Educate U

Teaching and Learning Policy

Approved by:	Sarah Paoletti, Headteacher	**Date:** 04/12/23
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Teaching and Learning Policy

1. Purpose

The purpose of this policy is to provide information to share with staff, the monitoring committee, other professionals, families and other interested stakeholders. The policy incorporates our philosophy, aims and values as well as describing the approach to teaching and learning at Educate U.

This policy reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

At Key Stage 5, the curriculum is underpinned by the principles of Preparation for Adulthood, ensuring that all students are supported to develop skills in employment, independent living, community inclusion and health. Teaching and learning are designed to promote independence, resilience and self-advocacy, preparing students for successful transitions beyond school.

2. Context

Educate U is an independent specialist school providing high quality education for pupils aged 5 -18 with a wide range of complex special educational needs and disabilities including social, emotional and mental health needs. These needs include pupils diagnosed with ASC, ADHD or who have high anxiety and attachment and trauma barriers to learning. All our students have an EHCP. Many of our pupils have been out of education for a substantial period, some for up to two years before joining our school. Many students have significant gaps in their education. Some students do not have the necessary life skills to keep themselves safe or they lack social skills to be able to interact in positive ways with others.

At Educate U all aspects of school life are designed to inspire and engage pupils, through a mix of a learning curriculum, creative approaches and essential life skills. The roles of communication and engagement are key to all we do and underpin our approach to learning.

We are a specialist provider with a holistic approach to academic and pastoral progress. We want to equip students with the skills, knowledge and understanding necessary to be able to make informed choices about the important aspects of their lives. We believe that positive progress is fundamentally linked to engaging and personalised teaching.

At Educate U, we adopt a primary-based model for teaching and learning at KS3 and KS4 to meet the unique needs of our students. This means that the class teacher teaches all subjects. This approach provides a nurturing environment with small, consistent

classrooms and a limited number of trusted adults, creating safe, strong relationships and stability. Many of our students find transitions, such as moving between teachers or classrooms, particularly challenging, and the primary model minimises these disruptions. This structure offers several benefits: it promotes a greater sense of security and belonging, enables teachers to develop a deeper understanding of individual students' needs, and supports continuity in both learning and pastoral care.

Teaching and learning is the responsibility of all teaching staff at Educate U. It is our fundamental purpose and should be considered with care and diligence at every opportunity. Within this the following are mandatory for all teachers to help our pupils thrive:

Educate U also provides a Key Stage 5 provision for learners aged 16–18. This provision offers a personalised study programme aligned with Department for Education (DfE). The KS5 curriculum is designed to support students in their transition to adulthood, with a focus on employability, independent living, community participation and maintaining good health. All programmes are tailored to individual needs as identified in the Education, Health and Care Plan (EHCP), ensuring a continuation of the school's holistic and nurturing approach.

3. Quality First Teaching

3.1 Excellent subject and curriculum knowledge: A secure knowledge of the relevant subject(s) and curriculum areas must be evident through questioning to challenge and address misconceptions. All teaching staff are encouraged to develop their subject knowledge through CPD, peer observations and the sharing of outstanding practice.

3.2. Plan and teach well-structured lessons: Lessons should be planned to build on prior learning and include a range of approaches, catering to varied learning styles. Teaching strategies, engagement, scaffolding/differentiation, questioning, modelling, assessment, autism strategies are used to provide a holistic approach to teaching our students. Pace of lesson should be appropriate to the group and should serve to enhance learning opportunities. All teaching staff must also plan for and direct the effective use of support staff within lessons.

3.3. Adapt teaching to respond to the strengths and needs of all students: It is the responsibility of all teaching staff to ensure that all students can access the curriculum and make progress within each lesson. Scaffolding and differentiation to support individuals as well as clear instruction should be given to allow students to acquire new knowledge and skills. Opportunities for practice and repetition should also be provided to allow students to gain the experience of independently applying their knowledge and skills to given situations and tasks. Lessons must be suitably differentiated to stretch and support the lower ability students and challenge the higher ability students.

3.4 Manage wellbeing effectively to ensure a positive and safe learning environment: All teaching staff should have high expectations of wellbeing for learning. All teaching staff should recognise that wellbeing is often linked to a lack of understanding or confidence and, therefore, teaching should be adapted to help students feel safe in the learning environment.

3.5 Graduated approach to learning should be used: Strategies from the graduated approach should be used implemented where identified in a pupil's EHCP.

The Graduated Approach:

Wave 1: Quality First Teaching	The majority of needs can be met through high quality inclusive teaching in the classroom via differentiation, scaffolding and employing strategies named in the pupil's EHCP.
Wave 2: Small group Intervention Programmes	e.g. paired reading, phonics groups, block therapy
Wave 3: Individual Intervention Programmes	e.g. one-to-one precision teaching, one-to-one pre-teaching, individual Emotional Literacy Support (ELSA) Students' progress is closely monitored. The School may seek further advice from the Educational Psychologist if a student, despite intervention continues to make inadequate progress.

3.6 Autism strategies should be used effectively and consistently: The use of autism and other SEN strategies as well as resources taken or adapted from the 'Autism Toolkit' and from school based sensory audits must be used within lessons to ensure that individual learner needs are being met and that the classroom environment is accessible and autism friendly.

3.7 At Key Stage 5, teaching should prioritise the application of knowledge and skills in real-life contexts: Learning opportunities should include experiential and community-based activities, enabling students to generalise skills beyond the classroom. Teaching should promote independence, self-confidence and the ability to make informed choices about future pathways.

4. Key Stage 5 Curriculum

The Key Stage 5 curriculum at Educate U is designed as a full-time, personalised study programme for learners aged 16–18 and is typically delivered over two years (Years 12 and 13). The curriculum is built around each student's EHCP outcomes and Individual Learning Plan (ILP), ensuring a highly individualised pathway.

The core of the KS5 offer is the ASDAN Personal Effectiveness Qualification (PEQ), which develops key skills such as communication, teamwork, problem-solving, decision-making and self-awareness through practical, portfolio-based learning.

In addition, students will continue to develop their English and mathematics skills through Functional Skills or GCSE qualifications, where appropriate. The curriculum is further enriched through Personal, Social and Health Education (PSHE), employment, enrichment and pastoral activities (EEP), work experience opportunities, and independent study pathways such as BTEC introductory qualifications.

The KS5 programme is designed to provide a balance of qualification and non-qualification hours, ensuring that all students access a broad and meaningful curriculum that prepares them for their next stage in education, employment or training.

All Key Stage 5 study programmes are designed to meet ESFA funding requirements, with a minimum of 540 planned hours per academic year. This includes a combination of planned qualification hours and non-qualification hours such as enrichment, pastoral support, PSHE and work experience.

4.1 BTEC Vocational Teaching and Learning

At Educate U, BTEC vocational qualifications form an important part of our Key Stage 5 curriculum, providing students with opportunities to develop practical knowledge, skills and understanding through meaningful, real-life learning experiences.

Our BTEC provision recognises that many students with special educational needs, disabilities and social, emotional and mental health needs benefit from practical, experiential and applied approaches to learning. Vocational education enables students to develop their interests, recognise their strengths, build confidence and work towards qualifications that support their future aspirations.

BTEC programmes are delivered through our personalised and trauma-informed approach, ensuring that students receive appropriate support to access learning while maintaining the standards and expectations of Pearson, the awarding organisation.

4.2 BTEC Curriculum Offer

Educate U offers vocational pathways including:

- Caring for Children Under Five
- Hair and Beauty
- Construction
- Home Cooking Skills
- Introduction to Culinary Skills

Qualifications are selected according to students' individual starting points, prior attainment, interests, aspirations and Education, Health and Care Plan (EHCP) outcomes.

BTEC learning contributes to our wider Preparation for Adulthood curriculum, particularly in developing employability, independence, communication, problem-solving and practical life skills.

4.3 Planning and Delivery

All BTEC teaching must be carefully planned to ensure that students develop the knowledge, understanding and practical skills required by the relevant Pearson qualification specification.

Teaching staff are responsible for ensuring that:

- Schemes of Work clearly identify the units being delivered, learning aims, assessment criteria, planned activities and opportunities for assessment.
- Learning is appropriately sequenced, enabling students to build knowledge and skills progressively.
- Lessons include clear learning objectives, explicit instruction, teacher modelling, guided practice and opportunities for independent application.
- Students understand the purpose of their learning and how activities contribute towards their vocational qualification.
- Assignment briefs are available, appropriately planned and internally verified before being issued to students.
- Learning activities provide sufficient opportunities for students to develop and practise the skills required before formal assessment takes place.
- Teaching incorporates opportunities to develop English, mathematics, communication, employability and independence skills.
- Learning is reviewed regularly and teaching adapted in response to student engagement, understanding and progress.

4.4 Adaptive Teaching and SEND

All BTEC teaching must reflect the individual needs of students, as identified through their EHCPs, Individual Learning Plans (ILPs), specialist assessments and ongoing teacher assessment.

Staff should use appropriate adaptive teaching strategies, including:

- Breaking complex tasks into manageable stages.
- Providing visual instructions, demonstrations, practical examples and accessible learning resources.

- Using repetition, overlearning and opportunities to revisit previously taught knowledge and skills.
- Providing additional processing time and opportunities for students to demonstrate understanding through practical activities.
- Using assistive technology and communication aids where appropriate.
- Providing appropriate adult support, scaffolding and structured guidance.
- Creating predictable, supportive and emotionally safe learning environments.
- Gradually reducing adult support where appropriate to promote increasing independence.

We recognise that some students may experience difficulties with memory, recall, language processing, executive functioning or transferring knowledge between contexts. Consequently, teaching should provide repeated opportunities for students to apply and consolidate their learning.

Progress may be demonstrated through increasing confidence, accuracy, practical competence, the ability to apply skills in different contexts and greater independence, rather than relying solely on verbal or written recall.

Adaptations must not compromise the integrity of the qualification or result in staff completing assessed work on behalf of students. Formal assessment arrangements must comply with Pearson requirements.

4.5 Practical and Experiential Learning

BTEC programmes should provide meaningful opportunities for students to apply their learning in realistic vocational contexts.

Teaching should include, where appropriate:

- Practical demonstrations and supervised vocational activities.
- Simulated workplace tasks and industry-related scenarios.
- Opportunities to use specialist equipment, resources and facilities.
- Collaborative activities that develop communication and teamwork.
- Problem-solving and decision-making activities.
- Opportunities to reflect on performance and identify areas for development.
- Links to careers education, work experience and future training pathways.

Practical activities must be appropriately risk assessed, with consideration given to individual student needs, sensory sensitivities, emotional regulation and health and safety requirements.

4.6 Developing Independence

A central aim of BTEC teaching is to develop students' ability to undertake vocational tasks with increasing confidence and independence.

Teaching staff should explicitly teach the skills required for successful task completion, provide appropriate modelling and guidance, and progressively reduce support when students are ready.

Staff must distinguish between support provided during teaching and the assistance permitted during formal assessment. Students must be given opportunities to demonstrate their own knowledge, understanding and competence against the qualification criteria.

4.7 Quality Assurance and Staff Responsibilities

BTEC teaching and learning is overseen by the Quality Nominee (QN), supported by the Lead Internal Verifiers (LIVs) and programme assessors.

The Quality Nominee is responsible for overseeing the quality and compliance of BTEC provision.

Lead Internal Verifiers support consistent delivery within their subject areas, coordinate standardisation activities, monitor assessment practice and support assessors in maintaining appropriate standards.

Teaching staff and assessors are responsible for maintaining accurate planning, delivering high-quality vocational learning, monitoring student progress and participating in relevant professional development and quality assurance activities.

The effectiveness of BTEC teaching is monitored through learning walks, planning reviews, student voice, scrutiny of learner work, assessment outcomes and internal quality assurance procedures.

All BTEC programmes must be delivered in accordance with the current Pearson qualification specifications and Educate U's BTEC Centre Handbook.

5. Planning

At Educate U planning is intended to:

- Ensure that learning is built on and progression is made for each individual.
- Ensure that all teaching staff are clear and confident about the lesson focus, subject content, levels of support and outcomes for relevant time periods.

- Ensure that literacy, numeracy and SMSC links are embedded consistently across our formal and semi-formal curriculum.
- Include strategies to support those with a diagnosis of autism in accessing their learning.
- Be regularly reviewed to ensure it clearly evidences high quality teaching.

5.1 Planning Folder

All teaching staff are required to have an up-to-date Planning Folder which should contain:

Curriculum Map – This is a document that details learning progression from Key Stage 1 to Key Stage 5 to provide a holistic overview of the development of knowledge, understanding and skills gained in each subject area.

Long Term Plans - These are an outline of the topics to be covered in an academic year for each year group.

Schemes of Work - This provides an outline of the lesson focus, learning tasks, differentiation, resources, key vocabulary and assessment that are planned for each lesson. All teaching staff must be prepared for flexible delivery according to the needs and progress of students.

Autism Strategies Document - This is a live document that was developed from collaboration between the therapy and teaching teams and includes student diagnoses alongside recommended strategies to support each student in the learning environment.

Progress Data - This will be updated after each tracking point (snaphot) and will be used to document students' academic progress and to inform future planning.

At Key Stage 5, planning is driven by the Individual Learning Plan (ILP), which is informed by each student's EHCP outcomes and long-term aspirations. Planning must incorporate opportunities for work experience, community engagement and the development of independent living skills. Flexibility is essential to ensure that programmes can be adapted in response to student progress, interests and changing needs.

6. Learning

It is expected that all students aim to achieve or exceed their expected progress. This will be supported by well-structured, engaging lessons. The teacher is responsible for guiding students through their learning career, providing appropriate scaffolding and assessment to encourage students' self-reflection:

7. Progress

Student progress will be measured against a range of data. This includes Cognitive Abilities Tests and EHCP outcomes. All teaching staff are then responsible for tracking progress over time and using data to effectively intervene and support student achievement. All teaching staff are expected to know and understand student progress through formative and summative assessments throughout the academic year.

For Key Stage 5 students, progress is measured not only through academic achievement but also through development in Preparation for Adulthood outcomes. This includes progress in independence, employability skills, social communication, emotional regulation and engagement with the wider community. These areas are tracked through ILPs and EHCP outcomes and are considered equally important in evaluating student success.

8. Expectations & Challenge:

All teaching staff should set high expectations which inspire motivate and challenge students to achieve their full potential. Students should know their own strengths and be given opportunities to stretch beyond these in every subject. The expectation of excellence should be evident in every lesson.

9. Questioning and Learning styles

All teaching staff are expected to use a range of questioning and learning styles to ensure students can access the curriculum. It is expected that these will be adapted to the students' individual needs.

10. Assessment

1. When a pupil joins the school
    a. CATS if able
    b. Phonics screen if able
    c. Dyslexia and Dyscalculia screens
    d. KS1 Maths Assessment and KS2 Maths Assessment
2. Therapeutic assessments
    a. ACE questionnaire
    b. Protective factors questionnaire
3. Assessments applicable to all year groups
    a. Hertfordshire reading scale to track reading age and progress.
    b. EHCP annual reviews and IEP reviews
4. Specific In class assessments EYFS
    a. EYFS early learning goals

5. Specific In class assessments KS1-3
    a. Semi-formal curriculum - Evidence for Learning
    b. White Rose Maths topic assessments if able
    c. Formal curriculum - Evidence for Learning
6. Specific In class assessments KS4
    a. GCSE Mocks
    b. GCSEs in Maths and English
    c. Functional Skills in Maths and English
7. Needs assessments separate from those when joining Educate U
    a. Dyslexia screening
    b. Dyscalculia screening

We use a pupil centred approach to assessment, pupils Educational and Health Care Plan (EHCP) shapes the individual assessment measures used to monitor progress.

Every pupil's progress at EducateU is measured and recorded on their own learning journey and personal learning goals.

The learning journeys vary slightly according to which curriculum they access but do work on the same principal of increasing points with increasing progress. The learning journeys are updated regularly and Pupils are assessed against each academic learning journey outcome as to whether they are Working Towards expected level (WT), Working At expected level (WA) or Working Beyond expected level (WB).

Personal learning goals incorporate the pupils end of key stage ECHP outcomes and their individual educational plan (IEP) which are set, updated and agreed by staff and parents in termly meetings.

From the age of 14, relevant pupils embark on accreditations and qualifications in a wide range of areas but mainly with Functional Skills English and Maths.

Assessment is regular, accurate and tracked on a half termly basis. Educate U operates a points system for Key Stage 3 assessment. This is in line with Functional Skills Assessments and leads to progress at Key Stage 4. It is expected that all students at Educate U are aiming for Level 1 and Level 2 qualifications at Key Stage 4. However, we recognise the complex needs of our students and ensure that assessment is an accurate reflection of their progress over time. See Figure 1.

Some of our students join us being or wishing to be on GCSE pathways. If this is the case, we would facilitate the teaching of GCSE English language and GCSE Maths with subject specialist staff.

Mocks are undertaken by students in the examination room under similar conditions to that of the real Functional Skills or GCSE assessment and access arrangements are applied for by the SENCO (See Examination Policy).

At Key Stage 5, assessment is personalised and aligned closely with EHCP outcomes and Individual Learning Plans (ILPs). Progress is measured through a combination of accredited qualifications (such as ASDAN, Functional Skills and GCSEs), portfolio-based evidence, and practical demonstration of skills.

Assessment also includes the development of employability, independence, communication and social skills, with evidence gathered through work experience placements, enrichment activities and ongoing teacher assessment.

Students' progress is reviewed termly through the Assess, Plan, Do, Review (APDR) cycle, ensuring that learning programmes remain responsive and outcomes-focused.

11. Record Keeping

11.1 Earwig

Every pupil has a digital file on Evidence for Learning on a system called Earwig where evidence of progress is logged on their learning journey. Whilst Teaching Assistants can upload evidence (photographs, videos, reports etc) the responsibility for accurate tagging and linking of records to IEP outcomes lies with the class teacher for assessment of progress in relation to a pupil's EHCP. This must therefore be overseen by the class teacher at least once every fortnight then cross moderated by the leadership team and 3 times a year (once a term).

11.2 Tracking Folders

Every pupil has a physical tracking folder which follow's the pupil's progress through the school. This includes:

- One page profile of the student which documents their journey since they started at Educate U. To be updated termly
- Likes, Dislikes, Strengths, Triggers. To be updated termly
- Pupil's EHCP
- Student's timetable(s) and any transitional timetable increase documents. For any pupil not on full time timetable, this needs to be updated every 3 weeks Transition Timetable Monitoring Doc.docx
- Student's EP report (most current)
- Term 1,2,3 Tracking folder insert
- Term 1,2,3 Assessment evidence (e.g. any tests or assessed work) and outcomes
- Term 1,2,3 IEP review (paper copy as agreed with parents and carers)
- End of year reports
- Tracking Assessment evidence and outcomes for previous years.

Tracking folders and Earwig digital systems (where EfL can be uploaded) can showcase chronological assessment of progress over time, linked to EHCP outcomes and both can be viewed by parents and carers at any point.

12. Minimum Expectations for Teaching, Learning and Evidence of Progress

All teaching staff are expected to maintain consistent standards in the recording and assessment of learning. Pupil books and learning records must provide clear evidence of curriculum coverage, individual achievement and progression over time.

We recognise that pupils with SEND demonstrate learning in different ways. Evidence may include written work, practical activities, photographs, observations and digital records. The emphasis is on the quality of learning evidenced rather than the quantity of work produced.

12.1 Minimum Expectations

All pupil books and learning records must demonstrate the following, where appropriate to the curriculum pathway:

- **Date:** All learning activities must be dated.
- **Title/Learning Objective:** Each piece of work must clearly identify the topic or intended learning.
- **Curriculum Alignment:** Learning must reflect the school's curriculum and Schemes of Work, with topics clearly identified.
- **Current Working Level:** English and mathematics books must display the pupil's current working level on the inside cover (e.g. EL2 or WR2).
- **Independence and Support:** Agreed support codes must be used consistently to identify the level of assistance provided.
- **Meaningful Feedback:** Feedback must address misconceptions and support progression. At least one key piece of work per subject, per term, must include meaningful feedback.
- **Variety of Learning:** Evidence should reflect different learning activities, including practical, written and multisensory approaches.
- **Adaptive Teaching:** Appropriate adaptations and scaffolding must be evident where required.
- **Semi-Formal Curriculum:** The Engagement Model must be available within pupil books or tracking folders, with evidence of individual progress.

12.2 Independence and Support Codes

Staff must use the following codes consistently when recording learning:

Independence and Support Codes

To be used in all pupil books and learning records

Code	Meaning	What this looks like	Example icon
I	Independent	The student completed the work independently.	
VP	Verbal Prompt	Staff had to prompt ideas, e.g. verbal scaffolds or questions.	
V	Visual Support	The student was given visual supports to complete the work, e.g. timetables, grids or prompts.	
WS	With Support	Support needed for at least 50% of the time.	
1:1	Sustained 1:1	Sustained 1:1 support was needed throughout.	
S	Scribed	The work was scribed by an adult.	
M	Modelled	The student was shown what to do through modelling.	
NA	Not Attempted	The student has not been able to attempt the work.	

Important: All codes must be put in a circle and initialled with staff initials.

Examples: I AB; VP LS; V KM; WS JT; 1:1 SP; S AB; M LH; NA KM

Support codes must accurately reflect the assistance provided and enable staff to identify changes in confidence, competence and independence over time.

12.3 Evidence of Learning and Progress

Teachers must ensure that evidence demonstrates what pupils have learned, rather than simply recording participation or task completion.

Photographs and practical activities must include sufficient annotation to identify the learning demonstrated and level of support required.

We recognise that pupils may experience difficulties with memory, processing and recall. Progress may therefore be demonstrated through recognition, improved accuracy, practical application, increased engagement, greater confidence or reduced adult prompting. Independent recall is not the sole measure of successful learning.

12.4 Monitoring and Accountability

Minimum expectations will be monitored through six-weekly book looks, work scrutiny, learning walks and assessment reviews.

Subject Leaders and the Senior Leadership Team will evaluate curriculum alignment, the quality of learning evidence, consistency of support codes, appropriate adaptations and progression over time.

The overarching expectation is that anyone reviewing a pupil's work should be able to identify what has been taught, what the pupil has learned, the support required and the progress made over time.

13. Monitoring the quality of teaching

Educate U promotes an open culture of teaching and learning. We encourage an "open door" policy; all teaching staff should feel confident and supported in showing their best practice at any opportunity.

Learning walks: Formal learning walks will be carried out by SLT, Therapists and subject specialists with the intention of highlighting outstanding practise. These are undertaken with the intention of promoting positive conversations about teaching and learning.

Lesson Observations: Formal observations will take place for all teaching staff at least once a term. Staff will receive a mixture of notice and no notice of the observation time frame and can discuss areas of focus with their line manager. Some will take place with an agreed, specific lesson. All teaching staff will be provided with written feedback of these lesson observations and an opportunity to discuss and reflect with the line manager.

Work scrutiny: Work scrutiny will take place throughout the year. All teaching staff will be made aware of the time frame for work scrutiny and this will be undertaken by the Headteacher. The Headteacher will be looking for: quality of work; evidence of student progress; opportunities for student feedback; accurate use of data or 'Evidence for Learning' (EfL) for progress. 6 weekly book looks are in place for all subject leads to check the quality of learning for their subject areas across randomly selected pupils in each class.

Planning: All teaching staff are expected to have clarity with planning documents. Checkpoints will be highlighted through the year for the Headteacher to check the quality and consistency of planning.

External Monitoring – This includes monitoring visits by the our school improvement partner, West Sussex Commissioning team and OFSTED

New Teacher Monitoring – All new all teaching staff are observed within one month of taking up post and are provided with verbal feedback with actions or support for development where appropriate.

ECT Monitoring – All Early Careers Teachers are observed regularly with a minimum of half termly as part of their career development programme.

CPD – CPD relating to Teaching and Learning strategies will be delivered by the Headteacher or Subject Specialists the focus will link to observation data and any areas of need identified.

SLT Monitoring – All records of monitoring will be kept by the Headteacher, and by directors for the Headteacher. SLT will have access to all monitoring feedback and staff progression will be discussed during line management.

14. Careers Education and Destinations

Careers education is embedded throughout the KS5 curriculum to ensure that all students are prepared for their next stage. Students are supported to explore a range of pathways including further education, apprenticeships, supported internships and employment.

The school provides access to impartial careers advice and guidance, and works closely with external agencies, employers and training providers.

Student destinations are tracked and used to inform future curriculum planning and ensure that provision continues to meet the needs of all learners.

15. Roles and Responsibilities

- **SLT:** Monitor quality, provide feedback, and ensure policy implementation.
- **Careers Lead / Staff**: Support students in accessing impartial careers guidance, exploring post-16 and post-18 options and preparing for further education, employment or training.
- **Teachers and Tutors:** Deliver high-quality lessons, track progress, maintain teaching files, implement SEN strategies.
- **KS5 Tutors:** Responsible for overseeing Individual Learning Plans (ILPs), supporting Preparation for Adulthood outcomes, coordinating work experience placements, and liaising with external agencies to support transition pathways.
- **Support Staff:** Assist with differentiated delivery, provide support for individual learning needs.
- **Parents/Carers:** Engage in termly reviews, support learning at home.

16. Policy Review

This policy is reviewed annually by the Headteacher to ensure it remains relevant, effective, and aligned with legislation and best practice.