



St Hugh's School

Personalised Learning Policy

"... personalised learning and teaching means taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils - and their parents - as partners in learning."

complexneeds.org.uk

Introduction

This document is a statement of the aims, principles and strategies for personalised programmes within St Hugh's School. This policy will be reviewed in accordance with the School Development Plan. All new staff will be given a copy of the policy to highlight the ethos and rationale behind personalised programmes at St Hugh's.

St Hugh's is an 11-19 outstanding special school. It caters for students with a range of moderate, severe and profound/multiple learning difficulties as well as complex medical needs and Autism. The majority have significant communication difficulties. Communication underpins all learning and therefore we are committed to providing specialised teaching to promote speech and language and communication skills in all our students- these skills make up a large part of personal programmes at a range of levels, underpinning all activities and objectives.

Aims

Within our overall school aim of 'Learning Together, Learning for Life', our school aims are to enable our students to actively engage in their own learning by:

- helping students to develop a repertoire of learning skills and strategies to support their development as learners
- using a range of assessment techniques including assessment for learning, with the emphasis on formative assessment that engages the learner. This helps the student to identify their strengths and weaknesses.
- employing teaching and learning strategies that develop the competence and confidence of every learner by actively engaging and stretching them, and building on their individual needs;
- having curriculum choice which develops breadth of study, personal relevance and flexible learning pathways thereby enabling students to acquire the skills to fulfil their own potential. Ultimately curriculum choices engage and respect students;
- having a student-centred approach to school organisation with high quality support for teaching and learning and the whole team focusing on the needs and interests of the students and young people. Students are listened to and their voice is used to drive whole school improvement;
- ensuring that students have a one-to-one mentoring relationship with an adult, and benefit from peer support and social inclusion opportunities
- forming strong partnerships beyond the school which drive forward progress in the classroom thus removing barriers to learning and supporting student well-being. This engages the community, local institutions and social services; who in turn can support schools to drive forward progress in the classroom.

Management of Personalised Learning Programmes

Personalised learning programmes require effective structures and systems to support them.

These are summarised in four management strategies:

- Minimising within-school variation: reducing inappropriate variations to ensure consistent, high quality learning experiences for all students
- Student voice and choice: engaging young people to become active partners in designing their learning, and to make real choices (use of Records of Preference and advocacy as tools to support student voice)
- Information and communication technology (ICT): developing technology that enables access to learning and provide effective data to support it
- School systems and structures: re-thinking the way that time, space and people are organised so that personalised programmes can be developed

Leadership for Personalised Learning Programmes

Personalised learning programmes need leadership that can take the school forward through a period of significant change to deliver a tailor made, holistic package for an individual.

Five areas of focus:

- Culture and values: securing a set of values focused on the learning of individual students and supporting it with clear management strategies
- Learning-centred leadership: using and encouraging modelling, monitoring and dialogue to exert a powerful influence on staff and students- 'seeing the bigger picture and the point!'
- Distributed leadership: building leadership capacity across the school, linked to teams and the learning situation rather than to hierarchical status- all staff as leaders, subject leads, wellbeing team
- Networks and partnerships: developing partnerships with other individuals, organisations and educational settings that contribute to effective learning
- Leading change: using a best practice change process (1) in order to lead the shift towards personalised learning

Entry into St Hugh's school

All students have a tailored transition plan on entry to school which is developed in consultation with the feeder schools, both mainstream and St Luke's over an extended period.

All students' individual needs are reviewed on entry to school both through informal observations and through documentation from previous settings including Education, Health and Care plans. On entry to school some of our students are already known to Therapy services, CAMHS, Behaviour support, Educational Psychology or Community Police. (Early help process /children services/OT / physio, extended external agencies). If a student is not known and it is deemed necessary, school staff can take the necessary steps to refer them.

A student's individual attainment is assessed within the school setting using a combination of individual teacher assessment: pre-key stage standard data; performance against curriculum pathway MTPs ; cognitive assessments, and classroom observations: liaison between staff and family and where necessary home observations.

Student's needs are best met through multidisciplinary teams working together in the following ways:

- EP observation in classes to share good practice and negotiate further goals and strategies within classroom/school setting.
- Joint writing and evaluation of outcomes linked to EHC plans, by team staff, SLT and other professionals when and where appropriate.
- Input into class based programmes.
- Incorporation of therapy outcomes into daily/weekly timetables
- Incorporation of sensory intervention to support students in their self-regulation throughout the school day as well as providing specific sensory intervention for those students who are identified as requiring a targeted level of support.
- Targeted support for individuals with group and class based work and support during unstructured times within the day (break and lunchtimes)
- Specific interventions for specific areas of need identified through biannual SDQ data collection e.g. Drumming Therapy, Life Coach, Speech and Language Therapy, OT Programmes, Rebound Therapy, Hydrotherapy, Horse Therapy, Sensory Intervention, play therapy, Farm therapy, gardening therapy, Art therapy
- Baseline level of training for all staff and specific training according to individual needs.
- Robust staff training programme to upskill staff in all areas.

Monitoring & Evaluating

The importance of monitoring and evaluating student's progress and the impact of their programme is paramount to their overall development. As with all monitoring methods, regular opportunities and assessment is vital to ensure that programmes are best fit and that students achieve.

Identified support must **always** be available to the students:

- Within the class
- Around school
- In the community
- On school transport
- To take home

The appropriate multi-disciplinary team will monitor student's progress, at intervals appropriate to their learning journey (daily, weekly, monthly or half termly as a minimum). Class teachers (supported by SLT), continually monitor and evaluate student's progress in all areas. Support will be given as needed and/or requested. Staff can access the in-school and external training at a higher level to support their professional development, when and where appropriate.

Individualised learning files are a pivotal part of ensuring success. Files have a clearly defined content to facilitate consistency for staff and students as follows:

- Contents Page
- Timetables (curriculum, break, lunch activity)
- Personal Achievement Plan (PAP)
- Task sheets (curriculum planning)
- Classroom access/activity logging sheets
- Behavioural logging sheets

- Handling strategies (Personal Handling plan, moving and handling plan, sensory profile, behaviour contract etc.)
- Medical information (including care plan and therapy programmes - Physio, Speech and Language Therapy, Occupational Therapy etc.)

Process

Concern



Monitoring



Evaluation



Strategies



Outside
agency/provision



Curriculum
adaptations



Internal
Intervention



Reward systems



Resources



Monitor and Evaluate

Appendices:

1. The "Essentials of Best Practice in Professional Development for Sustained Change Model" is based on recent research in professional development, adult learning theory, shared leadership, effective schools, and the change process. The model views increased student learning as the goal; schools as the unit of change; professional development as a diverse, ongoing process; and educator involvement as essential. (Speck, Marsha 1996)

2. Personalised learning - A Policy Overview. Complexneeds.org.uk

3. The shape of things to come: personalised learning through collaboration. DfES. 2005

4. A selection of recording formats from St Hugh's.