The Education Package / Qualifications that my organisation will deliver covers:

EYFS

KS1

KS2

KS3

KS4

Functional Skills and GCSE

Maths English & Science

* Each session will be evaluated to determine the sessions align with the pupil’s interest and views
* A baseline assessment will inform the planning and delivery of each session to make sure that the sessions align with the pupil’s interest and views
* other agencies in meeting the needs of the pupils will have opportunities to influence the direction of the tuition. For example: parents, education practitioners, healthcare practitioners and each individual child’s voice will be heard through a qualitative research methods process.
* If applicable, a risk assessment, informed by the results of the qualitative research methods process and EHCP will be established and followed. Previous risk assessments will be acknowledged. It may be necessary to work alongside other practitioners to enable this to occur, for example, a social worker. Identified risks will be managed as documented within the safeguarding policy previously submitted.
* The EHCP will be followed via 1:1 support with a Qualified Teacher
* This process will ensure that: the individual learning pathway will comply with the health and safety requirements for pupils and access to medical assistance if necessary.

**The Qualitative Research Methods process will include the following:**

Pupil/parent carer views are obtained by a mixture of Qualitative and Quantitative Research Methods (Oxford University 2021). Engagement methods for (parent / child / practitioner / health care professional responses) are formed from:

* ethnographies,
* interviews,
* journaling,
* direct questioning,
* evaluating,
* listening to the needs and experiences of each child and family,
* critical thinking frameworks,
* grounded theory,
* thematic analysis,
* phenomenology
* framework analysis.

Within the context of a plan-do-review framework.

* This contributes to the individual learning plan for each individual based on their individual physiological, psychological and cognitive gateway. The pathways weave threads through EYFS / KS1 / KS2 / KS3 / GCSE and Functional Skill curriculum scaffolds.

Parents and children feedback at the end of each session and before tutoring commences to make sure that all objectives are tailor-made for each individual. Lessons are changed following the information gathered from the plan-do-review cycle.

* **The processes you will put in place if the provision is failing to meet the required outcomes/objectives set**:

If a child appears to be “failing” the child will be assessed and smaller targets put in place to support the child. This will be in line with their personal physiology, psychology and previous subject knowledge as well as any EHCP or SEND statement. Engagement is enhanced during this process, by making sure that individual strengths and interests are catered for because of the above processes. Lessons can be changed before, after and during this process, as a result of, the evidence gathered from both QRM and plan – do – review.

Consideration to individual well-being, emotions, connections and stress will be determined.

By listening to each voice surrounding a child, a curriculum improvement plan for each individual child is created. Children are not physiologically or neurologically identical, they do not interpret or understand their outer or inner world in the same way. By using Qualitative Research Methods and by listening to both the child’s voice, the parents’ voices and all the healthcare and educational practitioner’s voices surrounding a child, from a non-biased standpoint, individualised curriculum pathways are created.

Since knowledge is constructed within the power that exists within society, curriculum progression is important because there is currently, a social context whereby truth is influenced. Ontological perspectives will compare and contrast because **this should evidence how important it is for health, education, social care and families to work together to benefit each individual child.** To do this effectively, secure relationships of trust are developed between the teams supporting the child - the professionals and the child’s social context – it’s family.   This will mean that the knowledge is constructed through an individual’s experience and knowledge constructed via that, powerful, dimension.

Alternative pathways or improvement plans, to support these children, help them to gain a more positive life experience.

**Ethics:**

Individualised Learning or curriculum pathway developments will comply to:

Nuremberg code (1947)

Declaration of Helsinki (1975)

Belmont Report (1979)

Overall, the results would take into account:

<https://casp-uk.net/casp-tools-checklists/>