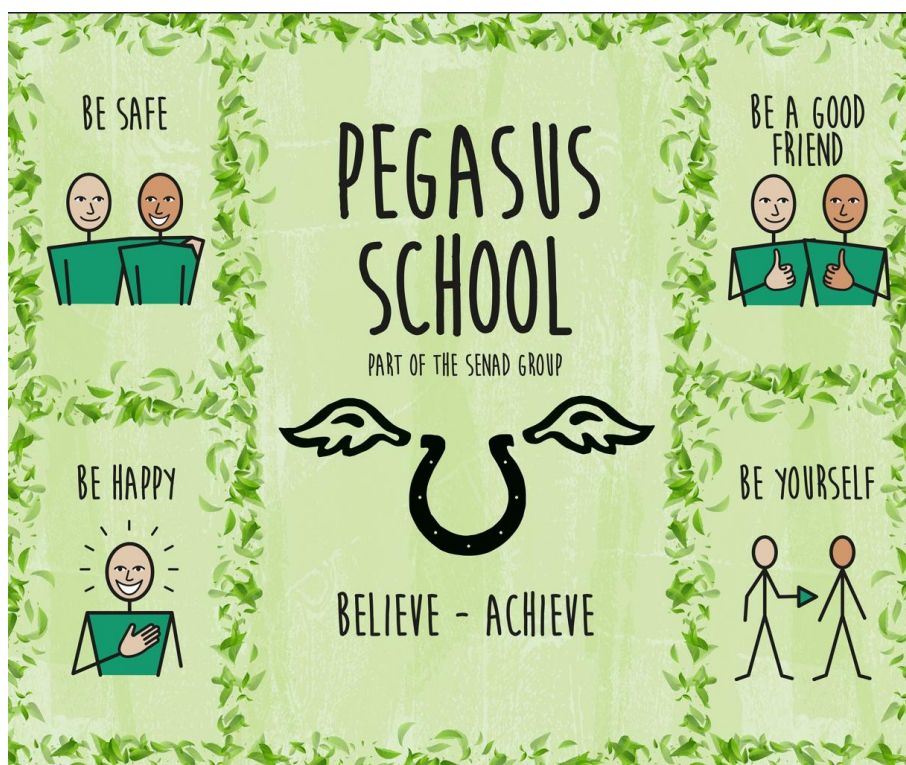


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Pegasus School Education Policy

Policy Section Number	7	
Date Ratified	March 2025	
Version Number	5	
Next Review Date	March 2026	
Contents	Curriculum inc RSE and PSHE Assessment, Recording and Reporting Teaching and Learning	
Related Policies and Guidance Documents	Prospectus CIAG policy ASDAN policy SMSC and FBV policy Positive Behaviour Support policy Admissions Attendance policy Alternative Provision policy Suspension and exclusion policy Safeguarding policy Antibullying Extremism Online safety Private fostering H&S First aid Risk assessments Safe touch	Equality and Diversity statement Accessibility plan (new one? Equality act and accessibility strategy) EAL Complaints GDPR GDPR for job applicants Equal Ops and working procedures
Related Regulations		
Policy Owner	Claire Hancox	
Policy Owner Signature		

Pegasus School – Education Policy



At Pegasus School young people follow their own bespoke curriculum pathway informed by their EHCP outcomes in preparation for adulthood. Our young person's destinations are varied, and we aim to increase their opportunities available to them post-Pegasus to leave with the skills needed to lead an enriched adult life, to be as independent as possible, to be an active citizen both in school and within their local community, and to be as healthy as possible in adult life.

Our curriculum facilitates our school aims to:

- Communicate effectively and make choices about things that affect them.
- Develop motivation, confidence and resilience to take on new challenges and develop their full potential.
- Self-regulate their senses, emotions and behaviour in order to share activities and learning spaces and have opportunities to build social relationships.

Embedded into the curriculum are our school values, to:

- Be safe
- Be a good friend
- Be yourself
- Be happy

Teaching and Learning

The Classrooms

Our school is based over two departments, Meadows and Woodlands:



Meadows Department

These three classes are for our younger students, in a separate building to the rear of the main building. This has a teaching kitchen and a sensory integration room, along with having direct access to the Forest School area and to our animals. Whilst it is securely fenced in, the young people have access to the rest of the school's facilities in the main garden and building. The three classes often come together into bigger groups to develop social skills and space sharing.

Woodlands Department

These five classes are for our older young people and are in the main building of the school. Here they have direct access to the soft play and light room facilities, the gym space, to their two teaching kitchens and shared common room. They have direct access to the main garden. These classes have a large focus on learning skills to safely access the community, and develop their independence ready for adulthood. Each class has access to a school vehicle each day to learn how to do their shopping or go to the gym for example.

There are consistent expectations that run through all classrooms in the school.

- To have two display boards – one showing class timetables and one celebrating work towards to the topic of the term. Each department has shared displays that celebrate how they follow our school values.
- To remain clutter free
- Each young person has a communication aid as appropriate for their need so they can express themselves. This may be an iPad or a communication book or a selection of choice boards.
- Each staff member supports the young people to negotiate a timetable for the day, either in the form of now/next or a half day sequence.

- Each class has additional OT equipment that is needed to support regulation.
- Each young person has their own set space in the classroom
- Resources in the classrooms and shared rooms are set up and labelled to encourage independence.
- A device is provided per young person to record evidence of learning on to the app.

Staffing

All young people have a minimum of 1:1 staffing, with extra support available to access the community if required. Each teacher has approximately 4 young people in their class, with the teacher and lead teaching assistant remaining constantly in their allocated classroom. The support staff in the classrooms move between classrooms and are a mix of teaching assistants and residential support staff.

The young people have three core working documents which the staff are expected to have read and follow:

1. Risk Assessment and referenced protocols
2. How to Support Me
3. Positive Behaviour Support Plan

Approach to learning

It is not uncommon for the young people placed at Pegasus to have been out of education for a long period of time prior to admission, and to have experienced trauma as previous settings have broken down. The priority of our approach to learning is to build trusting and nurturing relationships, develop their communication skills, address their sensory needs, and build up their 'green scale' activities of positive activities they can engage with, often using sports as a way to reengage the young people. Once this is in place, the level of behaviours that challenge decrease and their engagement in meaningful learning activities increases.

We look to four main areas when developing new skills – fluency, maintenance, generalisation and independence. Some of the learning is repetitive to support the development of their short-term memory, and the sequence of learning may seem lateral rather than linear in order to address the 'spikey' profiles of their attainment levels, and we may celebrate engagement over accuracy as we focus on building their self-esteem and self-worth. We don't routinely use reward charts or schemes as we want to develop their intrinsic motivation to learn. We support them to learn the natural consequences of their behaviour instead of using sanctions. Overall, we increase their sense of wellbeing, productivity and high-quality relaxation throughout their time at our school so they can be the best that they can be and actively contribute to society. Please see our Positive Behaviour Support policy for additional information.

We celebrate weekly wins in our end of week assembly, and young people can collect school values awards to exchange for a prize for choices they make that demonstrate they are following our school values.



Planning

Each young person has their own individualised timetable and planning. This is presented in an A3 folder. The timetable, curriculum and planning will be clearly linked and referenced, taking into account prior learning.

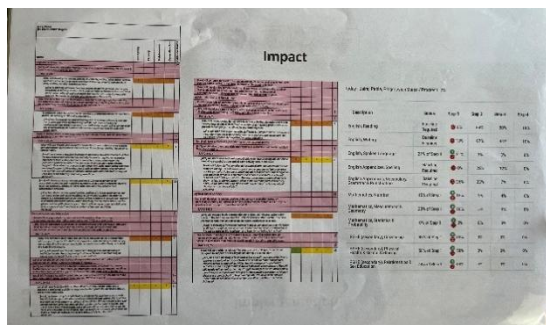
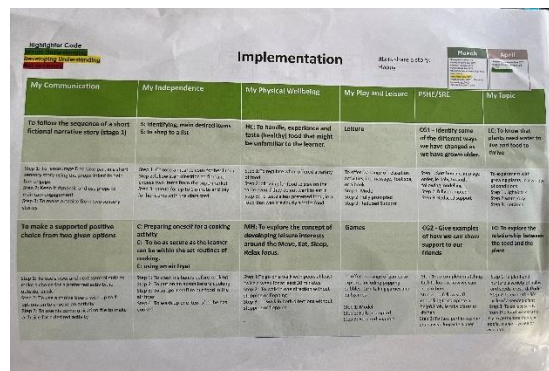
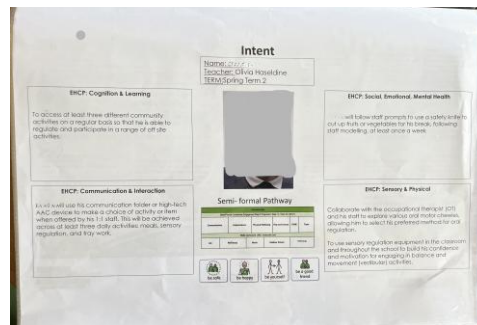
The planning document consists of three sections:

- Intent – their EHCP targets
- Implementation – how the curriculum will be used to progress their targets,
- Impact – the current assessment levels ensuring they are on the correct pathway.

Some young people will have their learning planned step by step to allow for repetition and generalisation, some will have week by week planning to allow for frequent changes to maintain engagement.

Previous half term planning for that academic year is kept archived at the back of the folder for reference.

This planning document is reviewed by the SLT alongside learning pathway walks and recorded evidence on the app to ensure planning, teaching and learning is of a high quality and progress is being made.



The Lessons

The SLT will complete learning walks covering three main areas:

1. Curriculum

Teachers are expected to use their subject expertise to provide effective learning opportunities, to ensure that the lesson content is appropriate to the age group and is of the highest expectations, and that there is a logical sequence to the lesson.

2. Teaching

Teachers are expected to demonstrate excellent communication skills, questioning skills, and to give explicit, detailed and constructive feedback in lessons.

3. Behaviour

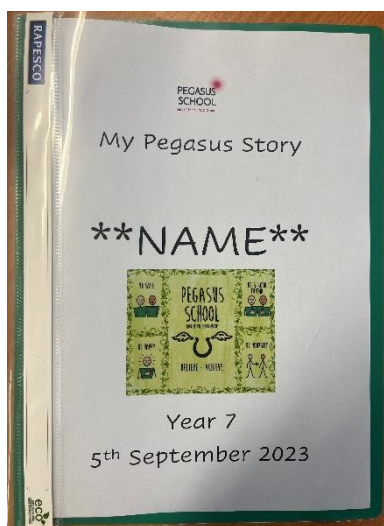
Teachers are expected to create supportive classrooms focused on learning, so as the young people's behaviour contributes to the focus on learning.

Areas within the school development plan and the teachers own CPD needs will also be covered for development within the learning walks.

General Class Learning Walk

Teacher selected area from their area of focus/CPD: _____

Teacher	Students present:					Date:
Other adults TS: 8 (LTA/TA/RSW)	Year group/s:					Observer/s:
	Context/summary of main points:					
	Expert	Secure	Area for development	Priority for development	Not available	Key Strengths: Areas to consider/Areas for development/Priorities for development:
Curriculum TS: 1, 3, 4.						
Teachers use their subject expertise to provide effective learning opportunities						
The lesson content is appropriate to the age group and does not lower expectations						
There is a logical sequence to the lesson TS: 2, 6.						
Teaching TS: 1, 5.						
Teachers demonstrate good communication skills						
Teachers possess good questioning skills						
Teachers give explicit, detailed and constructive feedback in class						
Behaviour TS: 1, 7						
Teachers create supportive classrooms focused on learning						
Pupils' behaviour contributes to the focus on learning						
Discussion after lesson: Area/s to focus on in next lessons						



Overall progress – case studies

To celebrate the progress that our young people make we record this in a case study format called 'My Pegasus Story' which tells the tale over time and helps us celebrate their journey towards adulthood.

The Curriculum

Our curriculum is not subject specific for all young people, some are learning within the early stages of development. Each young person will have different priority of needs and so some subjects will focus more predominantly than others as planned by their teaching and therapy teams.

We use the EQUALS schemes of work predominantly to inform our curriculum offer, designed for young people working consistently and over time below age related expectations, and is based on their developmental stage not necessarily their key stage. This curriculum comprises of:

Curriculum Map							Approx. equivalent levels
Formal Curriculum (in addition to semi-formal curriculum) (Progression Step 4-8, Steps for Life Entry 1-Level 1)							
English	Maths	Independence	Physical Wellbeing	Play and Leisure	PSHE	Topic	Y1-6
Phonics							
Semi-Formal Curriculum (Engagement Step 6, Progression Step 1-3, Steps for Life 6-7)							
Communication	Independence	Physical Wellbeing	Play and Leisure	PSHE	Topic	Reception EYFS	
Informal Curriculum (Engagement Steps 1-5, Steps for Life 1-5)							
Communication	Independence	Physical Wellbeing	Play and Leisure	PSHE	Topic	Pre-school EYFS	
Enrichment Areas – Instructor Led							
Art	PE/Fitness	Music	Horse Riding	Outdoor School	Reflexology	Junior Dog Handling	

An example timetable below demonstrates how it is delivered across the week



*******'s Timetable**
Class Teacher: S. Brailsford
Class: Daisy
Term: 1 - Half term 2

#Let's Share a Story:
Real Superheroes

Topic of the Half term
History

1	Bonfire night
2	Remembrance day
3	Vikings
4	Egyptians
5	Pirates
6	Inventions

	8:50-9	9-9:30	9:30-10	10-10:30	10:30-11	11-11:30	11:30-12	12-1	1-1:30	1:30-2	2-3						
Monday	Good Morning 	My Maths (2+3=5) 	My English ABC 	Forest Walk 			My Physical wellbeing 	Green Scale happy 	LUNCH 	Play 	My Independence: Baking 	Topic 	Free flow 	Play and leisure 	Green happy 		
Tuesday	Good Morning 	My Maths (2+3=5) 	Phonics Abcd 	Plan shop cook 			Green Scale happy 	LUNCH 	Play 	Play and leisure 	Free flow 	Topic 	Free flow 	Play and leisure 	Green happy 		
Wednesday	Good Morning 	My Maths (2+3=5) 	Phonics Abcd 	Green scale happy 	PSHE 	My Independence 	My communication 	BREAK 	Green scale happy 	Reflexology 	My Physical wellbeing 	Green Scale happy 	LUNCH 	Play 	Outdoor School 		Green happy
Thursday	Good Morning 	Music (9:15) 	Green scale happy 	PSHE 	My Independence 	My communication 	BREAK 	Green scale happy 	Topic 	My Physical wellbeing 	Green Scale happy 	LUNCH 	Play 	Outdoor School 		Green happy 	
Friday	Good Morning 	My Maths (2+3=5) 	Class trip - My English - Narratives 			BREAK 	BREAK 	Topic 	My Physical wellbeing 	Green Scale happy 	LUNCH 	Play 	My play and leisure 	Free flow 	Art (1:45) 	Assembly 	

The school follow a rolling sequence of topics informed by the Equals ‘The World Around Me’ schemes of work across all key stages, with a whole department text linked through.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Meadows Dept	Year A 2024-25	Around the World – Global History Adventure! (History)	Time Machine! (History)	People who Help us (People)	Let it Grow (Life cycles)	The Great Outdoors! (Weather)	The Seaside! (Water)
	Year B 2025-26	To infinity and beyond- Seasonal Spins! (Seasons)	Let’s Celebrate! (Festivals)	Lights Camera Action! (Photography)	Food Glorious Food! (Food)	What’s changing? (Seasons)	Under the Sea! (Recycling)
Woodlands Dept	Year A 2024-25	Discovering Me (People, Photography)		Let it Grow (Life Cycles, Food)		The Great Outdoors (History, Water)	
	Year B 2024-25	Discovering Changes in Me (People, Photography)		Feasting Through the Ages (History, Food)		Let’s Play (Water, Recycling)	
	Year C 2025-26	Discovering people though time (History, Photography)		Looking After our Environment (Lifecycles of Animals, Recycling)		Let’s Party (Water, Food)	

PSHE association core themes are taught annually, following the PSHE association framework. It includes relationships education at KS1/2 and and 3/4. Relationship and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary ages. We use the EQUALS RSE scheme to support this for our learners, please see appendices for more information.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1/2 KS3/4:	Self-awareness	Self-care, support and safety	Managing feelings	Changing and Growing	Healthy Lifestyles	The world we live in
KS5:	Health and wellbeing		Relationships		Living in the wider world	

Formal Curriculum – English

Young people develop their English skills through daily repetition, working in small groups and individually. The core skills of reading, writing and speaking & listening are taught together through personal interest led activities. There is a strong focus on using these skills to become an effective communicator as this is the core of everything we do as human beings.

Phonics and reading are developed through using a range of methods to teach blending, segmenting and whole word reading. These are based around Twinkl Phonics, games-based approaches such as Trugs cards and Colourful Semantics to support sentence structure. Our Speech and Language Therapist works closely with the teaching team to support the development of effective English teaching to meet all young people's needs.



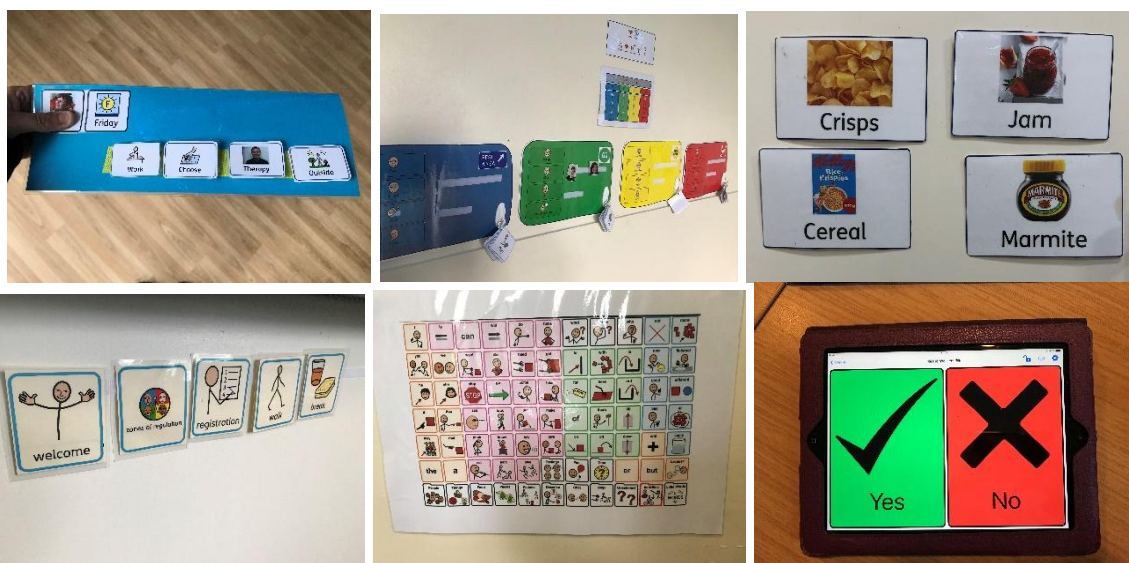
Formal Curriculum – Mathematics

Our Maths curriculum focuses on developing the key skills needed at each stage or 'block' before progressing to the next skill. This creates a strong foundation of understanding to build on as they progress to the next block. These skills are taught daily, through direct lessons, play or games and routine functional activities. We use a variety of teaching methods to engage the young people including real world experiences, such as cooking, tangible resources, including the Numicon intervention scheme and interactive apps.



Communication

Everyone needs to be an effective communicator to engage in the world around them and to ensure we are able to get their needs met. At Pegasus, we use a range of Augmentative and Alternative Communication (AAC) techniques to support communication and understanding. These are tailored dependent on needs and range from scaffolding work with visual task breakdowns to using communication apps such as ProLoQuo2Go to increase a young person's vocabulary. We aim to provide the means, reasons and opportunities throughout the day to encourage communication. We have a specialist Elklan trained teacher who provides additional support to our Speech and Language Therapist with the range of AAC available.



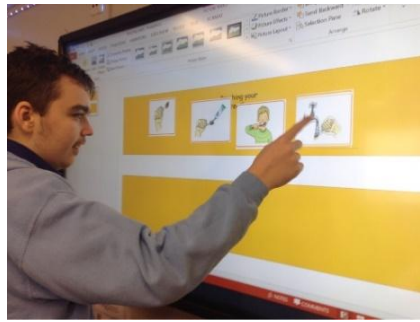
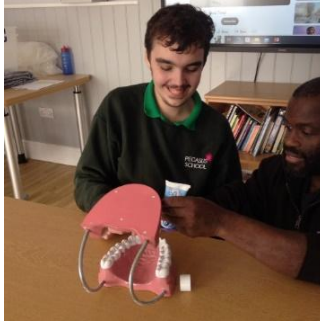
Independence

Our goal is that all of our young people leave us with the utmost level of independence. We nurture an early focus on the skills needed for adulthood and start as soon as possible. These are tailored to the interests and needs of each individual, in order to offer them the most exciting future imaginable. We set the highest expectations so that young people are taught to be as independent as possible in areas including shopping, cooking, travel, and dressing. This contributes to raising their self-esteem as they become a valued member of the local community.



PSHE

Personal, Social, Health and Economics Education is taught as a discreet formal subject and is also blended throughout the curriculum. It is based on concrete experiences and preparation for helping them build essential skills to manage their needs in adulthood. We follow the PSHE association framework that covers relationship education at Ks1 and 2, relationships and sex education at Ks3&4, and Health Education in all phases. Please see below for further information on sex education.



Physical Wellbeing

We encourage positive attitudes towards their physical health throughout the week. We are set in the National Forrest, with access from our back gate straight into woodland walks, as well as being close to local towns to access leisure centre facilities such as cycling clubs, swimming, and gymnasiums. We also encourage healthy eating habits through cooking lessons and planning their meals. We aim to create positive, healthy lifelong habits.



Play and Leisure

We love creating opportunities to develop social skills and turn taking, working towards sharing activities and playing together. Through this comes introducing a wide range of activities to provide the experience and develop the language so they can go on to advocate for themselves how to positively spend their free time.



Enrichment Activities – Art

We use a local artist to deliver creative art experiences each week. This takes place either in the classrooms, outside or in our specialist art room.



Enrichment Activities – Music

All young people have the opportunity to develop, explore and practise their musical interests and abilities with our music instructor each week.



Enrichment Activities – Forest School

Each class has a weekly session with our qualified Forest School Instructor. Activities include spending time in our onsite woods where they will take part in campfire cooking, tree climbing, den building, arts and crafts, imaginary play in our mud kitchen, relaxing in the hammocks and using our sensory tent. Taking part in animal care, feeding and looking after our sheep, goats, chickens and rabbits. They will also learn about growing and looking after plants in our horticulture beds and polytunnel. They also learn to access muddy walks through our neighbouring woods and visiting local amenities such as local animal farms or garden centres.



Therapies supporting the curriculum

Pegasus can provide direct access to a range of therapies on site as required. This includes Speech and Language Therapy, Occupational Therapy, Clinical Psychology, Clinical Psychiatry as well as Reflexology and Rebound Therapy

Development of their communication and self-regulation of their sensory needs are prioritised throughout the school day. We use our Sensory Integration room, a light room and a soft play room, alongside extensive outdoor grounds and play equipment and local walks to support regulating their sensory needs and we utilise a range of Augmentative and Alternative Communication aids (AAC) to support communication development, including a range of different iPad apps and communication books.



Assessment, Recording and Reporting

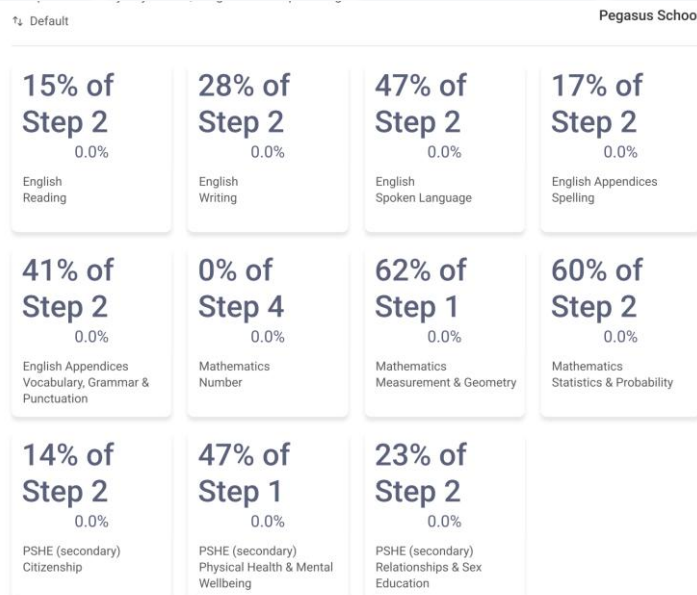
Assessment on Entry

On arrival to Pegasus, referring Local Authorities are requested to provide all available assessment data before a young person starts, although it is acknowledged that this may be inaccurate or not available for a variety of reasons.

Transition targets will be set for the initial first term, using their EHCP targets areas where appropriate. Within approx. 6 weeks the teacher will complete baseline assessments in the core subjects of English Maths and PSHE using BSquared assessment database. The behaviour team, the Speech and Language Therapist and the Occupational Therapist, alongside the Residential team where relevant, will also all complete their assessments and plans to feed into the EHCP targets.

1. Academic baselines set on BSquared, using either the Engagement Steps, Progression Steps or Steps for life:

The screenshot shows the BSquared assessment interface. At the top, there are controls for 'View', 'Use Baseline Date: 25 Feb 2024', 'Today', and 'Add Achievement'. The main content is divided into two sections: 'Word Reading' and 'Comprehension'. Each section contains a grid of tasks, each with a progress indicator (a circle) and an 'Add Achievement' button. The 'Word Reading' section includes tasks like 'Says a single sound for 10+ graphemes (PKSS)', 'Reads words by blending sounds with known graphemes...', 'Reads words or symbols in the environment...', 'Identifies the letters of the alphabet by their sound', 'Correctly relates a sound to a letter when given a choice of three', 'Matches short words with distinct shape', 'Immediately turns a book the right way up', 'Moves finger along text from left to right', 'Moves from top to bottom of a page', 'Points to text when reading', 'Progresses through a book from front to back', and 'Finds letters from their name that have been written in a book'. The 'Comprehension' section includes 'Re-enacts simple stories', 'Brings a favourite book to be read', 'Holds the book while sharing it', and 'Looks at the left-hand page first'.



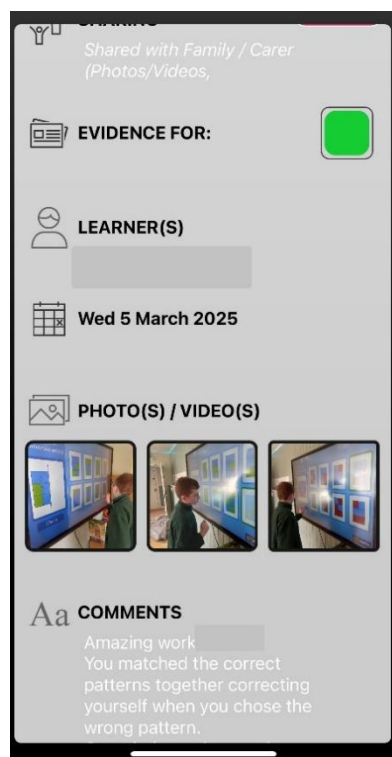
EHCP transitions targets set, tracked and shared on E4L app:

Items	Prompting	Fluency	Maintenance	Generalisation	Evidence Count
Cognition and Learning					51
Aut 2024-25: I can tolerate playing alongside one or more of my peers during a group activity.					13
Aut 2024-25: I can engage in adult led activities with one person or more.					40
Communication and Interaction					2
Aut 2024-25: I can follow pictures to transition from one area to another.					2
Social, Emotional and Mental Health					3
Aut 2024-25: I can recognise the emotion I am feeling and communicate how I am feeling using pictures.					3
Physical and/or Sensory					33
Aut 2024-25: I can be aware of my surroundings so I can navigate around the learning space.					33

Assessment Process at Pegasus

Pegasus follows a moderation/assessment cycle (see appendices below). Moderation at key points in the year enables the teachers to develop a shared understanding of the attainment level criteria across all areas and subjects of the curriculum.

We ensure that as far as possible young people, parents and carers are involved in the process of assessment, and that we share evidence of progress towards EHCP targets using the evidence for learning app both daily, and in preparation for upcoming meetings. An example of an E4L entry is below:



Thorough assessment supports high quality teaching through demonstration of planning for continuity and progression across the years, and enables teachers to set appropriately engaging learning intentions for all young people.

The senior leadership team ensures high standards of teaching and learning through undertaking quality and assurance learning walks. Formal lesson observations are not common practice as we use more frequent drop in style visits to support the teachers' development, along with coaching sessions to keep pace with any improvements.

Moderation

Teacher selected area from their area of focus/CPD:

Teacher/Class	Young Person:					Date:
Other adults (LTA/TA/RSW)	Year group:					Moderator/s:
Subject: My English/My Communication	Formal	S/F	Informal			Moderator: Key Strengths: Areas to consider/Areas for development/Priorities for development:
Strand on SOW:						
Assessment Sub area on B2:						
Learning criteria being moderated:						
B2 criteria and level linked to:						
Evidence attached:	Photos/work/reference to video on E4L etc					
Moderator:	Expert	Secure	Area for development	Priority for development	Not available	
Evidence matches the subject/strand on SOW:						
Evidence matches the LI criteria:						
Evidence matches the B2 level:						
Additional comments:						
Level agreed:				Level moderated at:		

Formative Assessment

This is the daily practice of observing and recording learning on the evidence for learning platform. Any written work can also be uploaded. This is also shared with parents/carers on the app, where they comment and share generalised learning at home.


Teachers complete 'marking' on the E4L app, where they may add additional professional statements and reference a range of indicators of attainment.

Teachers are expected to record achievements and next steps on their planning in hand written note form, and using a colour coded system to show when learning objectives have been met:

- Green – Secure Understanding
- Yellow – Developing Understanding
- Pink – Not accessed
- Blue – Memorable Moment / Special Activity

Intent

TERM: Autumn 1



My English

- To use pictures to order the events in a story with staff help
- To trace her first name from left to right
- To write her first name from left to right using a prompt to copy from
- To identify the initial letter sound in CVC words when prompted

no ready.
look at new air linked LO.

My Maths

- To choose a symbol for her regulation activity on her now and next symbol strip with staff
- To involve her in the counting and recognising numbers to 9
- To play a variety of board games using up to two dice counting moves

My Physical Wellbeing

- To develop a wider range of activities, ie basketball and football
- To climb out of the pool and sit on the side to get back in
- To know how to behave safely in a pool environment
- To follow staff instructions during horse-riding

PEV
know needs a follow
1/8000 time

My Independence

- To recognise a £1 coin from a choice of two coins
- To listen to staff when she is asked to wash her hands or wash up
- To follow a large scale visual prompt to prepare for cooking, ie wash hands, apron on.
- To walk with staff during off site activities staying close at all times, holding hands when needed

yes familiar
struggles in the last 2 weeks

My Play and Leisure

- To play safely with sand (or water tidying up following verbal prompts from staff after playing for up to 10 minutes)
- To scaffold taking games with herself and a member of staff or one other peer.

link new to go HAPPY relaxation

My SRE/PSHE

- To know that vaginas (vulva) and penis are private

My Communication

- To extend a sentence from her recent past with up to three words using colour cards
- To recall the sequence of a true narrative story from her life
- To identify the sequence of a short fictional narrative story





sensory story

My Topic - Around the world

- To be able to explore different cultures and count up (clothes and houses)
- To be able to recognise and make different types of housing from around the world (igloo, straw house, brick house)
- To be able to identify different types of clothing from different countries

looked through 10m
not ready to access
3 little pigs

MAPF Targets RAP 1 24/25

Communication & Learning – Short term: To listen and share familiar stories at least three times a week so that she is able to recall key points in the story, Charlie and the chocolate factory, gruffalo or bag books. Communication & Interaction – To show an understanding of up to 5 familiar number rhymes, joining in with actions, words or choosing which one to sing at least three times a week.
Social, Emotional, Mental Health – To use a bank of strategies to regulate when travelling, including a weighted lap blanket, Bluetooth headphones and sensory chewy.
Sensory & Physical – To be able to chop fruit or vegetables to make a healthy snack for herself or the school pets.

Summative Assessment


We use summative assessment termly in the following methods:

1. against the EHCP outcomes during RAP meetings (Review of Assessment and Progress).
2. We use assessment of the formal subjects of English Maths and PSHE on BSquared.
3. Our ASDAN courses are accredited, and progress is moderated termly in line with the ASDAN policy.

We share assessments with stakeholders during annual EHCP reviews, termly PEP meetings/parents meeting, and 6 monthly LAC/CIN reviews if appropriate.

Parents are invited to spend a day in class with us before their child's EHCP review, or more frequently if they wish. They also receive an annual end of year report relevant to the curriculum pathway they are following.

We are an accredited centre to run ASDAN courses – please see the ASDAN policy for further details. By the end of Key Stage 5, all young people will leave with an accredited portfolio of all the units of their work to share when they transition to their next placement.



ASDAN

Personal Progress Unit

Getting On With Other People

Pegasus School
Centre Number 13360

Academic Year 2023-2024

Getting on with other people

1.2 Communicate with others



■ is able to sit in a group and one on one setting. He can listen to what is being asked of him and offers simple yes or answers as well as one-word responses.



■ has regular group music sessions with his peers. He communicates by listening to the beat the teacher wants them to play and he copies that beat. He can do this in group or single person sessions.



When ■ is fully calm, he communicates his feelings through laughter. If he is happy about how the lesson is going, he will show he is happy whilst completing tasks.



■ will show his willingness to transition offsite by linking arms and accepting the presence of others. That is his way of showing he is happy to be there and that he is happy to complete the task

CPD

Staff undertake a two-week induction as they commence employment, and a range of CPD is offered as determined through their subsequent coaching sessions and the needs of the school. Mandatory training is delivered online through Virtual College. We deliver training in-house through use of our own professionals, bought-in trainers on specific areas, or from our wider group of schools. Training can be during sessions or 'on-the-job'.

References:	
Equals Curriculum	EQUALS
PSHE curriculum	PSHE education for pupils with SEND (pshe-association.org.uk)
ASDAN (portfolios/accreditation)	ASDAN Website SEND Provision
BSquared (English/Maths/PSHE Assessment)	Simplify Pupil Tracking with B Squared Assessment Software
MAPP (EHCP outcome assessment)	MAPP – Semi-formal – Mapping and Assessing Personal Progress EQUALS

Appendices

Assessment Cycle

Area	Method	Frequency	Moderation
English, Maths and PSHE (inc RSE)	KS2/3: BSquared – Progression steps	Baselined within 6 weeks and then termly: December, March, July	English: December Maths: March PSHE: July
	KS4/5: BSquared – Steps4Life		
Preparation for Adulthood	KS3: ASDAN Exploring Aspirations (EA)	Portfolio created over 3 years, internally moderated termly.	Annual internal and external moderation
	KS4: ASDAN Personal Progress Diploma (PP) (up to entry level 1)	Accredited Portfolio created over 3-5 years, internally moderated termly.	Annual internal and external moderation
EHCP outcomes	MAPP targets (Measuring and Assessing Pupil Progress)	3 times a year: October, February, May.	RAP meetings (Review of Assessment and Progress)

Assessment sub areas within BSquared:		
<p>Engagement steps:</p> <p><u>Communication</u></p> <ul style="list-style-type: none"> • Attention skills • Communicating preference and choice • Interaction <p><u>Functional Movement</u></p> <ul style="list-style-type: none"> • Gross motor skills • Fine motor skills <p><u>Making Connections</u></p> <ul style="list-style-type: none"> • Cognitive <p><u>Self and Emotions</u></p> <ul style="list-style-type: none"> • Awareness • Regulation <p><u>Sensory</u></p> <ul style="list-style-type: none"> • Sensory 	<p>Progression steps:</p> <p><u>English</u></p> <ul style="list-style-type: none"> • Reading • Writing • Spoken Language <p><u>English appendices</u></p> <ul style="list-style-type: none"> • Spelling Vocabulary and Grammar <p><u>Maths</u></p> <ul style="list-style-type: none"> • Number • Measurement and geometry • Statistics and probability <p><u>PSHE (primary or secondary on age)</u></p> <ul style="list-style-type: none"> • Citizenship • Physical health and mental wellbeing • Relationships education (Primary) <p>Relationships and sex education (secondary)</p>	<p>Steps for life:</p> <p><u>English</u></p> <ul style="list-style-type: none"> • Reading • Writing • Speaking and communicating • Reading and spelling appendix <p><u>Maths</u></p> <ul style="list-style-type: none"> • Using numbers and the number system • Using common measures, shape and space • Handling information and data <p><u>Personal and social development</u></p> <ul style="list-style-type: none"> • Citizenship • Physical health and mental wellbeing • Relationships and sex education (secondary)

Entry 1 qualifications in Personal Progress: Units and credit values 2020 specification

Employment

ASDAN unit ref	Unit title	Credit rating
DCS	Developing communication skills	3
DIS	Developing ICT skills	4
DLS	Developing learning skills: learning to learn	5
DRS	Developing reading skills	3
DWS	Developing writing skills	3
DWFI	Developing skills for the workplace: following instructions	2
DWTD	Developing skills for the workplace: getting things done	4
DWCP	Developing skills for the workplace: growing and caring for plants	2
DWHS	Developing skills for the workplace: health and safety	2
DWCA	Developing skills for the workplace: looking after and caring for animals	2
DWLA	Developing skills for the workplace: looking and acting the part	2
EMNS	Early mathematics: developing number skills	2
EMM	Early mathematics: measure	2
EMP	Early mathematics: position	2
EMSO	Early mathematics: sequencing and sorting	3
EMSH	Early mathematics: shape	2
EWEW	Engaging with the world of work: exploring work*	3
EWSP	Engaging with the world around you: sequence and pattern*	3
EWWE	Engaging with the world of work: work experience*	3
MEP	Participating in a mini-enterprise project	4

Independent living

ASDAN unit ref	Unit title	Credit rating
ILHS	Developing independent living skills: having your say	3
ILKS	Developing independent living skills: keeping safe	2
ILOE	Developing independent living skills: looking after your own environment	2
DPS	Dealing with problems	4
ESDU	Engaging with self-help and independence skills: dressing or undressing*	3
ESED	Engaging with self-help and independence skills: eating or drinking*	3
PFE	Planning and preparing food for an event	3
PDS	Preparing drinks and snacks	3
TRE	Recognising time through regular events	3
DRA	Taking part in daily routine activities	3
UMF	Understanding what money is used for	3

Good health

ASDAN unit ref	Unit title	Credit rating
CPSA	Developing community participation skills: participating in sporting activities	3
ILBH	Developing independent living skills: being healthy	2
ILPC	Developing independent living skills: personal care	2
ILPP	Developing independent living skills: personal presentation	2
DSA	Developing self-awareness: all about me	3
EECR	Encountering experiences: creativity*	3
NCA	Engaging in new creative activities	3
LHS	Using local health services	2

Community inclusion

ASDAN unit ref	Unit title	Credit rating
CPCE	Developing community participation skills: caring for the environment	3
CPOA	Developing community participation skills: getting out and about	5
CPPE	Developing community participation skills: personal enrichment	2
EEPT	Encountering experiences: being a part of things*	3
EWCE	Engaging with the world around you: centre and community based events*	4
EWDP	Engaging with the world around you: developing a profile*	3
EWSS	Engaging with the world around you: sensory story*	3
EWOB	Engaging with the world around you: objects*	4
EWPF	Engaging with the world around you: people and friendships*	4
EWTE	Engaging with the world around you: technology*	4
EWNE	Engaging with the world around you: the natural environment*	3
EWTH	Engaging with the world around you: therapies*	2
GOP	Getting on with other people	4
RAQ	Making requests and asking questions in familiar situations	2
PPI	Providing personal information	2
RAR	Rights and responsibilities: everybody matters	3
CGP	Travel within the community: going places	3
CPT	Using a community facility over a period of time	3
ISPR	Using inter-personal skills to contribute to positive relationships	2

Personal and Social Development qualifications: Entry 1–Level 2 units with credit ratings

Entry 1		Entry 2		Entry 3		Level 1		Level 2	
Community action (CAE1)	2	Community action (CAE2)	2	Community action (CAE3)	2	Community action (CA1)	2	Community action (CA2)	2
Healthy living (HLE1)	2	Healthy living (HLE2)	2	Healthy living (HLE3)	2	Healthy living (HL1)	2	Healthy living (HL2)	3
Preparation for work (PWE1)	2	Preparation for work (PWE2)	2	Preparation for work (PWE3)	2	Preparation for work (PW1)	2	Preparation for work (PW2)	2
Managing own money (MME1)	2	Managing own money (MME2)	2	Managing own money (MME3)	2	Managing own money (MOM1)	2	Managing own money (MOM2)	2
Parenting awareness (PAE1)	2	Parenting awareness (PAE2)	2	Parenting awareness (PAE3)	2	Parenting awareness (PA1)	2	Parenting awareness (PA2)	3
Making the most of leisure time (LTE1)	2	Making the most of leisure time (LTE2)	2	Making the most of leisure time (LTE3)	2	Making the most of leisure time (MLT1)	2	Making the most of leisure time (MLT2)	2
Environmental awareness (EAE1)	2	Environmental awareness (EAE2)	2	Environmental awareness (EAE3)	2	Environmental awareness (EA1)	2	Environmental awareness (EA2)	2
Using technology in the home and community (UTE1)	2	Using technology in the home and community (UTE2)	2	Using technology in the home and community (UTE3)	2	Food safety in the home and community (FSC1)	2	Food safety in the home and community (FSC2)	2
Personal safety in the home and community (PSE1)	2	Personal safety in the home and community (PSE2)	2	Personal safety in the home and community (PSE3)	2	Healthy eating (HE1)	2	Healthy eating (HE2)	2
		Working towards goals (TGE2)	2	Working towards goals (TGE3)	2	Your money in the future (YMF1)	2	Your money in the future (YMF2)	2
		Dealing with problems in daily life (DLE2)	2	Dealing with problems in daily life (DLE3)	2	Identity and cultural diversity (ICD1)	2	Identity and cultural diversity (ICD2)	2
		Working as part of a group (WGE2)	2	Working as part of a group (WGE3)	2				
		Developing self (DSE2)	2	Developing self (DSE3)	2				
		Managing social relationships (SRE2)	1	Managing social relationships (SRE3)	2	Managing social relationships (MSR1)	2	Managing social relationships (MSR2)	2
		Individual rights and responsibilities (RRE2)	1	Individual rights and responsibilities (RRE3)	1	Individual rights and responsibilities (IRR1)	1	Individual rights and responsibilities (IRR2)	1

- To achieve an Award in PSD at Entry 1, 2 or 3, a minimum of **6 credits** are required
- To achieve an Award in PSD at Levels 1 or 2, a minimum of **8 credits** are required
- To achieve a Certificate in PSD at Entry 1, 2 or 3 and Levels 1 or 2, a minimum of **13 credits** are required

NC LEVELS (FOR COMPARISON)	Pre-Key Stage Standards	Development Matters	Primary Curriculum	Engagement Steps	Progression Steps & Preparing for Adulthood	Steps 4 Life		
NC 7	<p>THIS CONTENT IS FREE TO USE WITHIN CONNECTING STEPS AND EVISENSE (YOU MUST PURCHASE THE CORRECT NUMBER OF STUDENT LICENCES)</p>				Progression Step 10			
NC 6							Level 2	
NC 5							Progression Step 9	
NC 4						Year 6		Level 1
						Year 5		
NC 3						Year 4		Entry 3
						Year 3		
NC 2	NC 2a		Year 2		Progression Step 8			
	NC 2b				Progression Step 7			
	NC 2c	Standard 6			Progression Step 6	Entry 2		
NC 1	NC 1a	Standard 5			Progression Step 5			
	NC 1b	Standard 4	Early Learning Goals	Year 1	Progression Step 4	Entry 1		
	NC 1c				Progression Step 3			
P8	Standard 3	Children in Reception			Progression Step 2	Step 7		
P7	Standard 2	Three- and Four-Year Olds			Progression Step 1			
P6		Birth to Three Years		Engagement Step 6		Step 6		
	Standard 1				Progression Step 1			
P5				Engagement Step 5		Step 5		
P4								
P3(ii)				Engagement Step 4		Step 4		
P3(i)								
P2(ii)				Engagement Step 3		Step 3		
P2(i)				Engagement Step 2		Step 2		
P1(ii)				Engagement Step 1		Step 1		
P1(i)								

Relationship and Sex Education – further information

Our statutory obligations are set out in legislation and specifically in the Education (Independent School Standards) Regulations 2014 [The Education \(Independent School Standards\) Regulations 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukdsi/2014/0000/eng/si2014-1000) as amended by [The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukdsi/2019/0000/eng/si2019-0000). To interpret this to meet our young peoples needs, we use the EQUALS scheme of work for specific relationship and sex education. The teaching of this topic is very different to teaching it to neurotypically developing learners.

The Sex Education Forum (SEF) argues that relationships and sex education should be an integral part of lifelong learning, an entitlement for all; those who are heterosexual, lesbian, gay or bisexual; those with physical, learning or emotional difficulties; those with a religious or faith tradition, and provided within an holistic context of emotional and social development.

This scheme of work is also based on the belief that people with severe learning difficulties have the inalienable rights to

- be a sexual being
- grow up and achieve adult status
- form and break relationships
- acquire knowledge about sexuality and social behaviour such as they are able to assimilate
- privacy and dignity
- make informed sexual choices
- have opportunities to love and be loved and enjoy as full a range of satisfying human relationships as possible
- legal protection (including protection against exploitation).

The school will draw upon the framework and resources set out by the DfE's 2019 guidance which is compulsory from September 2020 as follows:

- [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/relationships-education-relationships-and-sex-education-and-health-education-guidance.pdf)

We use the Equals Semi-Formal Curriculum SoW for RSE as guidance to all stakeholders, including parents and carers, to ensure it taught holistically, using repetition as and when needed, and is appropriate to the individual learners age and developmental level.

We have a specialist SRE teacher who supports teachers with the delivery of this sensitive topic, and parents/carers are offered copies of the planning and resources in advance. This topic is often taught 'in tandem' with home and parents/carers offered support and resources to encourage appropriate behaviour outside of school too.

Parental right to withdraw from sex education

Parents have the right to request that their young person be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the Head Teacher to discuss the request with parents and, as appropriate, with the young person to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Prior to this occurring, the Head Teacher, or member of the SLT will discuss with parents/guardians the benefits of receiving this important education and any detrimental effects that withdrawal might have on the young person. This could include any social and emotional effects of being excluded, as well as the likelihood of the young person hearing their peers' version of what was said in the classes, rather than what was directly said by the Teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their young person at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the young person, up to and until three terms before the child turns 16.

After that point, if the young person wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the young person with sex education during one of those terms.

Whilst this process is the same for young people with SEND, the school will typically raise this withdrawal as part of the EHCP.

The Head Teacher or member of SLT will automatically grant a request to withdraw a young person from any sex education delivered in primary schools, other than as part of the curriculum.

If a young person is excused from sex education, it is the school's responsibility to ensure that the young person receives appropriate, purposeful education during the period of withdrawal.

Consent forms will be retained by the school.

There is no right to withdraw from Relationships Education or Health Education

The RSE scheme of work is made up of six sections:

<p>Knowing my body (Masturbation is only taught when needed)</p>	<ul style="list-style-type: none"> • Body parts • Their functions - what the parts do • Age differences • Gender differences • My clothes – on top and underneath • Menstruation • The physical manifestations of a sexual state • Masturbation • Hygiene.
<p>Knowing me</p>	<ul style="list-style-type: none"> • What I like and what I don't like • Who I like and who I don't like • What I am able to do and what I find difficult • Trusting somebody – who can I trust? • Me, you and us • Developing a positive image and high self-esteem.
<p>Private and public</p>	<ul style="list-style-type: none"> • Where on my body is private? • Where on my body is not private? • Where can I be by myself? • Where can I go to be private? • Where can I spend time with other people? • My room.
<p>Touching and allowing others to touch me</p>	<ul style="list-style-type: none"> • Where on the body can I touch another person appropriately? • Gaining permission to touch • Where is it inappropriate to touch? • Resisting pressure and saying 'no' • Saying 'yes'? • Making choices.
<p>Forming relationships (only for learners indicating they wish to have a relationship with others, whether this is sexual or not)</p>	<ul style="list-style-type: none"> • What does a relationship mean? • Liking somebody and loving somebody • Dating • Having a girlfriend/boyfriend • Same sex relationships • Compliments
<p>Sexual intimacy with another person (only taught if a learner who is or likely to become sexual)</p>	<ul style="list-style-type: none"> • The sexual act • The recognition that tenderness, care and empathy are key components of any sexual act with another • Safe sex • The possible consequences of unsafe sex.