EHCP/NC	NC/MAPP/Accr	Yes
Sunflower	Formal	NC	NC	No



Curriculum Impact

Sunflower Pathway

The sunflower pathway is assessed formally through Evidence for Learning against National Curriculum targets or where age-appropriate Early Years Foundation Stage; teachers are expected to evidence the targets met for all subjects taught to that young person. They should make ongoing judgements, which then articulates next steps and further development points. Targets that have been met and evidenced are then peer moderated to ensure the correct judgements have been made; this is done on a termly basis.

Progress is categorised as **Slow, Steady or Exceptional**; where progress is steady or exceptional no further work is required. However, where progress is slow, a second moderation takes place whereby a subject lead and a member of SLT will support and action where applicable.

The young people that follow the sunflower pathway could be working towards formal certification and accreditation; this could be in the form of SATs/ GCSE's/ Open Awards or Functional Skills.

Bluebell Pathway

Within the bluebell pathway, a judgement is made on overall progress based on the information provided by both the CSDs and the summary of progress for each learning intention, as well as feeding back and providing constructive advice for next steps where possible. To ensure we are making accurate and useful assessment of our young people, and ensuring we are flagging up gaps or concerns so we are able to provide more tailored support, professional judgements are peer moderated. Any YP flagging up as making slow progress is then flagged up and support or intervention is then put in place if necessary.

Progress is categorised as **Slow, Steady or Exceptional**. A young person may be making exceptional progress in one learning intention, yet slow or steady in others due to the differing factors that may come into play within each EHCP area. For example, a young person may be making huge steps forward with using a communication aid, yet much smaller steps for the introduction of a new self-regulation strategy, and finding there are many gaps that need to continue to be filled. Both of these are progression, yet at different speeds-, which is the nature of our complex needs young people. Young people utilising the personalised curriculum make sustained progress, where following a more formal curriculum framework, they would not.

Children and young people make progress laterally by enhancing their skills and abilities to a greater level of independence and fluency. Maintaining a skill over time is a core element of assessment and aims to ensure that learning is deep and meaningful. Developing meaningful skills for lifelong learning ensures developed metacognition and develops access to a wider range of curriculum aspects.

Daisy Pathway

The daisy pathway is assessed against the above two processes based on the subject/ learning intention being scrutinised. Where the young people are using National Curriculum targets, these frameworks are amended to ensure they are achievable and fit the needs of our young people on an individual basis.

Some of our young people on the daisy pathway may work towards elements of an accreditation in on or more specific subjects, but this decision will be on an individualised basis.

Post 16 Provision

Post 16 young people continue to be involved in 30 slots of planned learning consisting of core and foundation subjects including Independent Life skills, PSHE, Careers, Enterprise and vocational options. As within the primary and secondary provision, some young people follow the Personalised Curriculum.

The Post 16 timetable aims to support young people growing into adulthood and raising their aspirations by placing an emphasis on them developing independence knowledge and skills to prepare them for life in the wider community.

The curriculum provides educational opportunities planned through individual and class timetables. These opportunities are based in the school buildings and grounds through formal classes, individual activities and experiences within the wider school community. Opportunities further afield, for example at local F.E colleges and other training providers, on work placement or in the community are also provided, where appropriate, and integrated into different subject areas. All aspects of programmes are supported and facilitated by our multi-disciplinary team.

The young people are able to gain Open Awards Qualification; ranging from Awards, Certificates, extended certificates or Diplomas at their appropriate level.

Post 16 Courses		
All young people have a timetable devised to meet their needs, optimise their progress and focus on their vocational pathways, interests and future hopes.		
The Core Curriculum	Linked Qualifications/Accreditation	Personalised Curriculum
Functional skill; Numeracy (including Financial Literacy), Literacy & Media (Inc E Safety)	AQA Functional Skills Level 1/ Level 2 OCR Entry Level qualification	Communication including reading and writing, ICT Thinking Skills including patterns, number and reasoning Independent Living Skills
Independent Life skills, PSHE (following the PSHE association framework for SEND), Enterprise, Sport and Leisure, Work experience, Media, Creative Arts, Personal development, Careers (aligned with the Gatsby benchmarks and the career development institute framework).	Open Awards qualifications including: • Open Awards Award, Certificate and Diploma in Skill for further learning and Employment • Open Awards Award and Certificate in Independent Living- Looking After Yourself and your Home • Open Awards Award and Certificate in Independent Living- Living in the Community	Communication including social communication and communicating needs and wants Thinking skills Emotional Development Working with Others Independent Living Skills Skills for work Work experience
Vocational Choices – Accredited through the Open Awards from the ‘Developing Skills for Further Learning and Employment’ framework. This includes a wide range of general and prevocational units which enable the progression of learners into further learning and/or employment		
Vocational Area- these are a few example or what we can offer the young people:	Linked Qualifications/Accreditation	
Gardening Small Animal Care Horse Riding Woodwork/ Construction Hospitality & Catering Sport and Leisure Independence Skills Life Skills Hair and Beauty Enterprise	Open Award Qualifications; Entry Level 1 up to Level 3 awards available.	
Outdoor Education	Duke of Edinburgh Skills: Thinking Skills including pre-symbolic (acting on the environment, cause and effect). Working with others. Independent living skills.	
Work experience Our young people engage in a range of work experiences both offsite and onsite, here is an exemplar of what we offer: Onsite work experience include: Gardening/ horticulture, Teaching assistant, cleaning, recycling, car washing, café work, shop work, lunchtime assistant, ground maintenance.		

Offsite experiences include: Farm work, Leisure Centre assistant, horticulture, stables, animal care, St John's Hospice, Alley Angels, South Lakeland Retired Greyhounds, Bendrigg Lodge maintenance assistant.

This is a list of what we are currently offering, however we try to cater to the needs of the individual and are always building new links with the wider community to provide further opportunities.

Accreditation

Some young people at Underley Garden follow nationally accredited courses. In Key Stage 1 & 2, if ability allows, SATs are completed. From Key Stage 4 onwards – some young people will have the opportunity to work towards the following:

- Entry Level 1-3
- General Certificate of Secondary Education (GCSE) at 9-1
- Open Awards– ‘Developing Skills for Further Learning and Employment’ Awards, Certificates and Diplomas at Entry Level 1, 3 and Level 1 & 2

Extended Learning

The formally delivered curriculum is enhanced by days/sessions that are planned for enrichment purposes. This may include culture immersion days, health, ecological or religious/spiritual activities. The aim of such events is to broaden young people's experiences as well as giving them an opportunity to apply their skills in varied situations.

Our curriculum endeavors to further young people's personal skills, therefore we run collaborative learning intention meetings with therapists and carers/ parents; we develop appropriate targets and strategies based on their EHCP and specific needs. This allows our young people to work on targets on a 24-hour curriculum approach with strategies that can be used across school and home in order to develop specific skills- these are reviewed on a termly basis.

SEN

Underley Garden specialises in providing education to young people who have severe and complex needs, communication and interaction difficulties and social and emotional and mental health needs. The Special Needs policy aims to enable all young people to develop their skills and abilities. It seeks to ensure access to the curriculum subjects through differentiated approaches, therapeutic strategies and personalised programmes that take into account the needs of individual young persons' and their strengths.

Staffing and Resources

The education team consists of primary teachers, specialist core, foundation and vocational teachers, as well as experienced teaching assistants, Educational Psychologists, Occupational Therapist and Speech Language and Communication Therapists.

A variety of specialist settings are provided to meet the diverse needs of our young persons.

Working with Parents

We encourage parents to visit whenever possible and in particular to attend the annual review meetings. Parents are provided with updates on progress in the termly report that comments on all areas of the curriculum and also includes learning targets for the term ahead. We also hold Parents Evenings to give an opportunity for dialogue between young people, parents, education staff and care staff.

We use an online tool called "Seesaw" in order to post children's work and media to parents so they can see that their children have been up to on a daily/ weekly basis.

Review

We will review the curriculum annually to ensure it meets the needs of all our young people and we continue to develop a curriculum that is tailor made to each individual.

Appendix 1 – Expectations of Progress

There is little published information about expected rates of progress for pupils with complex special educational needs, including learning difficulties and difficulties associated with social and emotional development and mental health issues. This includes most of the learners at Underley Garden School and so it is necessary to draw on information from the existing cohort of learners (see below for further information and rationale).

The following rates of expected progress have been defined to form the basis of target setting for the academic year 2019-2020, for pupils at Underley Garden School. At the end of the year these will be reviewed and refined if necessary.

The pupils are divided into 4 Cohorts (see next page). Scores from cognitive assessments using the Wechsler Intelligence Scale for Children or similar, are used to provide a starting point. Other factors are also taken into consideration, including the range and nature of the social and emotional difficulties experienced by the young person and the impact that this has on their learning, specific issues relating to the learning profile of the young people (for example, if the learning profile is very uneven), the verbal comprehension and language skills of the young person etc. Expectations are agreed in consultation between teachers and the Educational Psychologist who works at UGS. Expected rates of progress within each pathway are open to reassessment at any time if it seems as if an error of judgement has been made.

Table to show rates of expected progress

Cohort	Target as a percentage of stage	Pathway Please see Pathway rationale
Pupils with overall cognitive abilities considered to be within the average range (IQ score generally within the 90-110 range)	90%- 100% progress per academic year	Sunflower
Pupils with overall cognitive abilities considered to be within low average range (IQ score generally within the 80-90 range)	70% - 90% progress per academic year	Sunflower- Daisy
Pupils with overall cognitive abilities considered to be within very low average range (IQ score generally within the 65-80 range)	50%- 70% progress dependent on other factors	Daisy
Pupils with overall cognitive abilities considered to be within low average range (IQ score generally below 70)	Not assessed using National Curriculum	Bluebell

This provides a starting point for considering which Pathway is appropriate for each young person but other factors are also considered alongside formal assessment results. These include:

- Age and IQ score
- Reading age
- Fluidity of learner's profile
- Specific learning needs and barriers
- Physical and medical needs
- Social, Emotional and Behavioural issues
- Sensory profile
- Home/ social care involvement
- Time and settlement at school

These factors are considered and reviewed by a multidisciplinary team each term to ensure that each young person is following a curriculum that is appropriate to them and their needs. This process is outlined in a rationale for each young person.

Rationale for Setting Rates of Progress

A review of relevant literature indicates general agreement that “high expectations and good progress are entitlements for all learners” (DCSF 2009). However, there is also agreement that issues around effectively measuring progress and what might be considered ‘good’ progress for learners with complex learning difficulties are yet to be resolved.

Progression Guidance 2009-10 in defining a ‘national expectation’ of progress sets out that “for learners identified as having SEN, who are working within age-related expectations, this [same] expectation applies” (DCSF, 2009). On entry assessments show that more than 90% of young people at Underley Garden are working at a level more than 3 years below that which would be expected for their age and over 60% are working at a level more than 2 years below that which would be expected for their age. This suggests that many of the learners at Underley Garden School do not form part of the population to which the national expectation of progress applies.

Cognitive assessment completed with the existing cohort of pupils at Underley Garden School suggests the following:

Approximately 25% of pupils have a cognitive ability between the 5th and 16th percentiles, this is a total of ten pupils.

Approximately 25% have a cognitive ability between 1st and 5th percentiles, this is a total of ten pupils.

Approximately 2.5% have a cognitive ability below the 1st percentile, this represents one pupil.

The remaining learners, approximately 50% have a wide range of abilities (cognitive assessment standard scores ranging from 86 to 127, which is from the 18th percentile to the 96th percentile), the median cognitive assessment standard score for this group is 95, 37th percentile (average range and below the midpoint) with 29% of this group scoring below the average range. Many of the learners in this group experience barriers to learning associated with social, emotional and mental health needs and have transferred to Underley Garden School from mainstream schools or other specialist provision schools because teachers have not been able to meet their needs within those settling.

Agreeing Rates of Progress for Young People at Underley Garden

Due to the wide ranging nature of the pupils at Underley Garden School it is not appropriate to use the same assessment method or to have the same expectation of progress for all learners. At Underley Garden all learners follow a carefully designed individualised learning programme informed by appropriate assessment and target setting. Assessment methods used and expectations about progress depend on the existing level and skills of the individual learner, and are informed by their previous progress. However, within this context there is a recognition that it is important to know whether learners are making *good progress* in order to celebrate success and to provide challenge when necessary. Often such judgements rely on being able to make comparisons within and between groups of similar learners. However, for some pupils at Underley Garden it is difficult to find published information relating to this. This may be because the group of learners with complex

learning and social, emotional and mental health needs is so small and diverse that it is difficult to achieve enough comparable data to draw firm conclusions.

For this reason, an attempt has been made to define appropriate rates of progress based on the information available within the relevant literature and by considering the abilities and progress to date of the current cohort of learners at Underley Garden. Within this context it is recognised that there should be high expectations for pupils in terms of their academic progress and progress with learning. Rates of progress are discussed and agreed based on a range of different sources of information including scores from cognitive assessments, the range and nature of the social and emotional difficulties experienced by the young person and the impact that this has on their learning, specific issues relating to the learning profile of the young people (for example, if the learning profile is very uneven), the verbal comprehension and language skills of the young person etc. Expectations are agreed in consultation between teachers and the Educational Psychologist who works at Underley Garden and discussed with the management team, including April Boyd, Nicola Harper and Gemma Thompson. Teaching pathways are open to reassessment at any time if it seems as if an error of judgement has been made with regards to pupil groupings presenting a significant barrier to academic progress. Decisions about expected rates of progress for individual young people are always taken within the context of ensuring that there is an appropriate level of academic challenge and that aspirations remain high.

Establishing Appropriate Rates of Progress for Learners at Underley Garden School

As there is little published information about expected rates of progress for learners with complex range and nature of difficulties experienced by pupils at Underley Garden, it is necessary to draw on information from the existing cohort of learners. This includes experience of their progress and individual assessment results which can be used to make comparisons with larger groups of learners. The data used has been gathered from the pupils currently supported within the Underley Garden School setting. It must be recognised that this is a very small sample on which to perform any level of statistical analysis, the results of which could easily be skewed by the arrival of a new learner or an existing learner leaving the school. It is therefore necessary to revise the data on a regular basis to ensure that it is still representative of the group of learners to which it is being applied.

The learners are divided into five cohorts as follows:

- Pupils with overall cognitive abilities considered to be within the broad average range (IQ score generally within the 90-115 range) will be expected to make 80% progress or above.
- Pupils with overall cognitive abilities considered to be between the mid very low range and the mid low average range (IQ score generally within the 80-90 range) will be expected to make 60%- 80% progress (Sunflower/ Daisy Pathway dependent on learner).
- Pupils with overall cognitive abilities considered to be between the extremely low and the very low range (IQ score generally within the 65-90 range) will be expected to make 50%- 70% progress. They will also follow a curriculum which is a balance of core subjects in National Curriculum, alongside Personalised learning targets (Daisy Pathway).

- Pupils with overall cognitive abilities considered to be within the extremely low range (IQ score generally less than 65) will not be assessed using the National Curriculum and will use our Personalised curriculum (Bluebell Pathway).

The above groupings provide a starting point but some adjustments will be made according to the needs of the individual learner, for example, some learners who might have underscored on the cognitive assessment may be included within a more highly scoring group to ensure that they are appropriately challenged, pupils with very significant mental health needs may be included in a lower scoring group to ensure that expectations are not inappropriately unrealistic.

References

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