

# LEARNING AND ACHIEVING IN NORTH YORKSHIRE

Provision for vulnerable learners in schools  
(including learners with special educational needs and disabilities)

<p><b>GUIDANCE AND SUPPORT</b></p> <p>The North Yorkshire Inclusion Quality Mark provides a self-evaluation framework for schools to audit their provision in order to identify strengths and areas for improvement. Schools can access advice and support to develop their policies, provision mapping and curriculum from the Quality &amp; Improvement Service.</p> <p>For pupils with higher needs, schools can seek support from other agencies including Enhanced Mainstream Schools, special schools, or their Educational Psychologist.</p>		<p><b>RESOURCES &amp; ACCOUNTABILITY</b></p> <p>School leaders and governors provide clear information on how resources delegated for SEND are targeted to improve provision (universal entitlement through to personalised provision). <b>This is recorded in the part 7 budget return.</b></p> <p>The allocation of resources (including the deployment of support staff) is subject to on-going review based on the impact of provision on improving the progress made by individuals and groups.</p> <p>Parents/carers have regular discussions with the school, which include the use of resources for their child and the progress their child is making.</p>	
<p><b>Recording provision</b></p> <ul style="list-style-type: none"> <li>Whole school provision maps detail useful strategies and reasonable adjustments to support a range of needs in quality first teaching.</li> <li>These are applied consistently by all adults.</li> </ul>		<p><b>Teaching and learning</b></p> <ul style="list-style-type: none"> <li>High quality learning experiences for all in the classroom</li> <li>All learning styles are understood and catered for</li> <li>Individual learning targets are closely linked to current attainment</li> <li>Regular feedback within lessons to learners on how well they are doing and to signal their next steps</li> <li>Regular opportunities for talk within learning</li> <li>An engaging curriculum based on the interests and needs of learners</li> <li>Effective positive behaviour management</li> </ul>	
<p>School equalities scheme identifies areas for further improvement following consultation with key stakeholders</p>			
<p><b>Universal Entitlement</b></p>		<p><b>Use of Resources</b></p> <ul style="list-style-type: none"> <li>High quality interaction from all adults to probe and develop understanding and to facilitate independence in learning.</li> <li>Appropriate additional support within lessons from well trained, confident staff</li> <li>School resources deployed according to needs</li> <li>Regular opportunities to share detailed information with parents/carers</li> </ul>	
<p><b>Early Intervention</b></p>		<ul style="list-style-type: none"> <li>School targets additional resources to help pupils catch up</li> <li>Staff training addresses gaps in provision</li> <li>Interventions are mapped across the school</li> <li>Interventions are reviewed for their value for money</li> </ul>	
<p><b>Personalised provision</b></p>		<ul style="list-style-type: none"> <li>Individual provision is recorded in an Inclusion Passport, detailing provision that has had a positive impact and that which has not.</li> <li>A Communication Passport is made by the learner (with support) and details the strategies which help them and those which don't.</li> </ul>	
<p><b>School policies make clear expectations of all adults in adapting their practice to meet a range of needs</b></p>		<ul style="list-style-type: none"> <li>Additional interventions to plug gaps in understanding</li> <li>Time limited, discussed with parents/carers and assessed regularly for impact</li> <li>Minimal time out of lessons and builds on/feeds back into lessons</li> </ul>	
<p><b>Highly personalised provision is designed to address and overcome barriers to learning</b></p> <ul style="list-style-type: none"> <li>May include some alternative curriculum</li> <li>Regular reviews of impact</li> </ul>		<ul style="list-style-type: none"> <li>Individual provision is costed and regularly reviewed with learners and parents/carers</li> <li>Interventions are reviewed for their value for money</li> </ul>	

# Learning and Achieving in North Yorkshire

## Provision for vulnerable learners in schools (including learners with special educational needs and disabilities) June 2011



# LEARNING AND ACHIEVING IN NORTH YORKSHIRE

Provision for vulnerable learners in schools  
(including learners with special educational needs and disabilities)

Effective  
monitoring of  
provision

Effective  
deployment of  
resources

## UNIVERSAL ENTITLEMENT

Quality First Teaching enables all learners to

**make good progress alongside their peers in mainstream lessons...**

School ensures that teaching & learning approaches are being implemented consistently and effectively by all adults.

Learners are well supported within lessons towards achieving learning objectives which are well matched to their abilities.

Learners receive regular, detailed feedback in lessons, and through marking, about the progress they are making towards learning targets and about their next steps in learning. Parents/carers receive regular detailed information about this.

Learners are fully included in all aspects of school curriculum including extra-curricular provision and school visits.

School seeks appropriate advice and support to enhance its universal provision to meet the needs of vulnerable learners, including providing appropriate professional development for staff at all levels.

Additional reasonable adjustments are made to teaching approaches, the curriculum, resources, policy implementation and the environment that support the independence and progress of learners with SEND. These adjustments are recorded in an **individual provision map** and are discussed with parents/carers and learners at least every term, **usually more often**.

Further adjustments are made as required, reflecting the interests and views of learners.

Teaching assistants and other adults make a significant contribution to the learning taking place within lessons whilst facilitating greater independence in learners.

Effective positive behaviour management strategies and anti-bullying procedures ensure that learners enjoy their school, feel safe and are free from bullying and harassment.

## EARLY INTERVENTION

**In addition to Quality First Teaching ...**

the school recognises that the learner needs some additional support to help them make accelerated progress towards meeting their learning targets or to address 'gaps' in understanding to catch up to **age related expectations**.

These additional interventions are discussed with learners and parents/carers. They are time-limited, are often short focused sessions and are assessed to make sure they are helping the learner to progress. The impact is recorded and reported to parents/carers.

Disruption to universal lessons is **minimal**, but this work may well take place outside the classroom, often in a small group led by an appropriately trained teaching assistant. The learning relates to universal classroom lessons and is reinforced back in class.

The school allocates resources from its delegated budget, including providing training for staff to deliver appropriate interventions.

If the learner has SEND this additional support will be recorded in their **individual provision map**.

## PERSONALISED PROVISION

**(TARGETED AND ACUTE)**

**In addition to Quality First Teaching ...**

the school recognises that the learner needs some extra highly personalised provision. This could include a specific learning programme which is designed to overcome particular barriers to learning which would usually be delivered one to one or in a very small group outside of universal classroom lessons by a **well trained** teaching assistant. This learning must relate to their on-going learning and be reinforced in class.

The content and purpose of such provision is discussed in detail with learners and parents/carers and is reviewed frequently to ensure it is having a positive impact.

This provision is recorded in an individual provision map, an inclusion passport and a communication passport.

The school may well seek advice around appropriate personalised provision and will allocate sufficient resources from its delegated budget to put such provision in place.

Effective  
involvement of  
learners

Effective  
dialogue with  
parents/carers