

includEd Learning

Independent Specialist Education Provider



TEACHING AND LEARNING POLICY

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School Context

IncludEd Learning is a small independent special school which provides for pupils with a diverse range of complex learning difficulties. Currently the school works with girls only. All students have an EHCP. Many pupils have complex needs, including neuro diversity, cognitive and learning and communication and interaction needs sensory and physical disabilities; we also have pupils suffering with EBSA and with medical needs who are supported by our outreach team and tutors.

Classes and Staff Teams

Pathways are managed by members of SLT, and each class is led by a teacher / HLTA with the support of Education Support Assistants, teaching assistants and Interveners. There are between 4-5 pupils in a class.

Our Philosophy of Teaching and Learning

At IncludEd Learning we strive to encourage and develop a strong sense of achievement within all our pupils that will stay with them throughout their lives. Through our nurturing environments we build each individual's potential to succeed in learning as valued members of our school community. We believe in having a positive approach towards school life; and our pupils are supported to become motivated and confident individuals.

It is vital that all pupils have opportunities to access the best education, through an outstanding curriculum, with an array of personalised learning to meet their individual needs. We aim to ensure that the highest standards of teaching across school and the use of a variety of appropriate teaching and learning strategies are used to meet the needs of students. Our curriculum offer includes a Functional skills pathway for English and maths (GCSEs are also offered at this level for those who also want to sit GCSE exams. Pupils also follow a vocational offer and participate in a timetable that provides an extensive therapeutic and creative programme.

Our bespoke and creative curriculum pathways enable all pupils to achieve at their own level. We ensure that the skills, expertise and strengths of all our staff are fully used to support the pupils' learning opportunities. IncludEd Learning prioritises each individual pupil to generate optimum conditions for their learning. Pupils begin at IncludEd Learning with a variety of experiences and needs. It is the role of all staff to encompass a holistic approach to learning; encouraging the pupils to develop a sense of pride, care and sensitivity towards

themselves, their peers and the school through exciting, engaging and challenging tasks.

IncludEd Learning is committed to achieving excellence where:

- pupils come first
- pupils develop as confident and resilient learners
- pupils people have a voice and make choices
- pupils are challenged and enjoy learning
- pupils achieve and progress

IncludEd Learning are a team who:

- celebrate and promote achievement and progress
- have learning and development at our core
- are reflective practitioners
- strive to be excellent practitioners and recognised as innovators
- maintain positive partnerships with parents and carers, professionals and the wider community

IncludEd Learning School is an environment that:

- welcomes parent, carers, partners, other professionals and visitors
- is engaging and promotes learning and achievement
- promotes social, moral, spiritual and cultural development
- is safe, happy, healthy and purposeful

We aim to ensure that learning at IncludEd Learning broadens the aspirations, values and opportunities for each individual as they grow and develop. IncludEd Learning fosters close working relationships between other schools, parents and professionals to provide and enhance life opportunities.

IncludEd Learning Curriculum

The curriculum at IncludEd Learning is personalised to reflect the needs of our pupils. Our aim is to engage pupils in personalised learning opportunities.

We value the essential areas as:

- developing our pupils' abilities to communicate and interact with others
- improving pupils' physical abilities and sensory development
- enhance personal, social, health and emotional well-being skills
- developing cognitive skills, confidence and resilience
- developing independence and prepare for adulthood

Our pupils' learning experiences are enriched through an active, personalised and enriched curriculum. This is designed to have a creative approach to stimulate our pupils to acquire a continuum of learning opportunities and life experiences. Our curriculum takes into account our pupils' interests, abilities, previous experiences, their health and personal care. Through whole class sessions, small and 1:1 groups, enrichment days and well-being interventions, we use time flexibly and creatively to maximise learning opportunities.

Personalised learning intentions are set for each pupil and are shared with parents/carers to extend opportunities. Our creative and termly theme-based approach inspires a broad range of motivating and fun experiences. This enables pupils' learning to progress by offering breadth and flexibility; supporting a balance of learning experiences and opportunities to meet individual needs. Therapeutic and medical needs are integrated into the day to ensure that learning focuses on the needs of each individual. We aim to meet the unique needs of the pupils by building positive and secure relationships and providing a platform for each individual to learn and develop.

IncludEd Learning Pathway

Pathways include a formal; semi-formal and informal pathways, which are flexible allowing each pupil to make a 'journey' through school. Within each curriculum pathway each pupil follows the most appropriate learning opportunities for their needs. This includes English and maths functional skills or GCSE; vocational skills qualifications and a therapeutic and creative curriculum. The structure of pathways enables learning to be progressive, with each pathway coherently planned and sequenced at each stage to prepare pupils for future progress.

Informal Pathway

The informal pathway is bespoke in activity, curriculum and timetable. Initially, it will focus on relationship building and high engagement activities. The package is highly individualised to suit pupils needs and interests. The activities and learning can take place at school, at home or off-site and the timetable is designed alongside the pupil and parent.

The aim of the pathway is to foster positive relationships with key members of staff in order to encourage the pupils to develop confidence and resilience, social communication skills and to re-engage in learning; ideally progressing to the semi-formal pathway. This pathway supports pupils with Emotional Based School Avoidance and those with complex medical needs.

- Relationship building through high interest activities and visits to places of interest.
- Outreach programme and home visits to check pupil welfare and support families.
- High interest activities e.g. Animal Care, dog walking /walking talking therapies, physical activities. Therapeutic and creative activities eg. art, textiles, music, hair and beauty.
- Further cognitive and well being assessments.
- Formal therapies provided by external agencies e.g. CAMHS, SALT; Remedi, art, drama etc
- 1 to 1 home tutoring for core subjects and vocational skills.

Semi-Formal Pathway

The Semi-Formal curriculum at IncludEd Learning recognises that many of our pupils have a range of complex learning difficulties and additional needs. The curriculum is tailored to meet individual needs and much of the learning opportunities are related to pupils' experiences and interests. Some may learn through structured play however and others will learn more effectively through functional activities.

- Communication, Language and Literacy
- Mathematical Thinking and Problem Solving
- Personal, Social, Health and Emotional
- Arts and Creativity (Art, textiles, music, dance and drama)
- Understanding the World - Mentoring
- Physical Development through PE
- Vocational and therapeutic opportunities (Hair and Beauty, Animal Care)
- 1 to 1 teaching and interventions (literacy, numeracy, Speech and language Therapy: SALT)

Formal Pathway

The Formal curriculum is for pupils at IncludEd Learning who are working from Functional Skills Entry Levels 1, 2 , 3; Levels 1 and 2; GCSE English and maths and vocational skills qualifications.

Pupils will continue to develop their independence and conceptualised theme learning through subject teaching and learning. These pupils are mainly taught through individual subjects:

- English
- Maths

- Personal, Social, Health Education (including RSE and Citizenship)
- Transitions and Careers
- Science
- Arts (Art and Design, Music, Media and Drama)
- PE
- Vocational skills (including Hair and Beauty, Food Technology, Design Technology, Animal Care).

The pupils benefit from a structure that enables personalised learning. The formal curriculum recognises that many of the pupils have a range of needs and may still access specialist interventions as part of their personalised provision.

Some students undertake work-related learning, either in school and the local community. These opportunities focus on preparing our young people for adult life by developing skills for the workplace, social skills and community participation.

Work experience gives our students the opportunity to explore an area of work in which they may have an interest and enables them to make informed choices. These experiences ensure our students have opportunities to practise and gain work-related skills. There is a strong emphasis on developing life skills and ensuring students are able to become as independent and self-reliant as possible in preparation for moving on to adulthood.

Transitions

All our pupils, families and carers at IncludEd Learning are supported with their transitions through visits into school, home visits and school visits. Staff ensure pathway and class transitions are planned and facilitated throughout school. Organisation of possible changes of classes for the new academic school year are discussed throughout the later spring, and summer term.

KS4 students and their families are prepared for their journey after IncludEd Learning through meetings with careers advice and adult support services and careers events. Organised events that support the transition of students consist of:

- Careers events e.g. NHS careers fayre; employer visits to school, college visits and career pathways as part of PHSE curriculum
- Preparation of CV, interview skills and letters of application
- Parents/carers visits to service providers to support families in understanding the options available and making the appropriate choices

- Destination visits by students, which is supported through work related pathways

Breadth and Balance

At IncludEd Learning we like to be responsive to what is happening in the world, through our curriculum and the implementation of enrichment days; enabling creativity and flexibility in our teaching and learning opportunities. Where possible pupils' interests are developed, and this is planned into their work. In addition to focusing on the development and application of skills, we aim to teach exciting and stimulating activities. Continual assessment activities are matched to the ability of each learner via differentiated levels of support and classroom adaptation., these provide a level of challenge that is stimulating. We have high expectations and strive to provide challenge and for our pupils to develop their independence, confidence, resilience and social skills in order to succeed in adulthood.

The amount of time allocated to subject areas varies over time and across the different pathways. In planning for breath and balance we take account of:

- statutory requirements
- changing needs of our pupils
- views of parents / carers
- views of professionals and level of support available

Some areas in school are equipped to deliver specialist subject areas. A media suite facility allows pupils to engage in multimedia experiences in addition a food technology facility a design technology unit and a hair & beauty facility. IncludEd Learning works in partnership with the local park and a neighbouring church. Students have access to visits out of school and further enrichment opportunities. A partnership with Wythenshawe farm is established for weekly horse riding and grooming.

Timetables and Planning

All classes are allocated the use of various rooms and resources throughout school and these have been implemented into class and pupil personalised time tables. All class and room timetables are displayed around the building..

The starting point for planning is the pupil and their needs. All teachers /staff plan lessons and activities which focuses on pupil intentions, implementation and reflecting on the impact opportunities and pupil progress. Planning is based on the principal that pupils are more engaged when opportunities are relevant

and the pupils are motivated. Learning opportunities are carefully planned to ensure they are challenging and allow time to practise new skills. Observations are used to plan, support and offer appropriate challenges and development.

At IncludEd Learning we use:

- personalised and weekly timetables
- medium term plans which highlight the learning intentions over a term
- lesson plans
- ILP's (Individual Learning Plans), which are derived from pupils' ongoing and termly assessments
- Therapist advice and support is integrated into routines and any focus targets

Teachers/staff formulate medium term coverage over each term. Teachers/staff are required to maintain their planning making it available on the school shared drive. Planning is monitored by the leadership team. Planning needs to be regularly shared with support staff and resources prepared in advanced. Teachers/staff review and evaluate the impact on teaching, learning opportunities and pupil progress which informs future opportunities. Planning also forms part of lesson observations, learning walks and drop-in sessions. Feedback from these visits are shared with teachers/staff or teams of staff as appropriate; whole school developments/issues are discussed in leadership, staff and Advisory Panel meetings. New teachers, trainees and NQT's are supported by a mentor. The Early Career Framework is provided by East Manchester Schools Teaching Hub. Newly qualified teachers will be assigned

The School Day

SCHOOL DAY	
Time	Monday - Thursday
School Opens for Breakfast	8.45am - 9.00am
Registration Check-In/Starter	9.00am - 9.35am
Lesson 1	9.35am - 10.25am
Movement Break 10.25am - 10.45am	
Lesson 2	10.45am - 11.35am
Lesson 3	11.35am - 12.25pm
Movement Break 12.40pm - 12.25pm - 12.45pm	
Lesson 4	12.45pm - 1.35pm
Lunch 12.40pm - 1.35pm - 2.05pm	
Daily Reflection	2.05pm - 2.15pm
END OF SCHOOL DAY	
Friday - 8.45am - 12.30pm	

Assessment and Target Setting

Precise assessment and personalisation of provision are at the heart of effective learning. At IncludEd Learning target setting, assessment and record keeping are a fundamental part of our personalised curriculum. Assessment is used successfully; each pupil is set personalised learning goals that are functional and challenging to promote progress that has a genuine impact on their personal development. Ongoing formative assessment is used effectively to check a pupil's development of skills and their application, maintenance and generalisations of knowledge and understanding. Staff are then able to use this information to plan appropriate teaching and learning opportunities to meet the needs of all the pupils.

A fit for purpose assessment for learners must take a holistic view of learners and focus on how they learn. Many linear or hierarchical assessments are unable to detect the very subtle changes in behaviour shown by our learners, regardless of how many 'small steps' are provided. Each pupil has different learning needs therefore each personalised learning timetable / plan will differ in terms of content and emphasis.

IncludEd Learning School update Individual Learning Plans half-termly to collate evidence of individual pupils' learning and their learning journeys. This follows half termly assessments that are both formative and summative. The ILPs also track progress against targets related to their Education Health and Care Plans (EHCPs) through Personalised Learning Goals. Cognition and Learning; Communication and Interaction; Social and Emotional; Sensory and Physical. Evidence is collected to inform progress throughout the year and teachers record judgements three times a year to assess pupil progress using the terms: Minimal progress made; Some progress made; Progress made and Progress made + . We use the Functional Skills tracker for core subjects and have developed our own assessment system to evaluate pupil's progress in soft skills and identify their next steps. This will inform our target setting which defines the priorities for each pupil.

Progress is shared with parents at EHCP Annual Reviews termly school reports and Education Review Meetings.

Moderation and Standardisation

Moderation is central to our assessment system. This enables staff to review and confirm assessment judgements and termly standardisation meetings are held to moderate the Functional skills subjects; maths and English. It plays a key purpose to help ensure that assessments are accurate and consistent. Internal moderation sessions involve professional discussions; enabling staff to share their expectations and understandings in order to improve the consistency of their decisions about pupils' learning. Staff are able to clarify current skills, knowledge and understanding, improvement and future learning intentions. Effective moderation takes place across school on a termly basis. Internal quality assurance (IQA) follows marking of Entry level exams and the External quality assurance (EQA) is provided by the qualifications provider, NCFE.

Achievements, Feedback and Marking

Feedback and marking are an essential element in the assessment of performance, progress, levels of attainment and raising standards throughout school. IncludEd Learning is committed to ensuring that pupils are supported and guided with their learning, through high quality feedback and marking (where appropriate). The key functions of marking are to acknowledge effort and attainment, to assess performance against learning intentions, to provide clear feedback to pupils and to enable staff to apply a consistent marking criterion. It is important pupils feel their work is valued, and give them clear next steps (where appropriate). Pupils work is dated, annotated and identifies progress towards the learning intention. Verbal and written comments are an important factor in ensuring individual progress. Evaluative comments include 1 star and a wish and pupils are given time to respond and reply to the teacher.

Success, effort, improvement and achievements are rewarded by:

- verbal and written praise
- discussions with a pupil/group of pupils
- stickers/stamps
- certificates
- phonecalls home
- Praise postcards
- reward system

Pupil achievements are celebrated as they occur, at the end of the day in reflection time. We aim to enhance independent skills in all our pupils to develop their social skills, and feel confident and proud in their achievements.

Responsibilities and Guidance

In aiming for consistent quality first teaching, we recognise that teaching and learning are at the heart of the school's improvement strategy. All pupils have individual skills, abilities and aptitudes and are entitled to a broad, challenging and relevant curriculum. Every pupil is entitled to experience teaching which enables them to feel safe and achieve their full potential. At IncludEd Learning School through successful teaching and learning we aim to develop independent and life-long learners.

All staff have a responsibility to contribute to the delivery of the curriculum. In addition, they have accountability to strive to deliver lessons where the teaching and learning is of the highest quality and the needs of all pupils are met. When evaluating the achievement of pupils, the school will consider how well:

- pupils make progress relative to their starting points
- pupils learn, the quality of their work, and the progress they have made since joining the school
- pupils develop a range of personal and relevant skills, confidence and resilience.

Pupil attainment will take into account:

- the personal achievements they attain throughout their journey at IncludEd Learning
- Measured against the outcomes from the EHCP.

Quality of Teaching in the School

The most important purpose of teaching is to raise pupils' confidence and achievement. The school considers the planning and implementation of learning activities across the curriculum, together with teachers' assessment and feedback to pupils to be key elements of 'outstanding' practice. Continuous evaluation of activities, adult support and intervention strategies, and the impact of personalised learning are further essential elements that all staff have the professional responsibility to maintain.

When evaluating the quality of teaching in the school all teachers should ensure:

- that teaching promotes pupils' learning and progress across the curriculum
- Pupils grow in confidence and develop resilience, evidenced by engagement and progress
- that they consistently maintain high expectations of pupils

- that they improve the quality of learning by systematically and effectively checking pupils' knowledge, understanding and skills
- that all staff create a positive climate for learning in which pupils are interested, engaged and challenged
- that marking and constructive feedback, verbal and written contributes to pupils' learning
- that teaching strategies, together with support and interventions, match individual needs promoting good progress and outcomes for pupils
- demonstrate good subject / curriculum knowledge
- personalise teaching and learning to respond to the strengths and needs of the pupils

Learning will most effectively take place when:

- the environment is safe, secure and stable
- The environment is engaging and stimulating
- pupil's confidence and resilience is high
- adaptation is made to suit individual needs

Learning builds on prior knowledge, understanding and skills

- learning is engaging and collaborative
- pupil questioning, reflection and discussion are encouraged (where possible)
- pupils can self-assess, know what they need to do to improve and are able to set appropriate targets (where possible)
- pupils have opportunities to transfer concepts to other contexts

Assessing the Quality of Teaching

In line with the school's Appraisal Policy, teachers/staff should expect to be observed up to three times in an academic year. These observations/ learning walks /drop-in sessions are identified for the purpose of monitoring the effectiveness of teaching and learning across school and supporting Performance Management.

All lesson observations will be carried out for the purpose of quality assurance and written records will be maintained by the leadership team. All staff will have the opportunity for verbal feedback after any observation and written documentation given to staff.

If a lesson is judged to be not meeting expected standards or requiring levels of

improvement, the staff member will be supported by a peer mentor and observed again within a four-week period. (This will be considered the second of the three observations). If the second observation is judged to be meeting expected standards, then the member of staff will have one more observation within the normal planned cycle in that academic year. If two lesson observations are judged to be not meeting the expected standard and requiring improvement, the member of staff will be offered a supportive process.

This process is developmental with the intention of the member of staff achieving a consistently good standard of teaching within lessons. This process remains within the school's appraisal policy and procedures. If lesson observations continue to demonstrate a level below the expected standard within Teacher Professional Standards and requiring further improvement the member of staff will be invited to a meeting with the Head and formal proceedings may commence. This process falls outside of the appraisal policy/process and is part of the Local Authority's Capability Process. (Members of staff may wish to bring a representative from their professional organisation to this meeting)

This section reflects the school's expectations regarding planning, preparation and professional responsibilities.

Key Elements of Successful Lessons

- Lesson planning/activity structure
- Repetition, reinforcement of prior learning
- Progress in learning evident
- SMART learning intentions shared with pupils and staff and parents
- Consideration of pupil groups and position plan
- Personalised learning opportunities and in class adaptation, including the use of assistive technologies to encourage independence and resilience
- Purposeful interventions
- Quality, engaging resources
- Relationships and connections
- Breaking down learning into smaller steps
- Scaffolding learning opportunities
- Building upon knowledge, skills and understanding
- Providing challenge

Lesson Planning and Preparation

- Lessons / activities are planned with clear learning intentions
- Learning intentions are linked to medium- and long-term plans and evaluated regularly
- Teachers/staff set personalised learning opportunities
- Lessons are planned to build on previous learning and ensure continuity and progression
- Lessons show breath of coverage (specific concepts and making connections)
- Opportunities for developing communication, literacy, numeracy, ICT skills/cross curricular elements are integrated into lesson
- Opportunities to revisit, practice and deepen skills and understanding • Effective use of support staff
- Appropriate and stimulating resources are organised prior to the lesson

Teaching and Learning Policy: Roles and Responsibilities

Leadership Team/ Leaders

- To monitor and evaluate the delivery and impact of teaching and learning through pupil progress meetings, lesson observations/learning walks/ drop-on, annual reviews etc.
- Support newly qualified teacher through the Early Career framework and ensure allocated time is provided for weekly meetings with their mentor
- To provide appropriate support, training and resources for pathways and individuals including coaching opportunities (professional partnerships)
- To monitor and co-ordinate of long, medium- and short-term planning through schemes of work (specific areas as relevant)

Teaching staff

- To maintain good and outstanding practice by ensuring a consistent delivery of high-quality learning experiences for all pupils
- To be responsible for planning in conjunction with pathway colleagues

The Professional Standards for Teachers outline the expectations placed on teachers in regard to teaching learning, along with expectations of teachers' professional conduct. At IncludEd Learning School we recognise the need for continued professional support as a whole school, pathway and individual level. This is essential to allow staff to deliver effective learning opportunities for all of our pupils.

Pupil Progress Meetings

Pupil progress meeting between teachers and the leadership team are:

- an opportunity to review the progress and provision for individual pupils
- an opportunity to celebrate achievements and contributed to class / school data
- to track progress of individuals and cohorts of pupils
- a key part of school improvement; identifying expected progress and areas of intervention and to ensure continuity between classes and pathway transitions

When evaluating the achievement of pupils, the school will consider how well: • they make progress relative to their baseline assessment

- pupils learn, the quality of their work, and the progress they make
- opportunities are personalised to meet individual needs
- the personal achievements they attain by the time they leave school
- how well pupils who are eligible for Pupil Premium make progress

Learning Environments

The ethos and organisation of our learning environments play an important part in the teaching and learning opportunities of the pupils. At IncludEd Learning our learning spaces are organised so that personalised learning opportunities can be achieved where independence, confidence and self-esteem are nurtured.

At IncludEd Learning staff are expected to:

- ensure that learning environments are well organised and maintained to promote independence and effective learning opportunities
- establish effective routines
- promote calm working environments
- value and respect all pupils' needs and abilities

IncludEd Learning provides learning environments where:

- pupils, parents and visitors are welcomed
- pupils feel secure and confident to learn both indoors and outdoors
- pupils work and contributions are valued and displayed attractively
- pupils can work and play individually, in small groups or whole class activities
- appropriate personal care and sanitary facilities are available
- safety of our pupils is paramount

Displays have an impact on learning. They arouse the curiosity about a topic and pose questions for stimulation and enquiry. Well-planned, purposeful displays are used throughout school as:

- learning resources
- to create a visually stimulating environment
- to value pupils' contributions
- to enhance pupils' understanding
- To re-inforce key vocabulary and skills for each topic
- to communicate aspects of the curriculum to parents/carers and visitors

Homework

Pupils are not expected to complete additional work at home, unless on the Informal pathway. It can be provided for revision and when pupils show a high interest in a subject, however there are no consequences if it is not handed in.

At IncludEd Learning all pupils have personalised objectives which are linked to their termly targets. Parent/carers are encouraged to support their child at home with these targets which provides a valuable link between home and school. Parents/carers are provided, where appropriate, with resources and relevant laminated communication symbols to encourage at home. Ideas of resources to use at home are available and can be shared at parent's/carers reviews.

Medical Needs

In school we have 3 first aiders on site. Pupils' individual health and medical needs are taken into consideration. There are showering and changing facilities. School staff are trained to support a variety of medical interventions e.g. paediatric first aid, epilepsy, medication administration etc. IncludEd Learning are an Asthma Friendly School.

Parent Partnerships and Reporting to Parents/Carers

The importance of parents/carers in the education of their children cannot be overestimated, and visits both prior to, and following the placement of their child are highly encouraged. Parents/carers are involved at all times; starting with the initial induction meeting where important information is shared. Our outreach team and the SENDCo are available to support in applications, home visits and in other areas where parents may appreciate additional advocacy.

Staff report progress to parents/carers informally through texts, phone calls and face to face conversations. We formally report on progress through termly

parent/carer consultations, annual reviews and additional planned meetings relating to pupil's individual needs. Within school visiting professionals report progress and developments through formal and informal methods with parent e.g. planned meetings. It is through these discussions that parents/carers, school staff, and other involved professionals can work together to ensure future intentions are relevant and meaningful.

Annual Educational Health Care reviews are a statutory process. Annual review meetings are a valuable part of our school monitoring and evaluation. They are led by SENDCO and individual class teachers/staff. Education and Health Care Plans have personalised high quality outcomes carefully linked to aspirations. Progress evidence for each outcome is shared with parents at least three times a year through planned review meetings and consultations,

Learning Engagement

All classroom teachers establish a class code of conduct and high standards of behaviour are expected. Behaviour is well-managed and staff are encouraged to use consistent approaches so pupils develop and understand expectations. Pupils are encouraged to build positive attitudes to school and learning through opportunities and strategies that meet their individual needs supported by the use of positive reinforcement, praise and rewards. Reminders of expectations are clearly displayed in every classroom supported by visuals.

For pupils who struggle when peer learning, opportunities to learn in a quiet environment with 1 to 1 support is available. Some pupils are supported in class by a key mentor. All pupils have a safety plan and risk assessment documenting preferred styles of learning, possible triggers and best way to support them in school.

Pupil Voice

Pupils meet regularly to offer suggestions and ideas and support discussions regarding the running of the school. It is important that our pupils have an active voice regarding school issues. It is also important that pupils keenly participate in their learning with the support of staff, and are encouraged to show enthusiasm and commitment to their learning and achievement.

Lesson / Activity / Session Expectations

During the lesson, the teacher and support staff will aim to:

- share the learning intentions and how these relate to previous and future learning
- act as a role model, scaffold and support learning intentions
- convey passion and enthusiasm about the lesson content
- ensure that the pupils know what is expected of them, both in terms of expectations and behaviour
- give appropriate opportunities for pupils to extend their learning and develop their skills
- share information about progress in a lesson
- personalise work to challenge all pupils
- support pupils' communication systems
- recognise and celebrate successes
- regular use of encouragement and authentic praise to engage and motivate pupils
- to create stimulating, well organised and challenging learning environments
- to ensure consistency and shared understanding of learning to personalise opportunities
- to act as advocates for the pupils and to promote pupil voice
- to develop a thorough knowledge and understanding of the needs of all pupils in their class, and to use this to highlight strengths and plan areas for development

High Quality Learning

The main factors that contribute to effective learning include:

- relevant knowledge of how to personalise learning to meet individual needs
- ensuring the best use of positioning, equipment, technology and communication aids
- relevant resources to engage the pupils
- routines and systems for cues are in place
- having identified the aims and intended learning outcomes
- having carefully considered groupings and planned use of support staff
- learning that builds on prior knowledge and understanding
- pupils having opportunities to transfer skills, knowledge and understanding to other contexts
- the environment is secure, stable and stimulating
- pupils are supported by knowledgeable, and experienced staff

Effective and appropriate curriculum pathways provide:

- a balance of planned adult-initiated lessons and self-chosen activities which ensures personalised learning opportunities
- clearly organised and labelled resources to encourage pupils to make choices
- regular monitoring and evaluating the provision and opportunities being offered
- effective systems for planning, assessing and recording progress
- attention to individual pupils learning and developmental needs

Following/during the lesson/activity, the teacher/staff will:

- assess and review the lesson – make any necessary changes to future planning that may be relevant
- give verbal feedback and praise
- maintain continued professional dialogue with colleagues, parents/carers etc.

Responsibilities of School Staff

Leadership Team

- All staff understand and adhere to this policy and are given clear information and guidance on the high expectations at IncludEd Learning School
- All staff have job descriptions that outline their roles and responsibilities, and that the teaching and learning expectations are embedded
- Any staff who are identified as experiencing difficulties are informed, and a supportive plan is devised
- To provide appropriate support to teachers through training or 'coaching. Newly qualified teachers will be supported through their early Career framework and provided with a mentor and Induction tutor.
- To regularly quality assure teaching and learning through formal and informal lesson observations, learning walks/ drop -ins including organisation for internal and external staff to moderate
- All staff are actively participating in their own personal development and the performance management process, outlined in the appraisal policy
- New staff to school receive an induction programme which includes informing of policies and practice within school
- To lead on Safeguarding throughout school
- Regularly discuss teaching and learning, progress and attainment in leadership meetings

- Attend annual review meetings
- Review and develop the Teaching and Learning Strategy in line with new legislation and best practice
- All staff have opportunities to share good practice with colleagues
- To monitor and evaluate the delivery and impact of teaching and learning through pupil progress meetings, lesson observations and learning walks etc;
- To monitor, evaluate and moderate consistent of learning opportunities • Evaluate the impact on government grants e.g. Pupil Premium, ensuring all the information is up to date on the school website

Teaching Staff

- That teaching and learning expectations are met within the pathway they are teaching
- All pupils are registered and accounted for during school hours
- Lesson planning uses the school formats and personalised for the pupils
- Attainment data is inputted within specified deadlines
- Individual Learning plans and personalised planning are shared and implemented
- In regular contact with parents including parent consultations, annual reviews/reports to discuss pupil progress and attainment
- They attend weekly School Development Meetings and staff training as required
- They take ownership of their own professional development, and take every opportunity to further develop their subject knowledge and pedagogy
- They will record evidence of their own professional standards against the teaching standards and their own performance management targets
- Monitor any safeguarding issues, report to DSL as appropriate
- To maintain good and outstanding practice by ensuring a consistent delivery of high-quality learning experiences for all pupils
- To meet planned deadlines
- To check emails on a daily basis
- To work supportively with colleagues / professional partnerships

Educational Teaching Assistants

- Assess the need of pupils using detailed knowledge and skills to support learning and establishing productive relationships with pupils, acting as a role model and setting expectations
- Promoting the inclusion and acceptance of all pupils, recognising and

responding to individual needs

- Support with planning for groups of pupils and individual needs
- Promote independence and employ strategies to recognise and reward achievements
- Organise and manage appropriate learning environments and resources, to include teaching and learning objectives as planned
- Provide objective and accurate feedback to the teacher as required
- Support the management of behaviour promoting pupils' self-control and independence
- Deliver activities to pupils within agreed supervision, adjusting activities according to pupil responses/needs
- Support with the maintenance of resources and pupil equipment
- Maintain a record of evidence of their own professional development and achievement of their personal performance management targets
- Prepare resources, taking into account pupils' needs and interests
- Recognise own strengths and areas of expertise and use these skills to support others
- Monitor any safeguarding issues, report to DSL as appropriate
- Carry out pupil personal care needs, hygiene needs
- Assistant in the movement of pupils around school
- Support pupils with feeding requirements
- Attend and participate in staff training
- Check emails and other lines of communication regularly

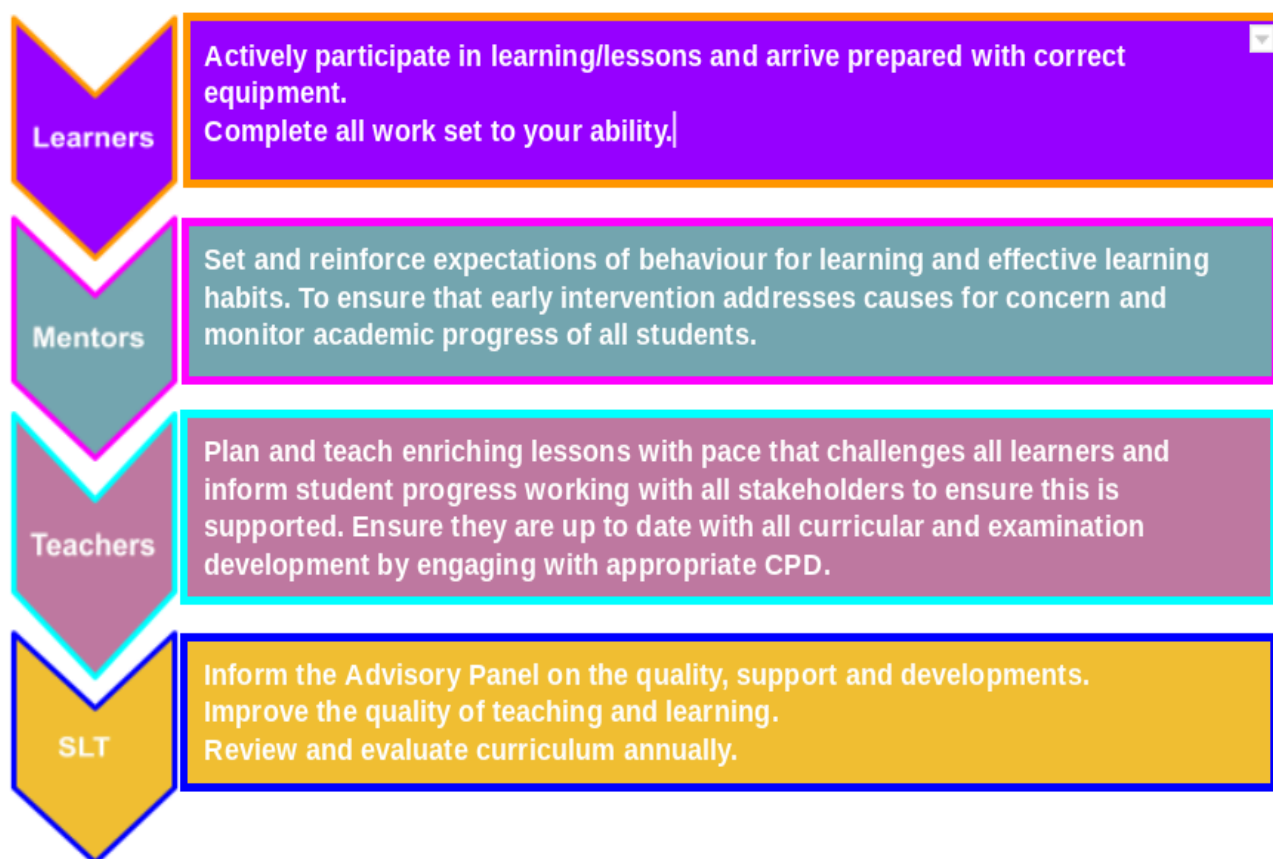
Activity Support Assistants

- Prepare and support with the organisation of learning areas
- Foster growth, self-esteem and independence of pupils
- Assist with visits out of school
- Support with the maintenance of resources and pupil equipment
- Support in meeting with parents
- Assess identified pupils around school
- Prepare resources, taking into account pupils' needs and interests
- Recognise own strengths and areas of expertise and use these skills to support others
- Monitor any safeguarding issues, report to DSL as appropriate
- Maintain a record of evidence of their own professional development and achievement of their personal performance management targets
- Assistant in the movement of pupils around school
- Attend and participate in staff training
- Check emails and other lines of communication regularly

Responsibility of Governors

- Responsible for overseeing the management side of a IncludEd Learning School: strategy, policy, budgeting and staffing etc.
 - Enable the school to run as effectively as possible, working alongside senior leaders and supporting teachers to provide excellent education to children
 - Assured in the quality of teaching and learning and that any under performance is supported and challenged effectively
 - Assured that finances are effectively used to promote high quality teaching, learning and professional development
 - Assured that any pupils performance is analysed and evaluated with effective interventions in place where necessary
 - Participate in the life of the school through informal classroom and out of classroom activities
 - Keep up to date with local and national developments regarding teaching and learning and take an active interest in the school's development plan
 - Ensure an appropriate representation of governors at Governors Standards and Effectiveness meetings, and they develop sufficient knowledge to be able to effectively support and challenge leaders in school
 - Ensure all relevant policies are approved and up to date

Appendix 1. Roles and Responsibilities



Appendix 2. Learning Walk Policy

This information has been adapted from the NEU guidance for learning walks. 'Learning walks' may take place in order to collect evidence about teaching and learning, evidence of progress and areas for school development. They are intended to be developmental and constructive rather than judgemental and are a whole-school improvement activity. There should, therefore, be no attempt to use this approach as part of capability procedures or for appraisal.

1. A programme of 'learning walks' should be agreed with teachers so that they know the date, time and focus of the learning walk and who will be conducting it, so that they can organise their classes accordingly.
2. The purpose or focus of a 'learning walk' should be explained to all relevant staff prior to its commencement. That purpose or focus will not relate to the performance of an individual.

3. 'Learning walks' will be conducted with minimum disruption to teachers and pupils.
4. 'Learning walks' will be undertaken in a supportive and professional manner.
5. A maximum of two colleagues will be involved in 'learning walks' at any time, however due to the small setting this will usually be a member of SLT, chair of governor or SENDCo.
6. Pupils will not be asked for their views of an individual teacher during 'learning walks'.
7. Those teachers whose classes are visited will be given verbal/written feedback following the 'learning walks'.
8. There shall be no evaluation of an individual teacher during a 'learning walk'.
9. 'Learning walks' will take place as part of the yearly monitoring schedule with the focus determined by SLT as relevant.
10. Any concerns about the implementation of this policy should be raised initially with the HT by the individual teacher

Appendix 3 - Annex - British Values

Value	How do we promote democracy	Impact
1. Democracy Links to IncludEd Learning Code of Conduct: • Respect ourselves • Respect our school and everybody in it • Be polite and treat each other with care • Make our visitors feel welcome Links to school curriculum/offer: • Maths (data handling) • English – Understanding and Speaking and Listening • SMSC – Social, Moral • Lesson activities – Effective participators, Creative thinkers, Reflective learners, Independent workers, Team workers • School Council Links to school vision statement: We will ensure the entitlement of each pupil to access a variety of opportunities to promote academic, social, emotional and physical development. We will use communication friendly , nurturing and empathetic approaches and a fully inclusive learning environment to promote student learning and personal development. We will provide choices and challenges in order to maximise potential and build upon strengths and interests. All the members of the school community are valued equally and work in partnership with parents, careers and the wider community. We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school.	• IncludEd Learning promotes and teaches pupils about democracy (views of others) and the electoral process (data handling) • IncludEd Learning’s partnership with - The Local Authority - Local Mainstream partner schools is high profile and involves regular meetings where representatives share student concerns and discuss issues that affect the students • We discuss how to obtain the views of others through pupil voice; surveys; class visits, site visits and meetings with parents; Advisory Panel members and staff/visitors • SMSC curriculum is established throughout IncludEd Learning. • Democracy is also promoted through the maths curriculum with a focus upon data handling enabling the students to strengthen their keep concepts/skills of obtaining views of others • PHSE/Citizenship where students learn about other societies, faiths and ways of life and learn about the development of democracy in Britain	• Students’ voice is recognised and listened to – leisure/play equipment survey and outcomes acted upon (play/leisure area designed incorporates pupil views) • Agenda items underpin the developments of the school improvement plan – healthy lifestyles/eating, lunchtime activities • Leisure time rules identified and cascaded through the school; students remain safe at IncludEd • Behaviour and safety of the school further informed • Governance of the school further informed • SMSC outcomes addressed in an informed way; personalisation of learning remains at the heart of provision/all students at IncludEd Learning make progress within SMSC • Long term planning curriculum pathways map provision for all students within IncludEd; curriculum offer provides equality of opportunity for all learners • Personalised learning programmes track progress identifies personal learning outcomes for learners struggling to make appropriate progress – all students at IncludEd now make expected progress within literacy and maths (see progress reports)
UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account. Students are supported so they can express their views and preferences at their annual reviews and conversion meeting to formulate their Education Health and Care Plans.		

Value	How do we promote the rule of law	Impact
2. The Rule of Law Links to school Code of Conduct: • Respect each other's property • Only leave the classroom and school with permission • Follow the time out protocol • Take care moving around the school • Take care on our way to and from school Links to school curriculum/offer: • PHSE/SRE/Emotional Confidence & Well-Being Programme – Relationships scheme of work • ILP targets • Behaviour Management Strategies Links to school vision statement: • Celebrating success • Promoting educational potential • Working for success • Preparing students for life after school UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.	• We have high expectations of students' conduct and this is reflected in our Behaviour Policy • Positive Behaviour Management Strategies and support to guide learners in identifying ways they can moderate their behaviour and act towards others • Personalised targets and address behaviour for learning in a consistent and informed way • Good behaviour and consistent demonstration of our values by staff • Recognition of students' positive behaviour through rewards and merits • Postcards, phonecalls and texts sent home to parents/carers to identify positive behaviour • IncludEd Learning scrutinise behaviour data at regular meetings throughout each term • Through regular reviews and through classroom discussions students are taught how to earn trust and respect and supported to develop a strong sense of morality; knowing right from wrong and doing • Through our safeguarding policy and safeguarding training (whole staff)	• Behaviour policy and associated positive behaviour management strategies identify triggers and de-escalation techniques to assist students in changing their own behaviour towards others • Anti-bullying policy identifies nature of learners; succinct record keeping enables staff to determine alternative strategies for the management of behaviour • Parents/carers help determine IEP targets; strengthened vision statement 'all members of the school community work in partnership with parents/carers • Students celebrate achievements throughout the school; peer assessment embedded within weekly reward systems • Manchester Secondary PRU regularly informed by the Head of Centre and school self-evaluation document leading to opportunities to scrutinise data and challenge outcomes • Behaviour and safety within the school further strengthened through robust staff training and protocols which determine information sharing

Value	How do we promote individual liberty	Impact
3. Individual Liberty Links to school behaviour code of conduct: • To be kind and considerate towards others • To look after the school and everything in it • To keep ourselves and others safe Links to school curriculum/offer: • Digital safety • PSHCE/SRE - Relationships scheme of work • Life Skills and travel training • Citizenship Links to school vision statement: • Celebrating success • Promoting educational potential • Providing choices and challenges • Integrating into the wider community • Preparing for life after IncludEd Learning	• Through our school values, students are taught about personal responsibility, choices, ambition and aspiration • Students' aspirations are recognised, and promoted within tutor time, the aspirations boards and wider aspects of our curriculum • Centre rules are displayed which provide meaning and relevance for each learner • Peer and self-assessment encourages students to determine what went well and how improvements can be made in all aspects of learning (e.g. marking policy and can do statements) • Through the use of outcomes identified within EHCP/Annual and Transition reviews students' voice is obtained through 'All about me' in the residential provision and 'students' views annual review document' • Students are encouraged to take opportunities to follow their aspirations/ interests through our curriculum, vocational courses and lunchtime and in their local communities • Students' achievements are celebrated in displays, on our web site and the Manchester Secondary PRUs newsletters • Students are taught how to keep themselves safe through the PSHE and the Relationships curriculum delivered throughout the school; they learn about how to keep safe by teachers reminding them about the safety rules in science, PE, E-Safety, food technology, computing, and off site visits • The school has a high profile approach to e-safeguarding as recognised in our e-safety policy, protocols and posters;	• Students' voice obtained to determine outcomes for destination planning; destination fully informed • Curriculum offer identifies appropriate personalisation which encourages engagement; students continue to make progress over time • Class rules help inform behaviour outcomes • Learning environments are conducive to well-being; learning environments continue to support students' progress over time (use of work stations and calming areas) • Students enjoy their time at IncludEd Learning (see parent and students' questionnaires); curriculum interest/aspiration led • Students' learning celebrated by whole school community • Relationships through PHSE curriculum (safety) identifies learning outcomes which are fully adapted to support informed progress over time • E-safety protocols embedded throughout the school
UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights. UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.		

Value	How do we promote mutual respect	Impact
4. Mutual Respect Links to school behaviour code of conduct: • To be respectful towards ourselves and to others • Be polite to visitors • To keep ourselves and others safe at school and to and from school Links to school curriculum/offer: • PSHE curriculum and scheme of work • SMSC Long term planning – social, moral, spiritual and cultural • DofE • Emotional Well-Being and Confidence Programme Links to school vision statement: • Working in partnership, parents and professionals • Working for success • Whole school community valued equally	• We have high expectations about students' behaviour and this is reflected in our Behaviour Policy • Our anti-bullying policy demonstrates an understanding of students' difficulties in communication and in making their needs known • Incidents are recorded and triggers a review of the Behaviour Management Strategy where further strategies and approaches are identified to address issues • Through our behaviour code, PSHE lessons and mentoring lessons students are taught to respect each other, to be cooperative and collaborative, to be supportive and to be understanding of differences • The staff at IncludEd treat all students with mutual respect; staff assist all students on a daily basis in the development of their behaviour and personal skills through the implementation of the code of conduct, class rules and IEP targets • Through our wider curriculum we study ways we can help others, e.g. volunteering in the community • We support a range of charities such as Refugee Week, Children In Need and cancer charities identified each year by students' initiative • We use literature and video to promote a wider understanding of the beliefs of others through our PSHE curriculum identifying when such areas will be addressed through our long term planning for this subject area • We celebrate a range of different cultures and their faith/beliefs • Mutual and self-respect is also promoted through the Code of Conduct, PSHE lessons and throughout the curriculum	• Staff CPD further strengthened to inform all policy, protocols and strategy throughout the school • Students at IncludEd remain safe; students are equipped with strategies that make their needs known to staff • Staff able to guide students into making good choices through the allocation of tutor time, and the deployment of teaching assistants to classes so that students are well supported by planned interventions • The code of conduct is upheld throughout the school leading to informed practice • Staff able to guide students into making good choices through planned intervention which is outcome led • ILPs reflect targets identified to support respect/behaviour towards others • All staff monitor ILP targets, and Behaviour Management strategies assisting teaching teams in establishing targets that provide meaning and challenge • SMSC outcomes firmly embedded throughout the school leading to students' making good progress over time • PSHE curriculum provides appropriate breadth and balance for all learners throughout the school • IncludEd Learning provides opportunity to pursue learning through a common approach to learning • Visiting professionals and organisations, the police, the fire brigade, careers advisor, authors etc underpin our school offer by creating opportunities to maintain students' interests and curiosity
UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from. UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.		

Value	How do we promote tolerance of different faiths and beliefs	Impact
5. Tolerance of Different Faiths and Beliefs Links to school behaviour code of conduct: • Treat others with respect • Respect the school and property • To keep ourselves and others safe Links to school curriculum/offer: PSHE curriculum SMSC long term planning – Spiritual, Moral, Social and Cultural Creative Arts (Art, Design and Music) – Food Technology, Emotional Confidence and Well-Being Programme Links to school mission statement: • Promoting opportunities for all • Encouraging students to make choices • Promoting success • Working with parents and professionals • Preparing students for life after IncludEd UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters. UN CRC Article 30: Every child has a right to learn and use the language, customs and religion of their family	• We have high expectations about student conduct and this is reflected in our Behaviour Policy and Equal Opportunities Policy. • Tolerance of different faiths and beliefs is promoted throughout IncludEd. Students learn about different religions, their beliefs, places of worship and festivals; Students' work is often displayed within the school environment • Long term planning identified practical opportunities for students to learn about their own and others beliefs • This is supplemented by visits from local religious representatives (class and whole school), where students are provided with opportunities to learn about significant religious festivals such as Ramadan, Diwali, Christmas, Chinese New Year and the Jewish and Islamic New Years. • Opportunity to learn about similarities across all faiths, eg Festival of Lights (Advent, Diwali, Hanukkah etc) and Whole school culture day ???	• Behaviour data is scrutinised for potential trends over time; pupil behaviour support plans updated accordingly • Partner schools and Manchester Secondary Pru further informed; and are provided with termly opportunities to monitor behaviour and challenge the data presented - Annual Reviews held for those with an EHCP • PSHE curriculum provides breadth and balance for all cohorts of learners • School environment celebrates learning and students' achievements • Opportunities created to underpin our school vision statement of uniting parents and professionals by holding meetings and reviews • Students continue to enjoy their learning and the opportunities it brings; students fully engaged within the teaching/learning process, evidenced by observations and self evaluations • Students' progress over time and learning outcomes determined for all areas of the curriculum; school meets statutory guidance on reporting to parents