

Proving Good Learner Progress Without Data

CONTEXT:

As identified by LA SEND reviews, a vast majority of EHCPs do not accurately reflect the needs of the child/young person at the end of each key stage. This affects the individual's progress and, ultimately, future life opportunities Post-19 for our pupils as well as their families.

PROJECT AIMS:

- To establish an objective, consistent and rigorous approach to judging pupil progress.
- To effectively evidence when progress is good or better.
- To establish a developmental curriculum offer that celebrates learner achievement and clearly identifies next steps.
- To align improved EHCP outcomes with curriculum personalisation.

OBJECTIVES:

- EHCP outcomes will improve.
- Co-construction of provision with learners and families will be enhanced.
- Local Authorities will be able to demonstrate meeting identified needs.
- Monitoring bodies would have a means of comparing the effectiveness of provision locally, regionally and nationally.
- Increased number of students out to work.
- In-school and school-school variation is minimalised.
- Streamlined teacher workload through assessments linked directly to EHCP targets.



KEY LINES OF ENQUIRY

How do we ensure outcomes delivered through EHCPs are fit for purpose?

How can we meaningfully improve co-construction of outcomes and provision with families?

How can we revise processes linked to EHCPs and still comply with legal procedures?

How do we know next steps are ambitious enough for a child's future positive outcomes?

How do we upskill staff to identify and implement these next steps?

What does a progression curriculum in English, Maths, PSHE and communication look like?

How do we do this whilst seeking to reduce teacher workload?