



Outcomes
First Group



Underley Garden

Curriculum Policy

Created:	September 2012
Reviewed:	September 2026
To be reviewed:	September 2027

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 life skills, 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 (2026). 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 suitable personalised learning intentions.

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 Birth to 5 Matters, National Curriculum and other approaches to planning individualised learning programmes such as our personalised learning intentions, which are 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. When the pupils arrive with us they will be placed in a class we have identified from the above and the teacher alongside subject leads, will assess their academic ability. Where appropriate, designated therapists will carry out their initial assessments to work alongside the class team.

On admission to the school, some young people have experienced multiple failures and exclusions from previous settings. As well as this, these children will 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 into 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.

Pathways	Pathway Type	Curriculum	Assessment	Has PLI's
Bluebell	Pre-formal	EHCP	MAPP	Yes
Buttercup	Semi- formal	EHCP	MAPP	Yes
Daisy	Semi-formal	EHCP/NC	NC/MAPP/ Accr	Yes (Not assessed)
Sunflower	Formal	NC	NC/(MAPP EYFS)	Yes (Not assessed)
Tulip	Semi- formal	EHCP/Accr	MAPP/ Accr	Yes

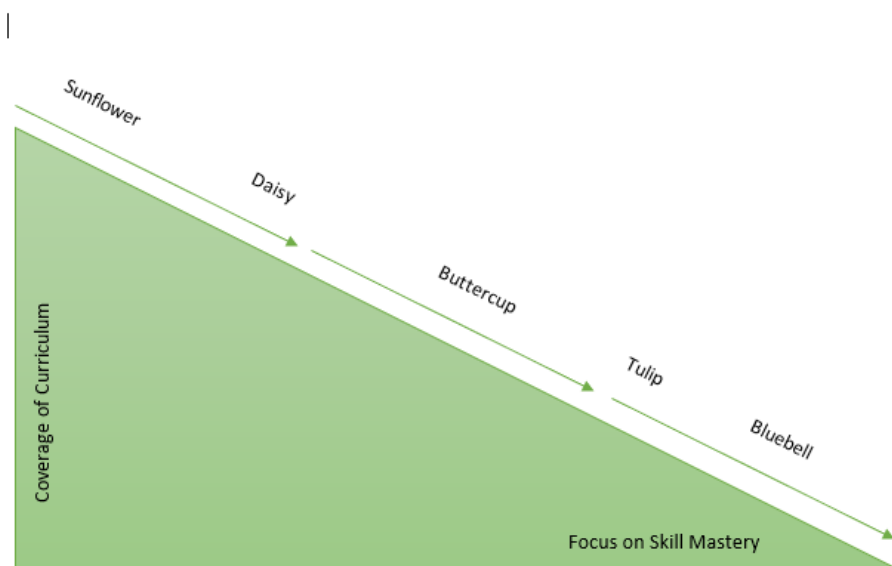
Key

MAPP: Mapping and Assessing Personal Progress. This uses a Continuum of Skill Development Personalised Learning Intentions PLI's:

Accr; Accreditation- this can be GCSE, Functional Skills, Entry Levels or Unit Awards and Open Awards

EHCP; Education Health Care Plan- we use the long term targets to form the curriculum

NC; National Curriculum



Curriculum Pathway Profiles

A multi-disciplinary team will assess a young person's needs, abilities and aspirations to ensure they are placed on the learning pathway suitable for them as an individual. A rationale will be created to ensure clear justification for this and is agreed up by all. Continual review and assessment of learning will ensure a young person is able to access the most appropriate pathway for them at that time. A young person may move onto new pathways as their needs change.

Bluebell Pathway

The Bluebell pathway is a pre-formal pathway designed to support children and young people with Complex Learning Difficulties and Disabilities (CLDD). These learners have complex learning patterns, challenging behaviours and a range of socio-medical needs, which require highly trained staff to support them in regulating and engaging. This combination of needs requires a multi-faceted approach, involving support from the multidisciplinary team around them. These learners are working below national curriculum within the early learning and conceptual development phase with some subject specific content where accessible at a pre-national curriculum level. Pupils will access a bespoke curriculum focused on personalised learning intentions, developed around their individual EHCP outcomes, with a multi-modal communication approach at the centre of their learning.

Buttercup Pathway

The Buttercup pathway is a semi-formal pathway which is designed to support pupils who have missed considerable amounts of education, present with demand avoidance profile, pupils with emotional based school avoidance or learners who benefit from more flexibility within their learning. The pathway focuses on personalised projects which work on themes and are developed around pupil interest, allowing pupils more autonomy, motivation and connection within their learning. In turn it is hoped this will support with feelings of safety, a sense of self-belief and self-worth as well as progression of individual skills, whilst also working on personalised learning intentions derived from their EHCP to support the whole child holistically. Pupils will also access Functional Maths and English skills to embed and consolidate previous learning, as well as covering any gaps in prior learning. This pathway is designed to support pupils in engaging and enjoying school, building key skills to develop their zest for learning.

Daisy Pathway

The Daisy pathway is a semi-formal pathway which is designed for pupils who may have gaps within their learning, though are able to access a semi-formal learning environment when the learning is broken down into manageable chunks. Pupils within this pathway make academic progress at a slower pace, than age expected, due to their associated learning difficulties. However, with the individualised learning at a level and pace suited to each individual learner to support consolidation and mastery of knowledge, they make effective progress through the National Curriculum frameworks through a thematic approach. Pupils will also work on personalised learning intentions derived from their EHCP which are threaded through their curriculum.

Sunflower Pathway

The Sunflower pathway is a formal pathway for pupils who are working at age expected or slightly below, but moving through the National Curriculum or Birth to 5 Matters (EYFS) at an expected pace. Pupils may have a range of diagnoses, affecting their academic progress and social presentation. Pupils benefit from smaller class sizes, a therapeutic approach and tailored learning experiences. Pupils will also work on personalised learning intentions derived from their EHCP which are threaded through their curriculum.

Tulip Pathway

The Tulip pathway is designed to focus on the skillset pupils need to maximise their independence and build life long skills to grow into the community. The pathway is designed for post-14 pupils, who need to develop their independence and be exposed to different work sectors through a vocational approach, in preparation for their next steps. Preparing for Adulthood is embedded throughout the pathway and is a key focus alongside personal development, work experience and life skills. Outcomes are closely matched to their Education, Health and Care Plans, this means that learning opportunities for all pupils are individualised and closely matched to their needs. Pupils can work towards other qualifications, alongside the vocational qualifications where applicable.

Progression onto Tulip pathway is reviewed on an individual basis within KS4. Pupils will move onto the Tulip pathway when assessed by a multi-disciplinary team that they are ready to progress onto this next stage in learning and have built a foundation of independence skills. Some pupils may remain on their previous pathways within KS4, if this is more appropriate for them, whilst introducing more independence focused content into their current pathway, preparing them to move onto the Tulip pathway within Post-16.

Personalised Learning Intentions

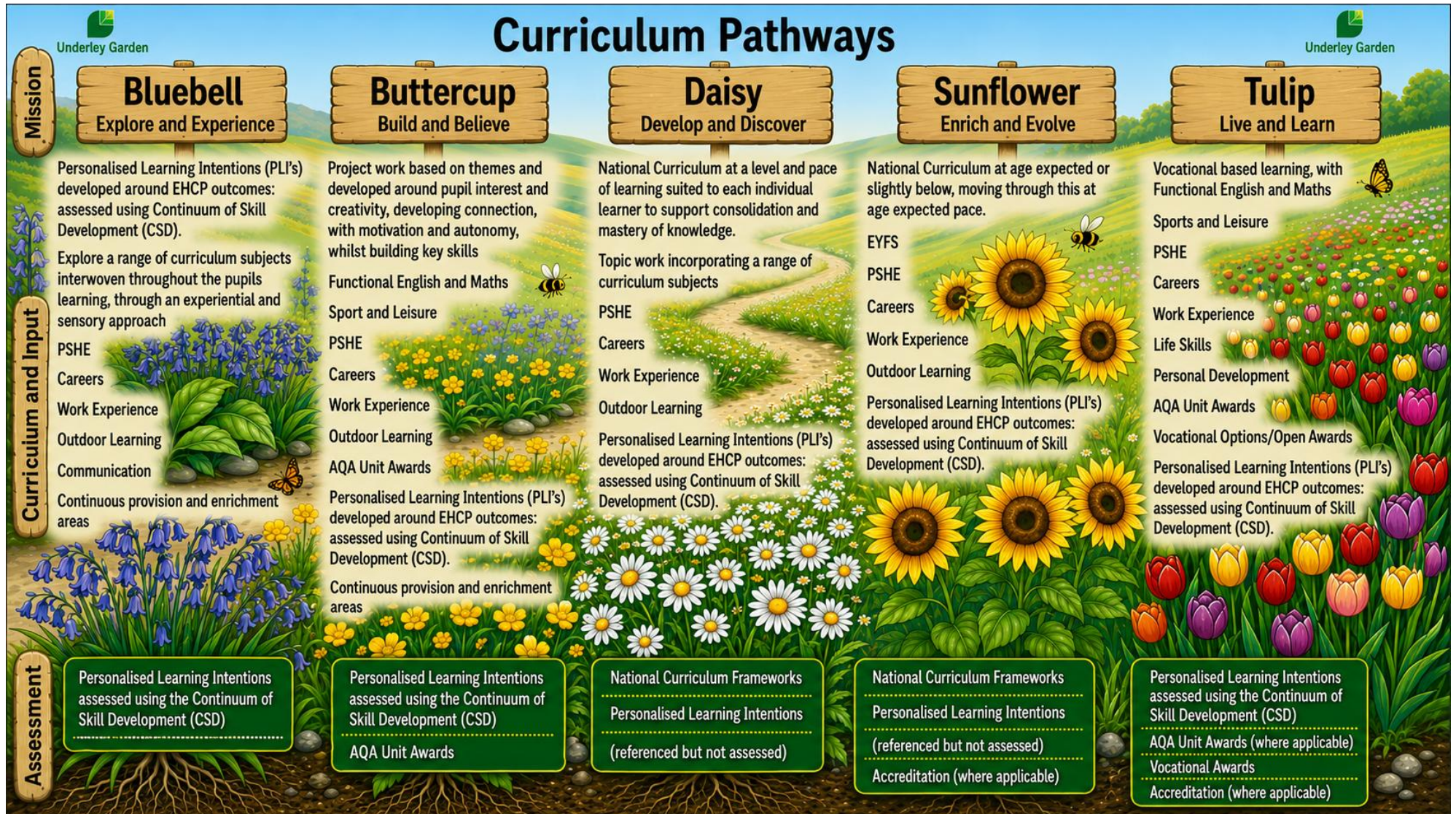
Personalised learning intentions are rooted into all our pathways, with varying degrees of focus within each pathway. Our personalised learning intentions are a person centered, needs led approach rather than a subject based content driven approach which has been developed in order to facilitate the planning and assessment of learning for young people who don't make progress in a neuro-typical way. The overall design of our personalised learning intentions address some key issues relating to appropriate learning approaches for young people with severe and profound learning difficulties.

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 and speech and language therapy) cognition and learning, (which includes numeracy), social, emotional 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.

Our personalised learning intentions ensure that learning is ambitious for children; they are 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.

Pathway Poster



Curriculum Impact

Bluebell Pathway

Within the bluebell pathway, a judgement is made on overall progress based on the information provided by both the CSDs (see appendices) 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, On Track 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 learning intentions 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.

Buttercup Pathway

The buttercup pathway is based around a project based approach, giving the pupils autonomy, motivation and connection. Pupils within this pathway need to spend time building upon their self-esteem and self-confidence, to be able to access learning and the classroom environment. Personal skills for learning are threaded through this pathway to ensure the foundations of learning are built and preparing pupils to develop skills in the following areas; listening, speaking, adapting, leadership, problem solving, teamwork, creativity and planning. These skills are carefully identified for each individual and assessed using a CSD. Personalised learning intentions are at the core of this pathway developing their emotional safety, independence, self-worth and self-belief.

Pupils will access functional English and Maths sessions, to embed and develop their skills, accounting for any gaps in their learning. Maths and English strands are assessed via a CSD focusing on key areas of importance for each individual. Learning journals on evidence for learning can also be used to demonstrate progress through a pupils project work and other subjects, using marking and feedback codes on the observations.

Daisy Pathway

The daisy pathway is assessed formally through Evidence for Learning against National Curriculum outcomes, teachers are expected to evidence the targets met for all subjects taught to that young person. These frameworks are amended to ensure they are achievable and fit the needs of our young people on an individual basis. Teachers 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.

Pupils within the daisy pathway are working below age-related expectations, however can make steady progress throughout the National Curriculum. Progress is categorised as Slow, On Track 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.

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

Sunflower Pathway

The sunflower pathway consists of the National Curriculum or EYFS- Birth to 5 Matters (age dependent).

- **National Curriculum Sunflower offering**

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, Psychologists, Occupational therapist and Speech and Language therapists.

Those accessing the National Curriculum, 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 into account the learning needs 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.

They are assessed formally through Evidence for Learning against National Curriculum targets, 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, On Track 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.

- **EYFS Sunflower offering**

Transition into our Early Years provision is carefully managed via transition visits to our school, meeting with parents/carers/other professionals and discussions with previous nurseries where applicable. All of which is used to gain a deeper insight into the pupils development and identify appropriate outcomes. All pupils within EYFS are assessed against the Birth to 5 Matters framework, working within the varying 'ranges' appropriate to their individual level and baselining. Key outcomes from the framework will be identified for each individual and the CSD will be used as the assessment scale, to allow for maximum steps of progress.

Progress is categorised as Slow, On Track 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 evidence for Learning platform is used to evidence each outcome and progression towards it. Ongoing judgements will be made, 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.

The three 'prime areas' of; Personal, Social and Emotional Development, Physical Development and Communication and Language, will be at the heart of the learning, whilst embedding the characteristics of effective learning. 'Specific areas' of learning will also be incorporated at a level and pace appropriate to each individual.

Pupils will access learning through continuous provision, purposeful play and short bursts of focused activities. Teachers plan activities 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.

A multi-disciplinary team review will occur once the pupil finished the EYFS stage, in regards to their next steps and most suitable pathway for them to continue their learning.

Tulip Pathway

This pathway focuses on a vocational aspect, pupils select areas of interest from a taster session and complete these alongside mandatory elements, to form their vocational accreditation (Open Award). The 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.

As such Underley Garden School have devised a programme which extends the high level of support we offer, combined with our in-depth knowledge of our pupils needs to support a successful long term transition with local colleges. Where pupils continue to develop the following:

- Development of life skills and independence as per Preparation for Adulthood outcomes. Addressing areas of need that arise from access to college and the wider community.
- Offer of tuition and scaffolding around, social skills, personal organisation, transport and independent travel, timekeeping and attendance, Budgeting, Independent living skills, continued Careers advice/guidance, British Values and rights and responsibilities within society. Levels of independence would gradually develop and skills consolidated across all settings.
- Access to Open Awards Qualifications and Skills for Further Learning and Employment Diploma

Open Awards

Open Award qualifications and units are flexible and creative to support the learners to achieve the very best outcomes for their future. This flexibility is underpinned by robust quality assurance systems, both internally and externally.

We provide a variety of vocational Open Awards that have been developed to give learners the opportunity to:

- Experience more than one vocational sector where they have not yet decided on a specific sector to follow
- Develop knowledge, understanding and skills of different vocational sectors to motivate them to progress to higher-level qualifications or employment in a specific sector.
- Develop cross-cutting employability skills through carrying out practical activities in a vocational context
- Engage in learning which is relevant to them and provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- Progress to employment, further education, volunteering or training

Recognition of prior learning (RPL) is a process by which learners are recognised for knowledge, understanding or skills they have already achieved. Open Awards seeks to enable learners to avoid the duplication of learning and assessment where the learner can provide evidence that they have already achieved the necessary knowledge, understanding and/or skills. We strive to recognise prior learning to allow learners to achieve qualifications in the most efficient way. In order to be considered eligible for RPL, the learner will need to show that the knowledge, understanding or skills they already have means that they do not need to repeat units or complete additional assessment activity. All evidence that is submitted for a RPL request must adhere to the Open Awards RPL policy and be valid and current, authentic, sufficient and reliable.

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 AQA 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), Sport and Leisure, Work Experience, Personal Development, Careers (aligned with the Gatsby benchmarks and the career development institute framework).	Open Awards qualifications including: - Independent living: living in the community - Physical health and mental wellbeing, - Employability and professional development	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 – Animal care skills, Exploring business and enterprise, IT user skills, Introduction to hair and beauty skills, Creative arts, Hospitality and catering skills, Horticulture skills and Childcare (Accredited through the Open Awards, pupils select 2 vocational choices following a taster session)		
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: Horticulture, stables, animal care, St John’s Hospice, South Lakeland Retired Greyhounds, Litter Picking. 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 Stage1 & 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
- Functional skills
- General Certificate of Secondary Education (GCSE) at 9-1
- Open Awards

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 learning intentions 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, 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 2026-2027, 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 5 Cohorts (see next page). A young person's previous academic assessments, school background and barriers to learning form the basis of our decision for the type of pathway they will engage with. Once settled, assessments, teacher judgement and therapeutic assessment support us to formalize the rate of expectation for an individual young person. 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 senior leadership team; these are open to reassessment at any time if a young person's profile changes.

Table to show rates of expected progress

Cohort	Target as a percentage of stage	Pathway Please see Pathway rationale
Pupils working within age related expectations whom may need adapted environments and a level of adult support.	60%- 90% progress per academic year dependent on pupil learning profile	Sunflower
Pupils working slightly below age related expectations whom may need adapted curriculum to cover gaps in learning and specific subject intervention.	35% - 50% progress per academic year dependent on pupil learning profile	Daisy
Pupils who have missed considerable amounts of education, present with demand avoidance profile, pupils with emotional based school avoidance or learners who benefit from more flexibility within their learning to develop connection, motivation and autonomy	Not assessed using National Curriculum, assessed via CSD Individualised progression expectations	Buttercup
Pupils working significantly below age related expectations, have complex profiles and are unable to access formal learning.	Not assessed using National Curriculum, assessed via CSD Individualised progression expectations	Bluebell
Post-16 pathway preparing for adulthood, focusing on independence and in preparation for their next steps.	Assessed via CSD and focusing on preparing for Adulthood Individualised progression expectations Accreditations where relevant	Tulip

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” (DSCF, 2009). On entry assessments show that the majority 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 most 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.

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, the management team and where appropriate, the therapy team. Teaching pathways are open to reassessment at any time if it seems as if a pupil’s profile changes. 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

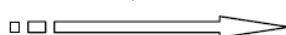
of statistical analysis, the results of which could easily be skewed by the arrival of a new learner or an existing learner leaving the school. It is therefore necessary to revise the data on a regular basis to ensure that it is still representative of the group of learners to which it is being applied.

The 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.

CONTINUUM OF SKILL DEVELOPMENT



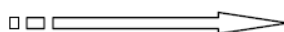
<i>from dependent</i>		Prompting				<i>to independent</i>			
Learners complete tasks independently									
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.		Support is still provided but there is a reduction in the level or frequency of prompting given.		The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.		The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.			
1	2	3	4	5	6	7	8	9	10



<i>from approximate</i>		Fluency						<i>to accurate</i>	
Learners reach a level of mastery combining speed and accuracy.									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.		The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.			The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.			The skill is smooth, swift and accurate. No further refinement is needed.	
1	2	3	4	5	6	7	8	9	10



<i>from inconsistent</i>		Maintenance				<i>to consistent</i>			
Learners maintain competency over time through repetition. They remember how to do a task after a break.									
The skill has been observed on a single occasion only.		The skill is observed on more than one occasion but only intermittently.		The skill is reliably repeated but may need refreshing after a break.		The skill is consolidated and maintained over time. It is remembered after a break.			
1	2	3	4	5	6	7	8	9	10



<i>from single context</i>		Generalisation				<i>to many contexts</i>			
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.									
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.		The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.		Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff.			
1	2	3	4	5	6	7	8	9	10

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