SPECIALIST EDUCATION SERVICES

Learning Assessment, Recording and Reporting Policy and Practice

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CONTENTS

1   RATIONALE

This document aims to set out the basic details and requirements for the assessment, recording and reporting processes throughout the establishment. It is in effect a 'route map' to provide clarity and framework for staff's overall understanding of these processes and the part they play in them.

Children admitted to Specialist Education Services (SES) need a holistic framework of care, support and guidance for them to start to re-engage in the learning process. SES provide such a framework of high quality care and therapeutic intervention embedded in a highly personalised learning experience.

The stated purpose of SES is to achieve the highest possible standard of achievement, as measured by:

- ✓ A movement from disaffection to engagement in the learning process
- ✓ Improvements in behaviour conducive to learning
- ✓ A growing enthusiasm for learning
- ✓ Specific and generalised achievements
- ✓ Tangible accredited outcomes
- ✓ Emerging gifts, talents and passions
- ✓ National accreditation

In doing this our philosophy is to make learning experiences fit the child not the child fit the learning experiences.

1.1   VALUES

The values that underpin our philosophy are:

- ✓ we believe in a 'no limits' approach to helping children
- ✓ we believe in children's abilities and potential
- ✓ we believe in unconditional positive regard
- ✓ we believe our children deserve fun and happiness in childhood
- ✓ we believe in a 'can do' philosophy
- ✓ we believe in success and learning from mistakes
- ✓ we believe intelligence is multifaceted
- ✓ we believe learning is a lifelong process
- ✓ we believe creativity and imagination are the keys to developing passions and talents, and preparing for life in a rapidly changing world
- ✓ we believe assessment of progress is based on improvements on 'previous best'
- ✓ we are future orientated

1.2   OUR BELIEF IN A POSITIVE PSYCHOLOGY

Most if not all students admitted to our establishments will have been in repeated failure situations both in mainstream settings and possibly in previous special school settings. They generally arrive with a history of poor attendance, placement gaps and a multitude of exclusions from school, and have therefore missed

significant periods of education. They will almost certainly have Education, Health and Care Plans (EHCP).

Students often come from backgrounds of deprivation and have experienced significant adversity and trauma throughout their lives. These adverse childhood experiences and high levels of adversity potentially impact on longer term health in adulthood, mental health, social skills and their stress regulation systems. As a result, they are likely to have missed out on significant chunks of learning experience due to the secondary behavioural barriers created.

Therefore, the starting points for our students are almost inevitably extremely low relative to their cognitive potential. There may well be a complicated picture of educational dysfunction and mental health issues labelled under such headings as:

- Complex Emotional and Social Difficulties
- Mental Health Problems
- Attachment Difficulties
- General Learning Difficulties
- Specific Learning Difficulties
- Developmental Delay
- Attentional Problems

All of these require targeted individualised support. At the centre of this is a 'no limits' highly personalised learning recovery package developed from their Portfolio of Achievements and Needs, (see Section 6.2).

1.3   PERSONALISED LEARNING

At SES we have tried to incorporate our "no limits" philosophy with personalisation. This relies on re-exciting children with the idea of learning starting from the child's strengths, interests, talents and passions as the gateway to success. Similarly learning becomes something one does for oneself rather than something someone else does to you.

Personalised learning is about:

- setting high expectations and giving every learner confidence they can succeed
- establishing what learners already know and building on it
- structuring and pacing the learning experience to make it challenging and enjoyable
- inspiring learning through passion for the subject
- making individuals active partners in their learning
- developing learning skills and personal qualities
- enabling children to develop the skills they will need beyond school

We demonstrate high expectations of every child, given practical form by high quality learning experiences based on a sound knowledge and understanding of each child's needs. It means shaping learning experiences around the way different youngsters learn; it means taking the care to nurture the unique talents of every child.

1.4   24 HOUR LEARNING

At SES our vision is to deliver an integrated and personalised learning package for each student.

Learning is a life-long process not just a 'classroom' or 'school' process. It is therefore unsurprising that at SES we take advantage of all opportunities open to us for extending learning experiences across the 24 hour cycle, (see Section 8). This means that all adults will be 'educators' in the broadest sense and that all experiences relating to individual needs can be planned, monitored and used to 'accredit' learning. Indeed there will be skills and experience across the care team that cannot be replicated in the teaching team.

However our skill is not in making everything seem like the classroom but just the opposite. Our skill is in getting children involved in learning without them realising it. Of returning them to the excitement of learning for learning's sake, and then to engage them in a partnership of learning once they start to be reawakened to interest, enthusiasm and passion. Our job is to ensure that the adult's professional understanding and analysis of learning is hidden from view to begin with and the child just enjoys himself. Engagement in and with learning will happen naturally.

(See diagram next page)

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      others           │ Self Understanding │         the wider
                       └──────────────────┘           world

  Of others        ⇦  ┌──────────────────┐  ⇨   About the
                       │    Knowledge     │         wider world
                       └──────────────────┘

  With others      ⇦  ┌──────────────────┐  ⇨   For the wider
                       │ Skills Development │        world
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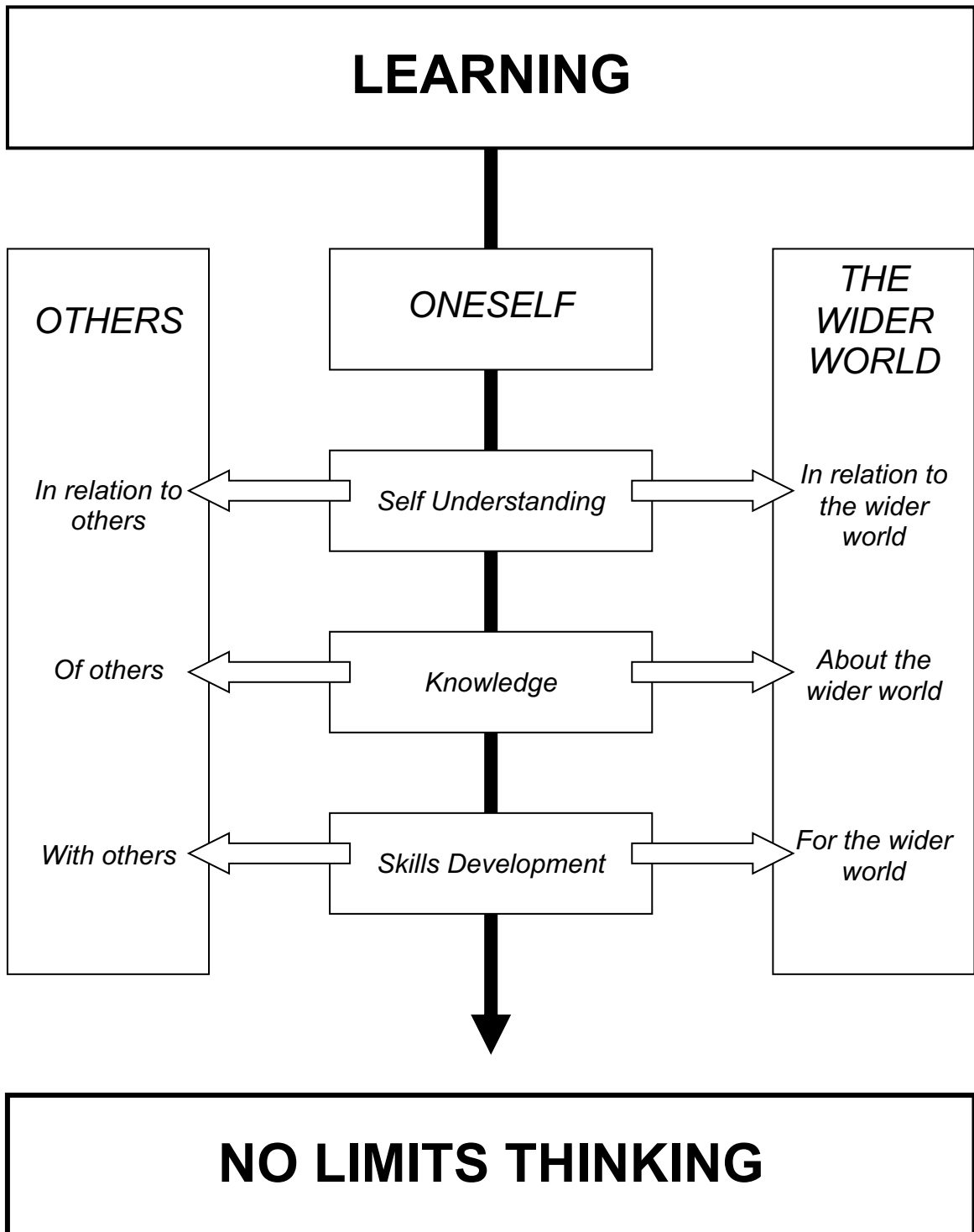
2   **ASSESSING LEARNING**

2.1   DEFINITIONS

At SES we use the general term 'assessment' to refer to all those activities undertaken by educators, and by children in assessing themselves. We conduct assessment to provide information and feedback that is used to modify learning experiences.

Summative Assessment tends to look for quantifiable judgements and measures in relation to an individual's 'attainment' against a recognised progression framework. This has historically been used to judge how well a child is performing against national standards and age related expectations. SES uses summative assessment practices in many areas of education and care, thus ensuring outstanding outcomes are planned for and delivered in a manner supportive to the development of the each child in every area of their 'Portfolio of Achievements and Needs.'

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and adults to decide where the learners are in their learning, where they need to go and how best to get there. It is about personal growth and progress against previous best. This is also commonly referred to within educational contexts as 'formative assessment'. SES view 'Assessment for Learning' as an integral part of the learning cycle that, where possible, should fully involve individual children in shaping their learning and development.

2.2   AIMS RELATING TO ASSESSMENT FOR LEARNING:

Assessment for Learning is about:

- helping adults help children to take the next steps in their learning;
- helping children help each other to take the next steps in their learning;
- helping children help themselves to take the next steps in their learning.

Assessment for Learning should:

- be part of effective planning of learning experiences
- focus on how children learn
- be recognised as central to practice
- be regarded as a key professional skill
- be sensitive and constructive because any assessment has an emotional impact
- take account of learner motivation
- promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- provide constructive advice/feedback about how to improve by recognising the next steps and how to take them;
- develop learners capacity for self assessment so that they can become reflective and self managing
- recognise the full range of achievements of all learners
- involve sharing learning goals with children
- promote confidence that everyone can improve
- involve both adult and child in reflecting on outcomes

The assessment, recording and reporting process at SES should enhance children's learning experiences across the 24 hr cycle and thus promote sustained, appropriate self-development, change and progress towards preferred futures.

All children at SES are able to take ownership and responsibility for assessing their personal development through embedded reflective opportunities. These promote

positive change in children through action planning, providing key evidence in the growth of soft skills sought by employers alongside academic achievement.

2.3 OBJECTIVES RELATING TO ASSESSMENT FOR LEARNING

- To provide a basis for improving global self esteem by informing children of their successes and developmental priorities
- To provide a structure where children view adults as partners in the planning, execution and evaluation of their development
- To assist children's ability to understand the disciplines, concepts and methods studied across their learning experiences

2.4 PROGRESSION IN LEARNING

In order to facilitate progression in learning, adults need to:

a. understand the need to plan for different types of learning outcomes and targets.
b. understand the need for a range of intervention strategies to enable children to make progress towards achieving targets.
c. identify strategies that enable children to take responsibility for their own progress, see what next steps they need to take and become more independent learners.
d. understand the small learning steps within learning activities that help grow children's rate of learning, independence and motivation
e. introduce familiar and unfamiliar experiences to children
f. know what knowledge skills and understanding they are trying to support

What does this look like in 24 hr learning terms?

An adult offers to take a child fishing, (a,b). To the child this is just what he was wishing he could do. He is excited, keen to go and enthusiastic about what he might catch. He enjoys himself and wants to go again. To the adult this activity is a response to the fact that the child appears to be a "hands on learner", confirmed through initial observations conducted in the Learning Centre, (b). The aim for this first trip is to engage the child on a 1:1 experience and assess his knowledge and skill at fishing, and possibly social skills outside the house, (c). The adult works with the child to prepare for the day, get the licence, prepare a picnic lunch and get the gear ready, (c,d). The adult has discussed with key colleagues how to put this together as a learning activity, (d), (see Section 8.1). Upon returning there is a casual conversation between child and adult about the best bits of the day, what was new and what had been done before elsewhere, (f). There is discussion about where they might go next time (maybe sea fishing), (e). Having thought through how the day had gone the adult identifies a couple of fishing skills he will work on next time,(a,c,d,e,f). He also plans to call in at a local café for a cup of tea next time,(a,b,c,d).

2.5 SETTING OBJECTIVES FOR LEARNING AND LEARNING OUTCOMES

Irrespective of the adult's role at SES, a shared understanding of learning objectives and learning outcomes is crucial. Once this is achieved then it is possible to:

- be consistent across the team about what is meant by learning objectives and learning outcomes.
- demonstrate the purpose and importance of sharing learning objectives with children
- provide appropriate and meaningful strategies for sharing learning objectives with children.

Why is this understanding important?

a Effective learning takes place when learners understand what they are trying to achieve. This is enabled by sharing objectives with children, ensuring they are aware of what they are learning and why. In sharing the learning objectives there is a clear focus for the adult and the child to review progress in their learning within the activity.

b What the adult intends the child to learn is called the learning objective, and how achievement will be demonstrated by child is called the learning outcome.

c In talking about the learning objective in an activity it is useful to link any previous learning and outline how it links to future activities. A learning objective should be set in a learning context and help connect current learning with longer term purposes.

d Learning objectives and intended learning outcomes are the principal focus in planning and appropriate activities are established from these.

What does this look like in 24 hr learning terms?

> The adult mentioned in the illustration above is taking the child on a fishing trip for the fourth time in a series of six planned trips. There has already been discussion about how the child will get everything ready and the adult will help check things through with them the morning they are due to go, (a,b). The adult has already talked about where they are going as a follow on from the last trip and together the two of them have talked about learning a new rod technique this time, (b). The adult has suggested that they actually eat at the café again this time (they ate there last time out) but this time the child wants to order and pay for the meal, (c,d). There has been discussion about the child taking another boy along with them on the last trip of the series to start to teach him about fishing, (a,b).

2.6 COLLECTING EVIDENCE

Effective assessment for learning happens all the time during learning activities. It involves:

- sharing learning goals with children
- helping children know and recognise the standards to aim for
- providing feedback that helps children to identify how to improve
- believing that every child can improve in comparison with previous achievements
- both the adult and child reviewing and reflecting on performance and progress
- children learning self-assessment techniques to discover areas they need to improve
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

2.6.1 Effective Dialogue and Questioning Techniques

We need to recognise effective dialogue for learning and it how it helps pupils become more independent learners. Carefully phrased questions can stimulate effective dialogue. Sometimes this will be spontaneous and at other times it should be planned.

Adults can:

- use questions to find out what children know, understand and can do
- analyse children responses and their questions in order to find out what they know, understand and can do
- use questions to find out what children specific misconceptions are in order to target support more effectively
- use children's questions to assess understanding.

Some questions are better than others at providing adults with assessment opportunities. Changing the way a question is phrased can make a significant difference to:

- the thought processes children need to go through
- the language demands made on children
- the extent to which children reveal their understanding
- the number of questions needed to make an assessment of children's current understanding.

Discussions (dialogue) and questions:

- enables adults to make informed judgements about children's learning and, therefore, make immediate adjustments to their support;
- enables children to develop their own learning because, through talk, they become more aware of their own learning needs and pathways to improvement. Therefore it progressively enables pupils to become more self aware, independent learners.
- gives children thinking space and opportunities to self-question

In effective dialogue children's responses are well developed, build on or are informed by the ideas of others and often demonstrate higher levels of thinking. Where it is well established children are willing to take risks or to challenge each other's ideas in a constructive way.

What does this look like in 24 hr learning terms?

> Casual questions about the equipment they were using whilst fishing. What gear will the child need to prepare for the next trip? Why is it important to clean the gear and put it away properly ready for the next time? How do you identify different fish? What other insects animals or birds did you see whilst you were out?

2.6.2 Oral Feedback

Oral feedback is a critical skill in developing children's learning. This involves both formal and informal processes, but it needs to be planned and thought through carefully.

- Oral feedback is the most regular and interactive form of feedback. It should focus on being constructive and informative in order to help children take the next steps in their learning.
- It is both direct (targeted to individuals or groups) and indirect (others listen and reflect on what has been said). At times it will be spontaneous and at other times it should be planned.
- In offering oral feedback the adult is modeling the language that children can use in giving feedback to other adults and peers.
- Oral feedback should be developmental. It should recognise children's efforts and achievements and offer specific details of ways forward in relation to the learning objectives.

- Oral feedback about children's learning occurs in a range of situations on a continuum from the instant, informal reply to the more formally planned reviews.

What does this look like in 24 hr learning terms?

> Use descriptive praise and positive motivational feedback.
> *"You ought to be pleased with yourself catching that fish. It happened because you prepared the bait well and you were really patient where others might have given up. In the end you caught a big one. We'll have to see if you can do the same next time."*

2.6.3 Self Assessment

Self-reflection is the first stage of self-assessment and is an important tool for informing adults. Once children understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves progress. Self-assessment is an integral part of personalised learning enabling students to identify the next steps in their learning.

To develop self assessment adults will need to:
- plan self assessment opportunities in learning activities;
- train pupils over time to assess their own work and the work of others;
- explain the learning objectives and intended learning outcomes behind activities
- frequently and consistently encourage pupils' self-reflection on their learning;
- guide pupils to identify their next steps.

The students will then be able to:

- reflect on their own work
- be supported to admit problems without risk to self-esteem
- be given time to work problems out.

What does this look like in 24 hr learning terms?

> Help them self-reflect.
> *"What do you think – was it a good day today? Why was that do you think? What might we do next time to improve our catch? What do you know now about fishing that you didn't know when we started?"*
> Get them to tell another adult about what they have been doing when they get back.

3 EXTERNAL SPECIALIST ASSESSMENTS

SES will seek any additional specialist assessments required in relation to a young person's Portfolio of Achievements and Needs. These cannot be outlined or detailed in this document, as they will be particular to each individual child and their circumstances.

4 RECORDING

Recording is the process of keeping records that inform planning for personalised learning and development, and reporting to others.

Objective Relating To Recording

To provide consistent and informative systems that register achievement and inform future learning experiences.

5 REPORTING

Reporting is the process of informing others, including the parents/carers, placement authorities, Principal, Directors, employers, etc.

Objectives Relating To Reporting

- To celebrate progress and subsequently build the child's self esteem
- To celebrate notable achievements through the provision of internal and external accreditation structures
- To provide a consistent, workable system of reporting that meets statutory requirements.
- To keep all adults significant to, and responsible for the child informed of progress.

6   STRUCTURES AND PROCESSES FOR ASSESSING, RECORDING AND REPORTING

The following diagrams and descriptions give an overview of the assessment, recording, reporting and planning framework for a child at SES.

6.1   THE ADMISSION PROCESS

PRE ADMISSION INFORMATION

EHCP	Educational Psychologist Reports
Psychiatric Reports	Personal Education Plans (PEPs)
Care Plan	Placement Plan
Previous School Reports	Social Reports
Case Conference and Child Protection Information	

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Admission

Portfolio of Achievements and Needs (PAN) Process

Looked After Children Review within 1 month from admission

Portfolio of Achievements and Needs (PAN) Process

Looked After Children Review within 4 months from admission

Portfolio of Achievements and Needs (PAN) Process

Looked After Children Review within 6 months from last review
(6 month review cycle applies from here onwards)

Portfolio of Achievements and Needs (PAN) Process

Annual Educational, Health and Care Plan Reviews are matched to this cycle

6.2   PORTFOLIO OF ACHIEVEMENTS AND NEEDS (PAN) PROCESS

At the centre of our work is a 'no limits' highly personalised recovery package developed from the child's Portfolio of Achievements and Needs (PAN).   Our students need an holistic framework of care, support and guidance for them to start to re-engage in the learning process. SES provides such a framework of high quality care and therapeutic intervention embedded in a highly personalised learning experience. <u>We accept no barriers to innovation, creativity and response in order to reawaken a passion for learning in each student</u>.

Portfolio of Achievement and Need (My Journey from the child's perspective) refers to the process of overall planning that support an individual's learning recovery and development at Avocet House. The PAN process and planning structures are what we use to draw together social, health and academic learning development. It commences as part of the admissions process, identifying long-term aspirations for young people in partnership with the placing authority, and where appropriate, their family. **We actively seek to start with a child's strengths, gifts, passions and talents and expand from there.**

Learning targets are not deficit based by concentrating solely on perceived 'needs'. We actively seek to start with a child's strengths, passions and talents and expand from there.

Bespoke, school day 'curriculum learning' is catered for in detail within the Learning Centre planning structures. However at SES we also believe that all parts of the waking day and all experiences are potential learning opportunities.

6.3   PAN / MY JOURNEY LEARNING MODEL

Our PAN / My Journey learning model summarises the child's achievements and needs in six areas:

- Education training and employment (My Learning)
- Family and Relationships (MY People)
- Identity (Who I am)
- Experiences and Leisure (My Opportunities)
- Health (My Health)
- Transition (My Future)

Overleaf is a visual representation of the PAN - My Journey Learning Model:

The PAN / My Journey Learning Model
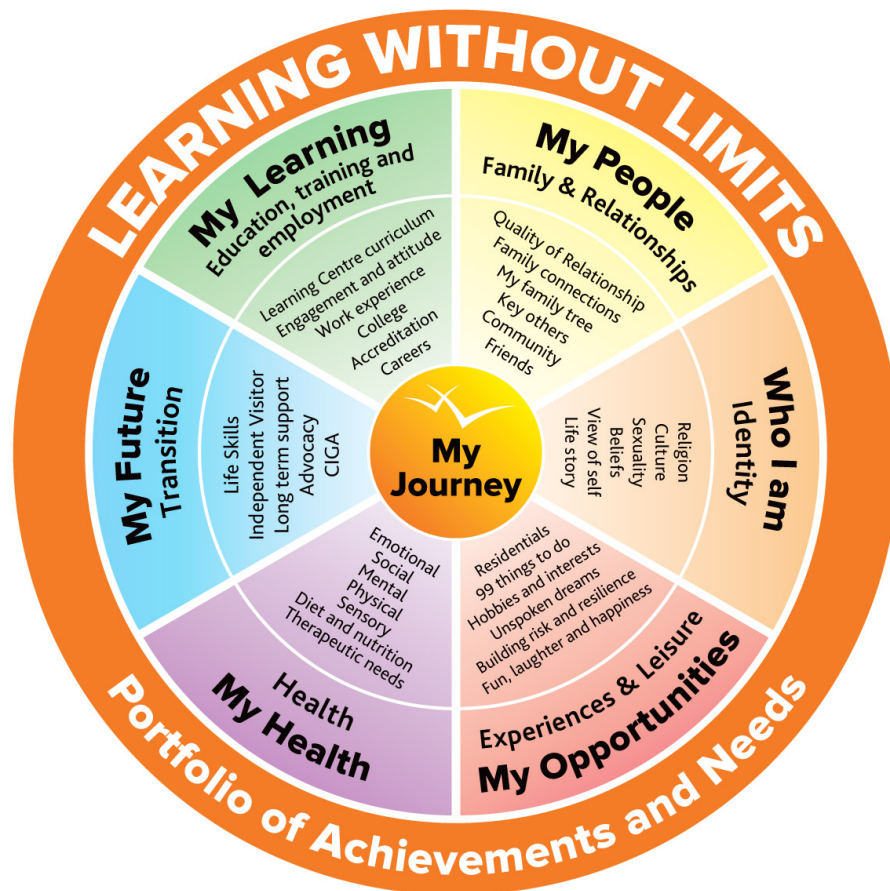
6.4 PAN (MY JOURNEY) MEETING STRUCTURES

6.4.1 The PAN Meeting: Attendance and Structure

The PAN meeting enables the professional team to review what is going well (achievements), what is not working well (needs) and consider future targets in each of the six areas of the My Journey Learning Model.

Meetings are chaired by the Principal or their delegate. They involve the Case Co-ordinator, Personal Tutor, Link Tutor and Learning Mentor. There may also be representation from SES Consultants. PAN meetings run on a frequency according to a pre-determined schedule, typically around 8-12 weeks. A PAN meeting record is produced that captures the key information. Priority targets are selected (up to three) and recorded on the PAN Action Planning format. It is the responsibility of the Personal Tutor to drive this process and update the necessary written records.

There is a clear focus on looking to the future and agreeing targets to support the child's personal journey, using the long term outcomes initially generated through the admission process as a guide. Theses long term outcomes are then confirmed after six months of living at SES; this is completed in line with the statutory LAC review process. They are then used

as a benchmark within all future PAN My Journey review reports for children. Targets within action plans are framed in specific and measurable terms. Wherever possible they should be SMART (Specific, Measurable, Achievable, Relevant, Time Specific). They may be planned in conjunction with the young person, whose views and involvement is formally captured through the My Journey Monthly Meetings.

6.4.2 PAN Action Plan

Once targets have been agreed, then any number and variance of action plan meetings or discussions may be convened to ensure that tangible actions are agreed and put into place to enable targets to be met. Sometimes the action plan meeting might involve all interested parties. On other occasions it may involve just two people around a specific issue. Anyone can be requested to attend an Action Plan meeting if their input is required.

Essentially Action Planning is where the detailed support work is explored following the commissioning of the PAN / My Journey targets. The targets, support required, resources and lead adult for each action is recorded on the child PAN Action Plan.

Below is a series of activities that help illustrate the range of potential action planning activities:

- Sometimes there may be an action plan meeting that involves all interested parties.
- On other occasions it may involve just two key people around a specific issue.
- It could be through online or email discussion.
- Meetings might vary from as short as 5 mins to as long as an hour.
- Exchange of ideas, clarification and refinement can all happen between key and interested parties by email (*the process should not be held up because people can't physically meet).*
- Action planning should not just be responding retrospectively to the Action Plan Targets set in PAN meetings. It should also be a proactive process that enables key proposals for targets and actions to be brought to, or circulated in advance of, the PAN meeting.
- To get to absolute clarity on actions it may be that all of the above have to happen. The driving force should be the Personal Tutor.

It is important that the Personal Tutor has a full picture of who is responsible for what throughout this process.

6.4.3 Additional PAN Supporting Structures

An extensive range of additional documents support the above key planning structures, and these are summarised in the diagram below:

PAN / My Journey
Meetings
+ Action Plan

My Journey
Monthly
Meetings

Thrive

Daily Care
Plan
(including
Health)

**PORTFOLIO OF
ACHIEVEMENT
AND NEEDS**

'My Journey'

Learning
Centre
Education
Plan

Assessments
Attendance

Reviews

Learning
Centre
Academic
Tracking
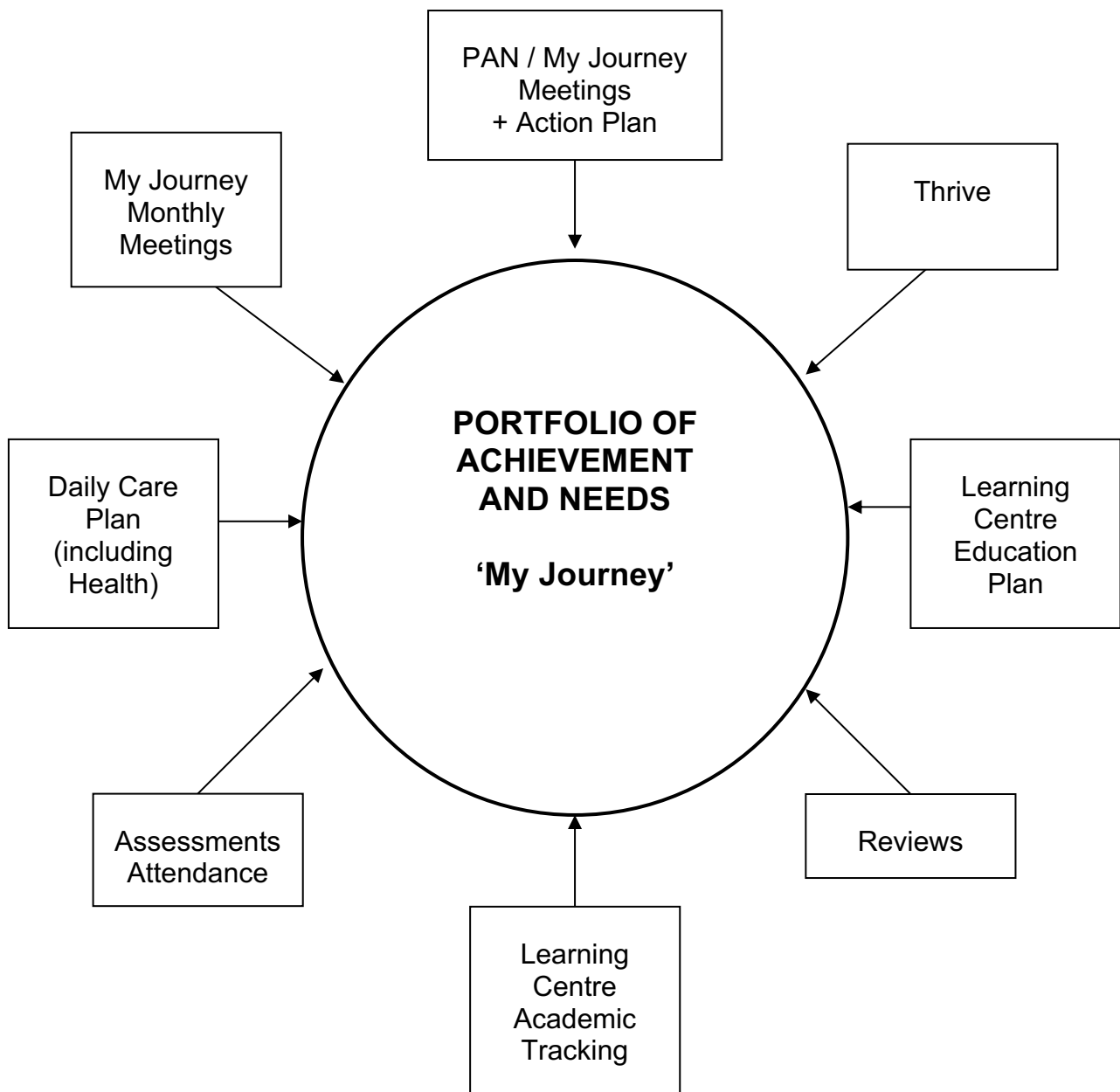
6.5   REVIEW REPORTS

The timeline for significant reporting meetings has already been outlined earlier in this document and has to conform to both an educational and social care requirement:

- Looked After Children Review within 1 month from admission
- Looked After Children Review within 4 months from admission
- Looked After Children Review within 6 months from last review

(6 month review cycle applies from here onwards)
- Annual EHCP Reviews are matched to this cycle

Annual Reviews form part of the statutory obligation to review a child's needs in relation to their statement of special educational needs.

The Learning Centre and Care team submission for each review meeting is combined in a single PAN Review Report that covers the six areas of the PAN/My Journey Learning Model.

Parents/carers, students and any other agencies involved are invited to attend review meetings.

Contributions from Parents and Children tend to be predominantly verbal and within the context of the review discussion. We believe this is a positive indicator of the levels of confidence and trust in SES by the child and family, helped by the approach of sharing successes and looking forward in a positive way.

Placing authorities provide review contribution forms for both child and parents but the quality and usefulness of the formats differ greatly.

The range of choice will be Placing Authority Formats, attendance and verbal representation at the review, private time with LAC Chair before the review, SES consultation forms, parent or children's' written representation in their own words or a combination of any of the above.

Additional reports from social workers, consultants or other relevant parties may be requested.

All relevant paperwork is made available to key significant adults in the child's life.

6.6   DAILY CARE PLAN

The daily care plan is a bullet point summary of each young person's ongoing care that help support familial living and the quality of day to day life. This includes the following:

- Morning Routine
- Bedtime Routine
- Health/Medical Needs and Logistics
- Family Liaison
- Activities
- Information Technology

It will be changed and updated according to need and is reviewed on a monthly basis by the 5th of each month as a minimum.

7   **LEARNING CENTRE STRUCTURES THAT SUPPORT THE PAN PROCESS**

Academic learning planning and assessment has to take account of both the individual and the group. Each National Curriculum subject Policy and Practice document sets out guidance in this regard.
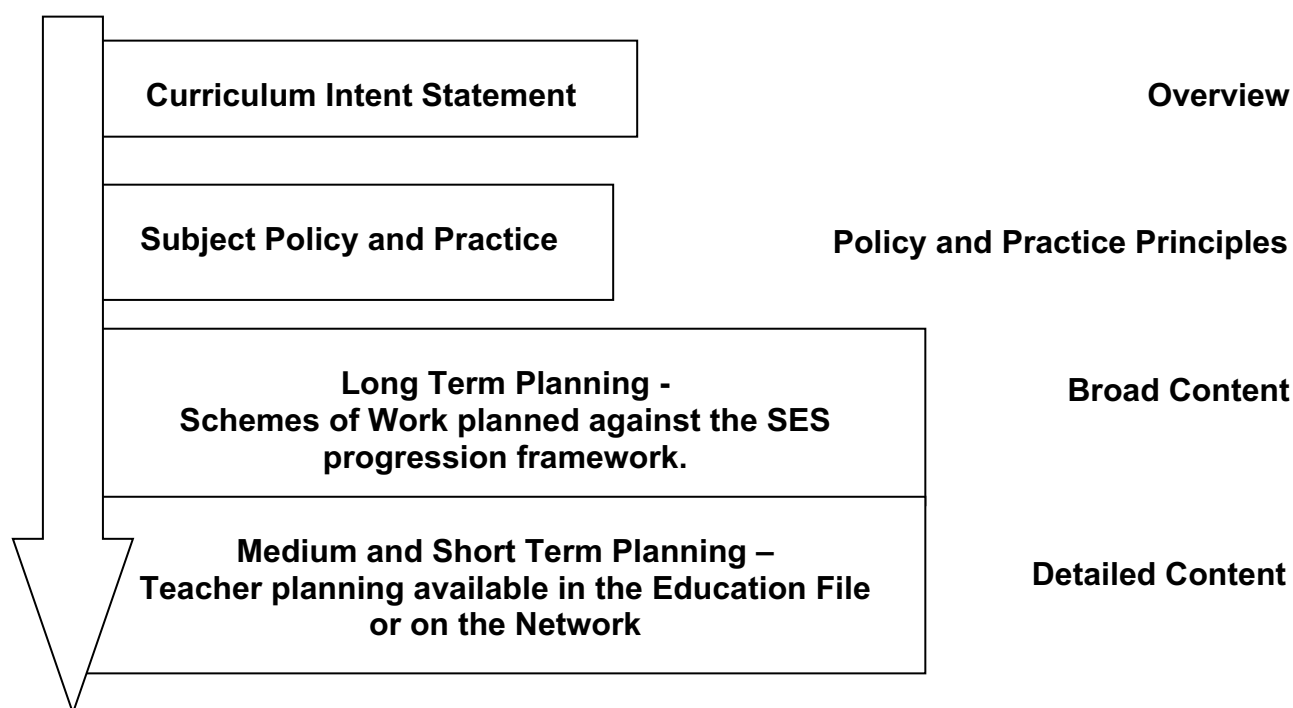
The nature and timescale of the agreed personalised learning targets are negotiated between the student and their key staff. Progress is monitored and the quality of learning audited by scrutinising targets, appropriateness of challenge and outcomes.   The same principles such as clarity of setting learning objectives, collecting evidence and making judgements apply.

7.1   PLANNING FOR LEARNING

Planning academic learning at SES is reflected firstly in the Curriculum Intnet Statement. The subject Policy and Practice documents further set out the framework for academic planning.

Teacher planning contains both short and medium term planning which focuses on personalised programmes for each child. These will include: learning objectives, content/PoS, NC references, activities, teaching style/organisation, evidence of differentiation, assessment opportunities, outcomes and review. Teacher planning files are further supported by planning, recording, monitoring and assessment documents kept on the Avocet or Turnstone House Network, and Academic Records files which give an overview of progress.

The following diagram shows the relationship of planning documentation:

Curriculum Intent Statement	**Overview**
Subject Policy and Practice	**Policy and Practice Principles**
Long Term Planning - **Schemes of Work planned against the SES** **progression framework.**	**Broad Content**
Medium and Short Term Planning – **Teacher planning available in the Education File** **or on the Network**	**Detailed Content**

7.2   PRE-ADMISSION AND BASELINE ASSESSMENT

Once a placement at Avocet or Turnstone House has been agreed for a child an Academic Pre-Admission Information form is completed from all the evidence available at referral.

This is followed by an Initial Baseline Learning Assessment, which is completed during the Initial Assessment Period and includes Literacy, Numeracy and other areas of assessment. Subsequent baseline assessments are completed bi-annually.

The results from these assessments will inform:

- the Portfolio of Achievements and Needs
- initial strategies/appropriateness of teaching approaches
- reporting for the review process
- specific areas of concern that may require further assessment by additional specialist professionals

SES will commission specialist diagnostic assessments for children where the need arises.

7.3   PLANNING OBJECTIVES AND ASSESSMENT

The key to effective assessment is that it is ongoing and part of good planning. Assessment opportunities become clearer if the learning objectives for the lesson are specific and identifiable. Clear learning objectives will affect not only the content to be offered, but also the ways in which we decide how the children should work. Fundamental to our work at SES is encouraging and moving students towards taking responsibility for their own learning.

Learning Centre Education Plans are drawn up with each student.

In parallel to this Learning/Curriculum Units are planned to map subject breadth and balance.

7.4   LEARNING CENTRE MARKING POLICY

The high adult to student ratio in the Learning Centre enables a level of interaction, discussion and feedback unattainable in other environments, even 'standard' special schools.

The normal emphasis on formal marking of student's work (i.e. to enable the student to know how he is achieving, what are the next steps in learning and what has to be done to achieve them, as well as enabling teacher assessment) is therefore not relevant to our context in the same way that it is in others. The interaction between adult and student is at a level of intensity (normally 1:1) that the opportunity for collecting evidence as well as providing feedback to the children concerned is constant. The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.

Working this closely and intensively with the students is regarded as an important experience that helps build self-esteem. It adds to feelings of self worth, boosts

confidence, develops the ability to engage in constructive criticism and raises a child's awareness of his potential abilities. Therefore:

- Work should be discussed regularly with the student. Suggestions for improvement should act as 'scaffolding', i.e. pupils should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
- All marking of children's work should be positive and stress their achievements
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
- Indications for improvement should be clear and easily understood by the student
- The indicated next steps should be attainable and realistic
- Students should be helped to find alternative solutions if simply repeating an explanation continues to lead to failure.
- Whenever possible the assessment of children's' work is done in the presence of the student with full, clear explanation
- Students should, through this positive process, be encouraged to produce their highest standards
- Students need to have the skills to ask for help and the ethos of the Learning Centre should encourage them to do so.
- Physically marking students' work is discretionary, providing effective verbal feedback has taken place or unless specific decisions have been made about individual students.
- Consistency by adults should be monitored by the Head of Education
- Annotated students' work may form substantive evidence and records of their achievements.

In this way a culture of success should be promoted in which every pupil can make achievements by building on their previous performance rather than being compared with others. This is based on informing pupils about the strengths and weaknesses demonstrated in their work and giving feedback about what their next steps should be.

7.5   HOMEWORK

The very intensity of work possible in the Learning Centre also has implications of our view of the usefulness of, and place for, homework. Children at SES may well have been out of 'education' for some time and are likely to have rejected homework in its traditional sense. Our stated intention is to reawaken their interest in learning, first and foremost. Therefore in keeping with our personalised learning culture each child will be dealt with individually. A range of 24 hour learning activities may be viewed as 'homework.'

We aspire to a learning culture where self study and personalised learning is a key feature and 'homework' will be defined in many ways, and will be in accordance with their personalised programme.

Where 'homework' tasks or activities exist they should:

- support and enhance achievement
- develop the responsibility to work without supervision and be accountable for the outcomes
- bolster the inter-disciplinary approach to learning
- enhance opportunities to acquire knowledge, skills and concepts in the broadest learning sense
- enhance the culture of SES with Parents/carers and Students working in partnership towards achievement
- be at an appropriate and manageable level for the individual child
- meaningful, linking and supporting the child's work within the broader learning environment.
- mirror good mainstream practice where appropriate and therefore develop those skills and expectations needed to make the transition to mainstream school if required

7.6   MAKING SUMMATIVE JUDGEMENTS

Regular summative judgements are made of a child's progress in relation to our agreed progression frameworks. Where possible, and appropriate, this will mirror generalised age related expectations for end of key stage testing. Our aspiration for each young person is to recognise achievements, and when ready, facilitate attainment of nationally recognised benchmarks. This could be in the form of relevant end of Key Stage testing (SATS) or indeed completion of nationally recognised accreditation such as entry level, functional skills, vocational or GCSE qualifications. Summative judgements at SES aim to ensure progress is planned for to allow our young people to 'narrow the gap' in relation to their contemporaries and make 'better than expected progress' in the academic areas that will prepare them for their next stage of development.

Summative judgements are made from ongoing practice and use 'Assessing Pupil Progress' methods to gain a current progress measure for each young people. This practice can be used across a full range of recognised national curriculum subjects but is essential in the areas of English, Maths and RSE and Personal, Emotional and Social Development. Further guidance is available within each subject based policy and practise document.

Making judgements is about evaluating the evidence collected in order to inform, record and report about student achievement. Adults are constantly making judgements about progress but there are certain points at which judgements will be made against national criteria.

7.7   CONSISTENCY IN ASSESSMENT

SES has embraced the autonomy entrusted to the education profession to devise assessment methodologies that best suit the needs of their specific cohorts. With this in mind, all assessment materials and progression frameworks at SES are mapped against recognised age related aims and objectives. Our process and procedures allow all learners to recognise and celebrate the small steps made on a daily basis.

To establish consistency in these respects at SES will:

- Devote one staff meeting per term to the discussion/agreement on children's best work for the award of Commendations and Celebrations
- Part of one staff meeting per term to the discussion of specific aspects of assessment criteria.
- Make good use of web based guidance documentation.

7.8 EDUCATION FILE

Purpose	To facilitate effective day-to-day planning and delivery of the curriculum at both group and individual level. It provides the basis for recording regular assessments
Location	Learning Centre and/or on the SES Network.
Responsibility	Individual adults.
Contents	Agreed student targets, NC coverage, short and medium term planning, evidence of ongoing assessment.
Access	All staff

In reality, the contents of this 'file' are found in a variety of locations, mostly in electronic form. Much of the detail for the contents of this file has in effect already been covered in the earlier stages of this document. It is important to note that the main purpose of this information is to organise planning and hence assessment. Recording should illustrate significant growth points.

8 HOUSE STRUCTURES THAT SUPPORT THE PAN PROCESS

Planning for social learning and development has to take account of both the individual and the group. The personalised learning approach related to the Portfolio of Achievements and Needs forms the basis for planning, negotiation and agreement in respect of targets.

The nature and timescale of the agreed targets and actions are discussed and negotiated between the child and their key staff. This will happen at different levels according to need, ability to engage and preference.

Progress is monitored and the quality of learning audited by scrutinising targets, appropriateness of challenge and outcomes. The same principles such as clarity of setting learning objectives, collecting evidence and making judgements apply.

8.1 PLANNING FOR LEARNING

All activities at SES are considered as potential learning situations. Whether these are formal or informal will vary with the situation and the individual concerned. Formal activities and learning situations require a level of structure relating to the objectives that the adult is aiming to achieve in that activity.

This structure is illustrated by the development of 24 Hour Learning Plans:

L24   A learning activity that has clear, planned links to the Learning Centre curriculum with specific objectives and outcomes.

H24   A learning activity that has clear, planned objectives and outcomes, with possible incidental links to Learning Centre Curriculum or PAN process.

P24   A learning activity that has clear, planned links to the PAN process, (e.g. it might form part of the young person's action plan relating to their PAN Targets or be related to some other area of their development), with specific objectives and outcomes.

Key to the success of our vision is the development of 24-hour learning activities for both individuals and groups. To support and facilitate the delivery of 24-hour learning, the above categories of activities have been developed.

Planning formats can be located on the staff network. **(Examples of all three completed planning formats can be found in the appendices to this document).** Suggestions for the nature of activities can emerge through various routes, including PAN or action planning meetings, Learning Centre programmes or individual hobbies/pastimes and enthusiasms. The key adults liaising over this process are the Personal Tutors and Learning Mentors.

A formal learning meeting is held at a minimum frequency of once per term between Learning Mentors, Personal Tutors, and wherever possible, Case-Coordinators and Link Tutors to focus specifically on learning progress. It is an expectation that all young people at SES should receive at least two 24hr learning activities per week, planned by the care team, of which one should be personalised specifically for them. The Head of Care, Registered Manager and the Head of Education ensure that opportunities for all students at SES remain equal.

The 24hr curriculum at SES aspires to develop our young people as well rounded and capable learners who are able to play a full and active role in our modern society. Through sensitive and targeted delivery of our 24hr curriculum we are able to provide extensive exposure, development and impact in relation to all young peoples' core skills, Social, Moral, Spiritual and Cultural development and understanding of British Values. In addition all 24 hour learning plans ensures the progress of each individual's personal and social development, numeracy, literacy and computing.

A purely recreational activity has value and we aim to ensure that a significant proportion of time is set aside for recreation and "down time". For monitoring purposes recreational activities are simply designated as "R".

An important aspect of learning at SES involves the ongoing social development for each student through daily interactions with adults. Additionally, all adults on the care team are expected to propose suitable activities for weekday and weekend periods, and the delivery of these is recorded after each shift. In the first instance it is the responsibility of the Visits and Activities Coordinator to monitor the delivery of recreational activities.

All activities have the following in common:

- they are planned and adults are aware of their purpose
- adults have clear outcomes in mind and therefore are in a position to respond to the dynamics of the situation as the activity unfolds
- children will be working on skills they are learning for the first time, skills they have yet to fully establish or reinforce, or skills that are established but need repetition and embedding
- adults have clear criteria against which they can assess children's progress/achievement

8.2 CASEWORK FILES

Purpose	To help facilitate the child's social programme. To provide a base for recording significant ongoing information regarding the child's social, emotional and health needs and how they relate to the child's learning.
Location	In a filing cabinet situated in the house office and related information on the Avocet or Turnstone House Network.
Responsibility	The responsibility for updating and maintaining the casework file is that of the Personal Tutor.
Contents	Essential Information; Daily Care, PAN My Journey; Thrive Assessments; 24 Hr Learning; Risk Assessments; Health; Reports; Young Person Monthly Meetings,Six-Month Summary; Technology Agreements, Casework monitoring.
Access	All staff

On a six monthly cycle a summary document is drawn up which compresses the wealth of information into a more manageable format; (see Casework Files).

Casework monitoring sheets (see Casework Files) are completed by the Case Co-ordinator and Personal Tutor on a monthly basis and forwarded to the Head of Care and Registered Manager.

8.3 MAIN FILE

Purpose	This file holds the main original and summary documentation on the child. Pertinent items from the casework file are retained where significant.
Location	The main files are kept in the filing cabinets situated in the main office.
Responsibility	The Principal. However all key adults for the individual student have responsibilities to update and be familiar with the contents of this file.

Contents	Correspondence; Health; Accidents; Casework Summaries; Reviews/Statements; Professional Reports; Placement Plan; Admission Papers.
Access	Technically this file is open to all staff but access is as described in the staff handbook.

8.4 SERIOUS INCIDENT LOGS

All Serious Incidents are kept on Clearcare.

8.5 CHILD PROTECTION FILE

This is kept with, but separate to, the main file and contains all records of child protection procedures if they apply to that particular child. This file is **CONFIDENTIAL** and access is restricted. (See Child Protection Policy and Practice document).

8.6 ACHIEVEMENT LOG

Purpose	This log records several of the students' achievements across the range of their work. It is intended to motivate, increase self-esteem and foster self-confidence in the child as well as provide a full and complete record.
Location	The Achievement Log is kept in the main office
Responsibility	The updating of the log is the responsibility of both the Learning Mentor and Personal Tutor.
Contents	Curriculum achievements, SATs results, accreditation, social achievements, Celebrations, Commendations, Oscars.
Access	Staff, the child and parents/carers all have access to the log. This is a key aspect towards driving the motivational factor of the Achievement Log.

A full summary record of achievement will be passed on to a student's new school in the case of a reintegration or transfer to another school.

A full summary record of achievement is given to the child when they are due to leave (Progress File).

9 INCORPORATING TRANSITION WITHIN THE PAN PROCESS

9.1 INTRODUCTION

What do we mean by "Transition"?

Transition starts once a referral turns into an admission. The Transition to SES then merges into the journey over the years with SES and finally Transition away from SES. In our opinion even this apparently final transition may not be the end of our relationship as our children may maintain their "SES Family" contact well into adulthood and the transitions that brings. The role of SES in providing highly personalised planning for all transitions is vital to the long term success of any young person, and is based upon key principles and guidance found in Children's Home Regulations and National Quality Standards. Transition must be planned in partnership with other professional agencies, as one individual home cannot achieve positive outcomes in isolation. SES has a responsibility to act as an advocate for all young people, promoting their needs first and foremost.

Transition for young people is a complex and potentially challenging emotional experience, especially when facing periods of significant change. For example, planning to move on from Avocet or Turnstone House following periods of sustained success inevitably places the young person under emotional pressure due to the questions it raises around their ability to cope as a young adult in an increasingly complex world.

Every young person's circumstances will be different, with some planning moves to loving families, and others facing supported accommodation at an early stage in their adulthood. Therefore a carefully constructed plan that encapsulates all essential elements to increase the likelihood of success and sustained progress is integral to the vision of SES.

9.2   TRANSITION PLANNING FROM ADMISSION

Effective transition planning commences with the admissions process, identifying long-term aspirations for young people in partnership with the placing authority, and where appropriate, their family. In reality these early plans are likely to change in response to personalised progress and events that occur throughout the young person's time with SES, however, sharing aspirations is essential to providing a common direction for all key professionals in their everyday roles. To support key adults in creating initial planning, key plans and correspondence should be considered, alongside key information gathered in the admissions process such as the Lead Consultant Report.

As part of the SES admissions process, a placing authority is requested to submit their desired outcomes for the placement as part of the 'Referral Questionnaire'. The three key questions posed are:

- If there were no limits to your aspiration, what outcomes would you like to see from the proposed placement at SES?
- What is the minimum you would like to see in terms of outcomes?
- What are the current outcomes sought by the placement if different from the above?

The Principal's statement of intent letter identifies the desired long term outcomes sought at the time of admission. This is personalised to each young person, and each of the six areas outlined in the Lead Consultant report and PAN Overview are referenced:

- Education training and employment (My Learning)
- Family and Relationships (My People)
- Identity (Who I am)
- Experiences and Leisure (My Opportunities)
- Health (My Health)
- Transition (My Future)

9.3   THE IMMEDIATE TRANSITION TO LIVING AT SES AND TURNSTONE HOUSE

The transition to living at Avocet or Turnstone House from a previous placement is a significant event in the life of any young person. Thorough consideration is given to planning their admission, and their needs are central to the process. Extensive guidance on how an admission is planned can be found within the SES Referral and Admissions Policy and Practice document.

9.4   TRANSITION PLANNING STRUCTURES

Transition planning for all young people is incorporated within their PAN, and overall PAN process.   The working PAN documents that will reflect current thinking and planning at any point in time. Each of the six areas allows key adults to consider long term outcomes as well as short term targets. The 'Transition' area has a clear focus on the young person's future transition from SES.

The PAN process is highly personalised to a young person's needs and stage of development, therefore it is unlikely that any two processes will be the same. Involvement of the senior leadership team is essential to providing critical reflection, especially in relation to longer term transition planning, for example, on decisions related to living beyond SES.

As a young person's time in placement increases, there is likely to be a shifting emphasis towards areas of transition, with the PAN/My Journey Learning Model providing an opportunity to target specific areas as they approach key transition marking points. An example of this would be a young person beyond the age of sixteen focusing on living arrangements and selected higher-level life skills.

Various options that are being considered for the young person in each of their six areas should be an integral part of the PAN process and provide an indication of likely optimal timescales. These will change depending on the young person's age and maturity, and in response to significant events that occur within their lives.

To assist key adults, there are comprehensive PAN prompts available to challenge thinking within each of the six areas. It is not an expectation that all prompts are required for a young person's planning. Depending on the stage of maturity, age and development, some prompts may be unsuitable at various stages of transition planning. As plans are reviewed additional information can be included to build a holistic transition strategy for the young person.

The views of a young person should always be sought when reviewing their transition planning, ensuring that they play a full and active role in their development and aspirations.

9.5   LIFE SKILLS PROGRAMME

The SES Life Skills programme is an integral aspect of the PAN planning structures and is specifically referenced in the 'Transition (My future) area.

The Life Skills programme is designed to teach young people all the practical skills they need to be able to live independently successfully. It is designed so that all young people can achieve to their own ability, with success possible soon after admission. Effective life skills learning should be an integral part of every day routines for young people, with adults planning experiences in a natural, domestic way.

The programme is split into five sections:

- Finance
- Home Management
- Self Care, Health and Food
- Social Skills and Relationships
- Travel

Each section has three levels (bronze, silver and gold) and each has its own booklet that can be signed when a task has been achieved and a syllabus to explain exactly what is needed in order to achieve that task. When a young person completes a booklet, they receive a certificate and a deposit is made into their SES Trust Fund. The young person is awarded £30 when they complete a bronze award, £50 when they complete a silver and £80 when they complete a gold award. If a young person completes every booklet, they will have been awarded £800, this will then attract a bonus of and additional £200, so that they are awarded £1000.

9.6   EXTENDED TRANSITION SUPPORT BEYOND SES

Prior to a young person moving on from SES, key adults plan the level of support that will continue to be required. This will differ depending on the maturity of the young person and the accommodation arrangements in place. SES believe that all young people have the right to a long-term relationship with the home and adults, as would be expected in any typical family dynamic. Therefore continued telephone contact, planned visits and participation in activities are a possibility that can be utilised to an appropriate level depending on circumstances.

In some cases, bespoke transition outreach packages can be negotiated with placing authorities to ensure young people have an optimal chance of continued success once moving on from the home.

9.7   LONGITUDINAL TRANSITION STUDIES

As part of the continual growth and development of the organisation, SES undertakes longitudinal transition studies with former residents. These are open-ended, semi-structured interviews with prompts to enable participation. The aim is to receive feedback that will help develop practice by considering the views of the young people about key themes, including:

- Life at Avocet (or Turnstone)
- Being yourself
- Leaving Avocet (or Turnstone)
- Improvements (on the themes above)

The interviews are completed after six months, and then tailored to each individual young person's situation.

Records are kept of the meetings with key findings considered by the executive leadership teams, and feedback presented to the team where appropriate.

10   APPENDICES

10.1   EXEMPLAR 24 HOUR LEARNING PLANS

L24   A learning activity that has clear, planned links to the Learning Centre curriculum with specific objectives and outcomes.

H24   A learning activity that has clear, planned objectives and outcomes, with possible incidental links to Learning Centre Curriculum or PAN process.

P24   A learning activity that has clear, planned links to the PAN process, with specific objectives and outcomes

10.2   PAN OVERVIEW FORMAT

10.3   PAN REVIEW REPORT PROMPTS

10.4   PAN MEETING RECORD FORMAT

10.5   PAN ACTION PLAN FORMAT

10.6   MY JOURNEY MONTHLY MEETING FORMAT

Specialist Education Services

L24 *(24 HOUR LEARNING PLAN)*

A learning activity that has clear, planned links to the Learning Centre curriculum with specific objectives and outcomes.

Individual / Group		**Student(s):**	X child
Activity / Programme:	**Fishing**	**Staff Facilitators:**	A N Other

Planned Links to Learning Centre Curriculum	**Start Date:**	30.03.16
• Maths – Handling Data • Geography – Environmental Change and Sustainable Development • Science – Organisms, their Behaviour and the Environment • PSD (Independent and Organisational Skills) - To be able to organise resources for familiar routines independently.	**Further Dates/Completion/Timescale**	
	5 weeks - one evening per week	

Aim(s) of Activity	**Objectives**
• To enjoy fishing experience and also use it as a vehicle for gathering knowledge, information and data in relation to the above Learning Centre Curriculum work. • To re-enforce learning from personalised curriculum. • To apply learning to a real life context. • To gain a deeper understanding of local environments	**Maths** • To gather information. Which fish are caught on which bait. • To construct bar charts and pictograms, where the symbol represents a group of units. **Geography** • To can express my views on my local environment **Science** • To use my knowledge related to organisms, their behaviour and the environment to describe plants and animals.
Links to SMSC	**Links to British Values**
Spiritual- An ability to demonstrate persistence. Moral- A desire to explore own views and those of others. Social- To show respect for the environment. Cultural- A personal enrichment through encounter with traditions.	Tolerance- Sharing/Taking Turns/Patience. Individual Liberty- Learning about the views of others.
Links to Reading, Writing Communication and Maths	**Links to Computing**
Speaking and Listening: To listen carefully to others and ask questions. Reading: To explore fishing texts and identify key points. Writing: To explore new vocabulary and use these words. Maths/ Using and Applying: To use mathematical language.	Computational Thinking- Developing a understanding of sequencing

Activities/Tasks	Resources Required:	Fishing Tackle, Fish Encyclopaedia, A range of bait, Clipboard, Stationary

Activities/Tasks		
• Children should be provided the opportunity to independently organise and pack the car being used with the relevant fishing equipment and resources. • Purchase of Bait- children should be encouraged to purchase bait independently. • While fishing children should collect data in relation to species of fish caught and on which bait. • If asking a question all children should be encouraged to check in their pocket sized fish encyclopaedia. • While fishing, conversation should be led to discuss the immediate environment and possible positive actions that could be taken to support it. • After each session the data collected should be discussed and interpreted to develop a knowledge of which fish 'organisms' are more likely to feed on which bait. • On return to the house children should construct a bar chart or pictogram to take to their LC Numeracy sessions.		

Costs:	£x	
Budget:	24hr Learning	

Requisition Form Completed:	**Yes**	**No**

Risk Assessments

Fishing Loddon, Generic.

Visits Form

Completed	Yes /No	**Authorised**	Yes / No

EVALUATION

Objectives Met/Exceeded	**Objectives Not Met**
• X was able to independently organise his fishing resources for each fishing trip. This was recorded on PSD Witness statements. • X was able to purchase bait and answer the questions asked of him by the shop assistant. • X collected data on all fishing trips. He used a simple tally chart to record data and required support to construct this on the first two trips. By the third trip X could complete this independently showing a deep understanding of this skill. • X was able develop his knowledge of which bait is most successful with certain fish- he was encouraged to use this learning in his conversations at the bait shop. • X was able to construct bar charts to represent his data. He felt confident with this and was praised when he placed it in his LC numeracy folder.	All met

Evaluation of Activity
X really enjoyed this activity and mentioned on regular occasions how he felt extremely calm when at the fishing lake. He has decided that he enjoys maths and understands why this is important to learn new skills in this area. In planned conversation X decided that he was concerned about the level of rubbish in the immediate environment and was able to mention this to the 'bailiff' who made an immediate action. X felt proud that he had a positive impact on the environment.

Future Activities/Progression	
X has requested that he learns how to use percentages to talk about number of fish he catches. He would like to continue to fish just for pleasure, as a hobby, and would also like to complete a further similar plan using fish weight and measurements as data.	
Evaluated By:	Date:

Specialist Education Services

H24 *(24 HOUR LEARNING PLAN)*

<table>
<tr><td colspan="2" align="center">**A learning activity that has clear, planned objectives and outcomes, with possible incidental links to Learning Centre Curriculum or PAN.**</td></tr>
</table>

Individual		**Student(s):**	X Children (New to fishing)
Activity / Programme:	**Fishing**	**Staff Facilitators:**	A N Other

Incidental Links to Curriculum/PAN	**Start Date:**	30.03.16
PSD (Independence and Organisational skills): To take part in a familiar routine independently and participate in a new activity. Interest and Enjoyment in a hobby. Building Independence.		**Further Dates/Completion/Timescale**

Incidental Links to Curriculum/PAN	**Further Dates/Completion/Timescale**
PSD (Independence and Organisational skills): To take part in a familiar routine independently and participate in a new activity. Interest and Enjoyment in a hobby. Building Independence.	8 Week Activity: 30th March/ 7th April/ 14th April/ 21st April/ 28th April/ 3rd May/10th May/17th May

Aim(s) of Activity	**Objectives**
• To introduce children to Fishing • To build knowledge and capabilities in Fishing. • To have a sustainable hobby and passion that they can do independently.	• Demonstrate patience by giving chosen strategies long enough work. • To demonstrate knowledge and application of safety considerations. • To learn how to tackle up and down, tying basic knots. • To show care for local environment showing care for taking all used tackle and litter away. • To have successfully fished at least three different venues that present different challenges and conditions. • To know and apply the basics of float fishing, swim feeding and ledgering in still and moving water. • To successfully catch, land, unhook and release a fish.
Links to SMSC	**Links to British Values**
Spiritual- An ability to demonstrate persistence. Moral- A desire to explore own views and those of others. Social- To show respect for the environment. Cultural- A personal enrichment through encounter with traditions.	Tolerance - Sharing/taking turns/patience. Individual Liberty- Learning about the views of others.

Links to Reading, Writing Communication and Maths	**Links to Computing**
Speaking and Listening: To listen carefully to others so that I can ask questions. Reading: To explore fishing texts and identify key points. Writing: To explore new vocabulary and use these words. Maths/ Using and Applying: To use mathematical language.	Computational Thinking- Developing a understanding of sequencing

Activities/Tasks	**Resources Required:**	Avocet Communal Fishing Tackle Licence, Bait		
	Costs:	£x		
Eight Week Programme: Venues:	**Budget:**	24hr Learning		
Beccles Bridge, Geldeston Locks, Loddon Staithe, Rockland Broad. GT Yarmouth Pier.	**Requisition Form Completed:**	**Yes**		**No**
	Risk Assessments			
For each session the young person should be supported/ encouraged to be able to	Relevant Fishing Risk Assessments on Network			
organise their known resources for each session. This may start from a position of				
dependence on adult support/modelling and move towards a greater independent	**Visits Form**			
ability by the end of the eight-week programme.	**Completed**	Yes / No	**Authorised**	Yes / No
The organisation of resources should be approached as a familiar routine in the context of this plan. Week 1 • Safety considerations, equipment reasons for use, basic tackling up assisted, plumbing the depth. • General Assessment of existing knowledge and skills. Weeks 2 to 5 Consolidation of new skills, practice etc, autonomy where confident. (Vary location according to conditions, progress and success) Weeks 6 to 7 • Independent fishing – adults to locate and fish further away. • Set clear expectations. Week 8 Sea fishing experience (Yarmouth Pier)				

EVALUATION		
Objectives Met/Exceeded		**Objectives Not Met**
All but one objective were met by all children on completion of this plan. Child Y achieved all objectives apart from unhooking a fish.		Child Y yet to unhook a fish (Seems to have a psychological barrier in touching the fish particularly when it moves)

Evaluation of Activity

The activity seemed to go very well with all the children attending every session. Only one session was cancelled due to the weather, when the young people watched an episode of extreme fishing and studied his fishing book instead. The variety of locations and relatively quick exposure to different fishing experiences captured the their interest and imagination and they were able to ask many questions that helped deepen their understanding.

Personal and Social Development outcomes were worked towards throughout this eight week plan with considerable achievement being recognised through PSD witness statements. To begin with all children that demonstrated that they were able to organise their 'fishing kit' independently and in advance of each known trip.

Future Activities/Progression

- To take Y to a wet fish shop and buy, prepare and cook a fish for tea. (To give experience of the feel/handling of the fish taking the possible movement of the fish variable away)
- To develop a series of future objectives / milestones linked to a future internal award scheme and events.

Evaluated By:		Date:	

Specialist Education Services

P24 *(24 HOUR LEARNING PLAN)*

A learning activity that has clear, planned links to PAN, with specific objectives and outcomes.

Individual / Group			Student(s):	X child
Activity / Programme:		**Fishing**	**Staff Facilitators:**	A N Other

Planned Links to PAN	Start Date:	30.03.16
Building Independence Building Trust and Self Control PSD (Independence and Organisational skills): To take part in a familiar routine independently and participate in a new activity.	**Further Dates/Completion/Timescale**	
	5 weeks - one evening per week	

Aim(s) of Activity	Objectives
• To expand on X's knowledge and Capabilities in Fishing. • To have a sustainable hobby and passion that he can do independently. • To introduce Pike fishing (a) as a new skill and (b) because it is mobile and involves a degree of walking from swim to swim. • To see improvements in X's anxiety when faced with new situations (fishing specific)	• Demonstrate patience by giving chosen strategies long enough work. • Assess conditions and select the most appropriate technique. (e.g. float or swim feeder etc) • Demonstrate reduced levels of anxiety about associated details. • For X to be introduced to Pike fishing and demonstrate: • Use of specific equipment such as braided line, wire traces, unhooking mat, knowledge of swims. • To successfully catch, land, unhook and return a pike safely. • To find ways / opportunities of linking with Curriculum.
Links to SMSC	**Links to British Values**
Spiritual- An ability to demonstrate persistence. Moral- A desire to explore own views and those of others. Social- To show respect for the environment. Cultural- A personal enrichment through encounter with traditions.	Tolerance- Sharing/Taking Turns/Patience. Individual Liberty- Learning about the views of others.

Links to Reading, Writing Communication and Maths	Links to Computing
Speaking and Listening: To listen carefully to others and ask questions. Reading: To explore fishing texts and identify key points. Writing: To explore new vocabulary and use these words. Maths/ Using and Applying: To use mathematical language.	Computational Thinking- Developing a understanding of sequencing

Activities/Tasks		Resources Required:	Avocet Communal Fishing Tackle Licence, Bait	
		Costs:	£x	
Eight Week Programme: Venues: Beccles Bridge, Geldeston Locks, Rockland Broad.		Budget:	24hr Learning	
		Requisition Form Completed:	Yes	No
		Risk Assessments		
Week 1 Tackle issues e.g. use of braid, safety, landing briefing, direct support as required from adults e.g. landing, unhooking.		Fishing Loddon, Generic.		
		Visits Form		
Weeks 2 to 5 Consolidation of new skills, practice etc, autonomy where confident. Weeks 6 to 8 • Independent fishing - adults to locate and fish further away. • Set clear expectations that weeks 7 and 8 are dependent on wk 6		**Completed**	Yes /No	**Authorised**	Yes / No

EVALUATION

Objectives Met/Exceeded	Objectives Not Met
• X was able to make good choices in respect of equipment against location and purpose. • Generally he became more relaxed with each session. • There was some excellent discussion regarding food chains that we were able to have, particularly during quiet periods when the fish weren't biting.	X Caught and landed one Pike, became very excited but at the same time fearful of not coping with the process of unhooking, caring for the fish and returning it safely.

Evaluation of Activity
The structured plan and being aware of trying to work with/move forward X's anxious responses helped keep it firmly in mind and resulted in apparent improvements. X himself reported feeling more relaxed and his enjoyment increased after each session. The tactic of talking calmly and slowly and raising his sensory awareness by pointing out things also helped, e.g. "can you hear that rustling the wind is doing on the leaves of the trees opposite. Look at the colour of…."

Future Activities/Progression	
To build upon objectives and continue activity with the aim of X fishing independently in a relaxed manner.	

Evaluated By:		Date:	

PORTFOLIO OF ACHIEVEMENT AND NEEDS OVERVIEW

Young Person		**Placing Authority**	
Date of Birth		**Case Coordinator**	
Date Started		**Personal Tutor**	
Date Completed		**Learning Mentor**	

CARE HISTORY (*From Lead Consultant's report*)

PEN PICTURE

YOUNG PERSON'S NEEDS AND DESIRED LONG TERM OUTCOMES FROM PLACEMENT (*taken from Lead Consultant's Report, Social Worker, Young Person, Family and Principal's Statement of Intent Letter*)

A. Education, Training and Employment (My Learning)

Initial Summary
(Curriculum strengths and weaknesses; learning difficulties/SEN; attitude and attendance; learning style; interests; emerging gifts/talents/passions)

Desired Long Term Outcomes

B. Family and Relationships (My People)

Initial Summary
(Family structures, contact arrangements, family strengths and weaknesses, opportunities for progress, key others, friends, quality of relationships)

Desired Long Term Outcomes

C. Identity (Who I Am)

Initial Summary (View of self, life story, beliefs and their identity, knowledge and understanding of reasons for being in care)
Desired Long Term Outcomes

D. Experiences and Leisure (My Opportunities)

Initial Summary (Ability to engage in leisure activities, understanding risk and resilience, daring to dream)
Desired Long Term Outcomes

E. Health (My Health)

Initial Summary (Physical health, medical conditions, diet/nutrition, ability to regulate their emotions and behaviour, ttherapeutic approaches/interventions in response to underlying emotional and mental health concerns)
Desired Long Term Outcomes

F. Transition (My Future)

Initial Summary (Practical life skills, level of maturity, long term planning for living)	
Desired Long Term Outcomes	

<u>PAN – My Journey</u>

The PAN report to be completed twice a year in line with the LAC review cycle.

INTRODUCTION

- When was the child admitted? Why were they admitted? Look at the LAC Placement Plan and other paperwork on main file.
- On what basis does the young person attend Avocet or Turnstone House?
- Physical description of the child including general appearance, grooming manner of dress and habits of cleanliness. (Any specific physical peculiarities)
- "Atmospheric" elements, such as facial expressions, mood-peculiar mannerisms, gait, manner of speech, etc.

MY LEARNING (EDUCATION, TRAINING AND EMPLOYMENT)

Overview of personalised learning

- Current composition of Learning Centre group?
- What is the rationale for their current personalised learning?

Engagement and Attitude to learning

- What level of attendance and engagement does the child have? (Quantify in percentage and hours)
- Are they punctual and ready for work at the start of the day? After breaks?
- How favourably do they view their education at SES?
- Do they display pride and interest in their learning?
- What are the young person's achievements and attributes?
- Do they avoid certain subjects or tasks? Have they succeeded in any particular areas?
- How productive are they in learning sessions?
- How do they respond to praise – including celebrations and commendations?
- Have additional support and learning needs been considered with subsequent implications planned?
- How do they behave within the Learning Centre environment?
- How do they participate in group discussion and/or tutorials?
- Can they work collaboratively with others?
- Do peers influence them?
- Do they require any behaviour management or learning strategies and if so how do they respond to these?
- Do they express preferences for certain adults and are these gender or authority related?
- How do they respond to academic challenge?
- Have they preferred learning styles?
- How well do they respond to learning activities with external providers?
- How independent are they in their learning? What level of adult support do they require to succeed?
- Do they have good learning and problem-solving skills?
- Are they able to think creatively and take risks?

Emerging gifts, talents and passions

- How are potential gifts, talents and passions embraced in their learning?
- What are the young person's educational potential, aspirations and future needs?

Individual subjects / personalised curriculum areas

- Report from lead teacher / educator in each subject area, summarising content, achievements, progress and next targets.

National accreditation / Tangible accredited outcomes

- What current courses or accreditation are being studied?
- How important are qualifications to them?
- What tangible accredited outcomes have been achieved?

Training and/or Employment (CIGA)

- Are they receiving regular advice and guidance about their future options?
- Do they know about opportunities with other training providers and apprenticeships?
- Do they have any ideas about a future job or occupation or ambitions to continue education?
- Have they participated in visits to colleges, places of work, training facilities?
- Have they completed, or are they planned to undertake work experience?
- What more needs to be done to give the young person the necessary social skills and aptitude to get a job when they leave education?
- Do they know how to apply for a job, where to find one, and have they had any help with interview skills?
- Do they know how to write a CV?
- Do they know about their employment rights and how to claim any benefits?

24 Hour Learning

- What 24 hour opportunities is the child currently being offered?
- How well do they engage in 24 hour learning?
- Do they have preferred types of 24 hour learning opportunities?
- How well do the engage in group and/or cross site 24 hour learning?

MY PEOPLE (FAMILY AND RELATIONSHIPS)

Family connections

- How stable is the family structure? How are the relationships within the family? Are there plans in place to develop these relationships further?
- Is there a working genogram in place?
- Have there been any significant changes in the family structure? If so what are they, how are these perceived by the child and what are their responses to these?
- Is a return to their family, some other member of their family or connected person realistic, given their maturity and extent to which they have overcome the problems that led them to come into care?

- Will the family offer any support, and if so, what kind of support, if the young person were to live independently?
- What is the focus of family work? What contacts are made?
- What home visits have been made? Give dates and any salient points? Are there particular issues?
- Are there any significant behaviours associated with Personal Tutor home visits?

Relationships with family / Key others

- What are the current LAC contact arrangements?
- What is the extent and quality of the young person's contact with all the members of their family and other connected people?
- How do they react to visits home and/or contact with family?
- Are there any planned changes to these arrangements? Are child and family happy about arrangements?
- What behaviour does the child show prior to going home? Excited, unpredictable, happy, sad, anxious, etc.
- How does the child react on their return to us after a visit home?
- In what context does the child speak of home?
- How does the child respond to questions about home?
- Is there any evidence that the child has "special" affection for anyone member of their family?
- In what way does the child perceive siblings in the family?

Ability to make and sustain relationships with adults

- Is the young person able to make and keep good relationships with adults, peers, and people in charge?
- How would you describe their personality e.g. Sociable? Solitary? Shy? Optimistic? Confident?
- Do they enjoy or seek out the company of others?
- Do others react positively towards them?
- Does the young person form attachments with particular adults?
- How comfortable are they in seeking help, encouragement, affection from adults? What form does it take? Do they have favourites among adults? What seems to be the basis of their choice? (Male, Female, Older, Younger, etc.)
- How does the child generally initiate interactions with adults?
- Can the child approach adults appropriately?
- How do they seem to make you and other adults feel toward them?
- Is the child trusting or suspicious of adults?
- Is the child over familiar towards adults?
- What kind of response does the child seek from adults? What does the child do to gain their response?
- Does the child intentionally try to provoke adults?

Ability to make and sustain relationships with peers and their community

- How do they contribute to community life and the wider community?
- Do they have any hobbies or leisure interests in the community where they can meet other people and make new friendships?

- Can they participate successfully in groups?
- How readily does the child conform to group norms; residential group, activities group?
- Do they have a good and stable circle of friends? How is this promoted locally?
- What types of children do they seem closer to? Which do they avoid?   How friendly are they with the other children? How is the friendliness expressed? What types of children do they come into conflict with and how is the conflict expressed?
- What are their skills in approaching other children? In avoiding them? In influencing them? In being influenced by them?
- Is there any evidence of the ability to play with peers involving appropriate physical contact?
- Are they verbally or physically abusive to others? Do they provoke abusive behaviour in others?
- Does the young person seek to dominate or manipulate others? Show affection or submission?
- How do they manage peer dispute?
- How does the young person respond to peer pressure?
- Does the child borrow from children appropriately?
- Does the young person respect others property? Do they share appropriately?

WHO I AM (IDENTITY)

View of self

- How does the child view themself? Do they see themselves as good, bad or lucky etc. Are they fatalistic in regard to their behaviour?
- Do they understand why they came into care and could not live with their family in an accurate and mature way?
- How do they see themselves as a child in care? Ashamed of it, proud or does it not matter? Would they find it easy to tell someone they were in care?
- What kind of self-image do they have? What do they think their strengths and vulnerabilities are? What do they see as their biggest problem?
- How self-confident are they? What active strategies are in place to develop this?

Life story

- What is their understanding of their past and are they engaged in life story work?
- Have they or their family received support from a systemic family therapist?
- Do they have a photographic record of themselves and happy, significant events in their life?
- If applicable, to what extent does the abuse or neglect or rejection they experienced still have an impact upon their view of themselves?

Beliefs and their identity

- Do they have issues arising from their sexuality? disability? gender?
- How are religious and cultural beliefs supported?
- How do they respond to other cultures / religious beliefs?
- Does the child describe their problems/fears? If so when and how?
- What does their value system appear to be? Are they identified with "middle class" values, delinquent values or others? How deeply embedded are their

values? Are there conflicts between them?

- Are there any other issues about identity?

MY OPPORTUNITIES (EXPERIENCES AND LEISURE)

Leisure activities

- How do they use their leisure time? Are they able to be independent in this activity?
- Have they any particular hobbies? How have these been supported?
- What is their general response to activities - enthusiastic, bored, excited etc.?
- What activities are they attracted to? Those entailing infantile gratification, adult-like activities, activities with high fantasy content, dangerous activities? Which do they avoid?
- What is their 'activity diet' over time?
- Is there a preference for activities that are more individual or that require considerable interaction with peers?
- What development has there been in their general skill levels? Are they especially adept at any particular craft or activity?
- Are there activities they characteristically turn to when they are in a particular emotional state?
- Do they maintain a balance of involvement across the week and across a variety of activities inside and outside Avocet or Turnstone House?
- Are there any significant aspects of weekend activities for this child?
- Evidence of the child extending and building upon LC curriculum activities

99 Things to do

- Have they engaged and progress in their personalised SES 99 things to do program?

Building risk and resilience

- How well are their skills developing in response to particular activities?
- How do they respond to art/music/film/literature etc?
- How do they respond to challenging activities?
- Do they participate in residential experiences?
- Is the child willing to try new situations?
- What level of personal resilience do they demonstrate?
- How well does the young person assess levels of risk for themself with regard to safety?
- What is their ability to tolerate frustration? What types of frustration are more difficult or less difficult for them? How do they react to frustration?
- Do they possess a sense of hope and optimism?
- Do they experience and enjoy activities that promote fun, laughter and happiness?

Dare to dream

- Indicate insights into their fantasy life, daydreams, future goals and ambitions. What fantasy roles do they like to play? Where is this on a continuum of play through to survival behaviour?

- What is their outlook on life and the future – positive, hopelessness? What strategies are supporting this in the longer term?
- Do they dare to dream and aspire to the learning without limits vision?

MY HEALTH (HEALTH)

Physical health

- Is the young person healthy?
- Are they growing at a normal and healthy rate?
- Do they take regular exercise?
- Have there been any recent serious illnesses or prolonged periods of hospitalisation?
- What is their current weight? Height?
- All dates of medical appointments and outcomes – doctor, dentist, optician, LAC annual health check

Medical Conditions

- Does the young person have any medical conditions, long term illness or disability and how will this affect their future life chances, including education?
- If so, list all medication, doses and reasons for taking each.
- If so, do they understand the nature of their condition and its implications?
- Can they manage the condition themselves?
- Medical specialists?
- Are they following their treatment, keeping appointments and taking any medication according to the instructions?
- Are they able to make medical appointments as and when required?
- Are they enuretic/encopretic? With what frequency? How is this managed? Consequences?

Ability to regulate their emotions

- Does the young person have any problems dealing with anger, frustration or anxiety?
- Do they have good self-control? Do controls break down under certain conditions? What are they? Do they require adults to use physical intervention to keep them safe?
- Are they emotionally fragile/quick to tears?
- Do they express or verbalise their emotions and feelings? How appropriate is this?
- Do they self harm?
- Does the young person express guilt?

Ability to manage their behaviour

- Are they able to engage in restorative approaches? Do they anticipate the consequence of their behaviour and/or accept responsibility for their actions?
- How do they respond to consequence, reparations or sanctions?
- How do they respond to management of their behaviour – individually, in the group? What works best?
- How much control do they seem to have over their behaviour?
- What level of physical management do they require? Level of concern?
- How do they deal with change and new situations?

- Are they generally obedient or defiant?
- Are they over familiar with others?
- Do they seek support/help/encouragement appropriately?
- Is there any offending behaviour? Are they working with professional services such as the youth offending team? Do they have any previous convictions?
- Is there any sexually inappropriate behaviour? If so, what strategies are being used to address this?
- Do they display compulsive/obsessive/ritualistic behaviour?
- How does the young person manage the structures and routine of the day?
- Does the child abuse their own property?

Specific serious incidents

- Serious Incidents with Physical Intervention
- Serious Incidents with No Physical Intervention
- Notification of Significant Events
- Missing episodes

Record date/time for each, brief reason and any emerging patterns in the period.

Therapeutic approaches in response to underlying social, emotional and mental health concerns

- Does the young person engage in specific therapeutic intervention to help them understand their emotional journey through care?
- What level of progress has been achieved in resolving past trauma?
- Are there any other issues about the young person's emotional and behavioural development, such as loss and bereavement?
- What else needs to be done to overcome the disadvantages of their earlier experiences before they are ready to leave care?
- Describe any mental health issues that the young person has, such as depression, anxiety disorders, trauma or neuroses?
- Do they understand the nature of these and the implications for their future life chances?
- Assess the impact of these on their current and future life chances
- Are they currently engaged in external CAMHS or accessing professional support?
- Are there any issues about the young person's emotional health, such as smoking, drugs, alcohol, bullying, body image, anorexia, safe sex, diet, sleeplessness, stress or anxiety? If so what help, advice, counselling or treatments they are getting for these
- Assess the impact of these upon the young person's present and future life chances
- Are they following any advice, counselling or treatment they are being given and attending appointments?
- Do they feel positive about themselves?
- Do they show insight into their problems/personal challenges?
- Are they able to develop a level of trust in others?

Diet and nutrition

- Do they enjoy a healthy balanced diet?
- Are there any significant behaviours associated with eating? Table manners?

MY FUTURE (TRANSITION)

Practical Life Skills

- Are they fully engaged in the SES Life Skills awards? What level of progress has there been in each of the five categories?

    - Finance
    - Travel and transport
    - Home management
    - Self Care, Health and Food
    - Social Skills and Relationships

Maturity

- What level is the young person's maturity and will they need continuing care beyond the age of 16?
- Is it realistic to think of them moving into more independent accommodation? Have they a full understanding of the various options available?

Accommodation

- Has the young person any preference or ideas about their future living arrangements?
- Does the young person know what the options are for housing?
- If they would like to live independently, do they understand what is involved and the difficulties, as well as the good things?
- Do they know what their tenancy rights are?
- Do they know to which benefits they will be entitled?
- If it is not appropriate for the young person to return to their family, what kind of continuing support will they need?

Continuing Need for Support

- Is there a clear plan about remaining in contact with key people at SES?
- Are there key people identified to provide on-going support or outreach work for the young person?
- Do they know where they can get advice and services from organisations such as Citizens Advice Bureau, Housing Department and Job Centre and for help with benefits advice, careers advice, drugs, sexual health, alcohol, smoking, disabilities and mental health issues?

How to complain and be an advocate

- Do they know about all the services and support they are entitled to as a child in care and how to make a complaint if they are not happy with the service they are getting?
- Do they know how to get an advocate while they remain in care?
- Do they know how to complain if they are not getting the health treatment that they need?

YOUNG PERSON VIEW ON PROGRESS

- Has the young person expressed any aspirations for the future?
- Do they express any life ambition?
- Have they ever said that they would like to be like someone else or do what someone else does?
- Have they ever said, "If only….,….."?
- Does the young person aspire to academic achievement (e.g. examinations) or FE/HE?
- Have they any career aspirations?
- What do they tell us about themself in day-to-day informal conversations?
- How do they express themself through group meetings or one to one meetings?
- Have they any passions or enthusiasms?
- What do they express about how they see themself at SES?
- How do they view their strengths and vulnerabilities?
- How do they express how they see themself within their family?
- How does the young person describe their friendships and relationships?
- How do they view the possibility of a return home?

CONCLUSION

- To be compiled by the case coordinator
- Personal Tutor and Head of Education can include their views as part of the feed into the conclusion.

PAN Meeting Record			
Child's name:		**Meeting attendees:**	
Date of meeting:		**Meeting chair:**	

Young Person's View On My Journey - Their Progress And Personal Aspirations

PAN Area	What's working well	What's not working well	Targets
My Learning			
My People			

Who I am			
My Opportunities			
My Health	]		
My Future			

Additional comments:			

New targets selected as part of this PAN Meeting	
1.	
2.	
3.	

Child PAN Action Plan				
Child's name:		**Date of action plan:**		
Action plan created by:				
Date of PAN meeting action plan relates to:		**Date of next PAN meeting:**		

Targets from PAN meeting:	Support to meet target:	Resources required:	Date to be completed by:	Lead adult:
1.				
2.				
3.				
Action Planning meeting Summary (Please include dates, attendance and summary of discussion)				

Evaluation of action plan
Evaluation completed by:

Specialist Education Services

MY JOURNEY
My Learning *LC Curriculum, Engagement and attitude, Work experience, College, Accreditation, Careers, 24hr learning*
My People *Quality of relationships, Family connections, My family tree, Key others, Community, Friends*
Who I am *Religion, Culture, Sexuality, Beliefs, View of self, Life story*
My Opportunities *Residentials, 99 things to do, Hobbies and interests, Dare to dream, Building risk and resilience, Fun, laughter and happiness*
My Health *Emotional, Social, Mental, Physical, Sensory, Diet and nutrition, Therapeutic needs*

My Future
Life skills, Finance, Independent Visitor, Advocacy, Long term support, CIGA

1. Personal Budgets

	Total amount spent:	Amount remaining:	Amount spent this month:	Comments:
Clothing:				
Toiletries:				
Activities:				

2. Pocket Money

Amount Received:		Comments:	

3. Life Skills

Module Completed:	Amount received:	Comments:

4. SES Trust Account

Amount Deposited:		Comments:	
Interest Earned:		Comments:	

5. Damages

		Comments
Amount owing at start of month:		
Total paid this month:		

New damages amount:		
Amount owing at month end:		

My targets

My targets progress/what next?

Adult Signature _____   Date_____

YP Signature _____   Date_____