"Building Curious, Confident, Courageous, Communicators and life-long learners"

Orchard Manor School

Stow Bardolph, Norfolk

Education:

Teaching & Learning Policy (EHCP)

"Supporting pupils with an Education, Health and CarePlan (EHCP) at Orchard Manor School"

(SEN Policy)

Policy Review Process	
Created by	Paul Sanderson
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1.0 Introduction and aims

Welcome to the teaching and learning policy, to support pupils with an EHCP at Orchard Manor School. The policy aim is to promote, drive and maintain consistently high standards of teaching, learning, and wellbeing across the school in order to support our pupil's needs across the four areas of SEND; Communication andInteraction, Sensory and Physical, Social Emotional & Mental Health and finally Cognition and Learning. We also recognise the need to support our pupils on their journey towards adulthood and therefore worktowards the PfA – Preparing for Adulthood Agenda, focusing on the four key areas of employment, Community Inclusion, Independent Living, and Health. The policy is designed to ensure that all pupils receive a learning experience that is appropriate to their needs and developmental stage with the intention that all pupils make at least expected progress or better.

We aim to provide every pupil with teaching and learning experiences that:

- promote the development of functional communication systems
- promote the development of social and emotional regulation
- promote the development of independence and life skills
- promote the development of cognition and learning
- are adapted to their needs and developmental stage
- ensure all EHCP outcomes are met
- ensure expected progress in all academic areas

Curriculum Mission Statement

At Orchard Manor School, we want our pupils to be immersed in a curriculum that supports them to experience and develop an understanding of;

- skills to support functional communication, interaction, reading and literacy skills, enabling effectivecommunication and safe access to a greater variety of community settings, wider learning opportunities, and build towards future independent living and employment opportunities.

- skills to support physical and sensory needs that link to positive social & emotional regulation andmental health, ensuring safe access to a greater variety of community settings, wider learning opportunities, and build towards future independent living and employment opportunities.

- skills to support the understanding and application of number to enable access to a greater variety of community settings, wider learning opportunities, and build towards future independent living and employment opportunities.

- what it means to be a human and how human behaviour impacts and shapes the world they live in.

- the visual, cultural, social and environmental aspects of the wider world and where they attend school.

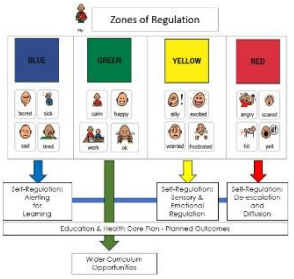
- the natural world and an appreciation for the animal species that inhabit the world and live alongside them.

- how to compare through the investigation and exploration of various processes and materials.

- the significance of people, places, events and inventions that have helped to change the world inwhich they live.

Our curriculum aims incorporating Zones of Regulation

At Orchard Manor School we recognise that all pupils will need to develop core communication and interaction skills, learn how to manage their physicaland sensory needs, impacting positively on their social, emotional and mental health before they are able to immerse themselves in the wider demands of the curriculum.



2.0 High-Quality First Teaching (QFT) and Learning at Orchard Manor

Teachers are expected to support all pupils in the following way;

- All teaching and learning opportunities are clearly differentiated with SMART learning objectives,including success criteria that guide and supports pupils to make clear and defined progress across all ability ranges
- they embed individual provision stated within the pupil's EHCP
- incorporates individual termly targets stated on the 'Pupil Progress Tracker' into daily teaching and learning opportunities
- teaching incorporates ***Wave 1 - Quality First Teaching (QFT)/Universal support and Wave 2 – Enhanced Support***, provision that supports pupils the 4 SEND areas of need for:
    - Communication and Interaction
    - Cognition and Learning
    - Social, Emotional and Mental Health
    - Sensory and Physical
- teaching combines a holistic approach through incorporating ***Wave 3 – Specialist Support*** throughthe recommendations of therapists and other professionals
- Teaching and learning opportunities are practical and multisensory
- Teaching and learning opportunities are linked to the curriculum, they are systematic and progressive and build upon pupils' interests and fascinations via varying lines of enquiry
- Teaching Assistants and Behaviour and Wellbeing Mentors have a clear role and promote independence
- Teaching and learning opportunities are ASD friendly 100% of the time, and promotes best Autism Practice
- Teaching and learning opportunities are transferred into outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding in a setting outside of the classroom
- They own and continuously develop pupil positive behaviour support plans which are consistentlyadhered to by all
- Teaching and learning is delivered in a well-ordered environment in which all are fully aware of behaviour expectations and effective strategies to support pupils via the PBSPs.

QFT Lessons - Every teaching and learning opportunity will include;

- High-quality/ASD friendly communication strategies as prescribed by the Lead SALT and inaccordance with personalised communication profiles.
- High-quality/ASD friendly sensory regulation strategies as prescribed by the Lead OT and inaccordance with personalised sensory profiles.
- Visual timetable/scheduling (appropriate to stage: object of reference, photograph, symbols, word, now and next).
- Learning objectives clearly displayed and explained to all.
- Success criteria for the lesson clearly displayed and explained to all.
- Positive adult modelling & high expectation; including handwriting using correct letter pathways.
- Direct teaching of new skills.
- Well prepared visual resources which are accessible without disruption.
- A distraction limited environment, eg: through transitions, adult voice levels and dialogue, entry and exit of the classroom.
- Examples of social, moral, spiritual and cultural education (SMSC).
- The development of Systematic Synthetic Phonics and Reading.
- 'School Rules' classroom fundamentals.
- Teacher, self, or peer evaluation
- Feedback to pupils about their own progress and next steps achieved through discussion and themarking of work which adheres to whole school assessment policy.
- Assessment for learning, including planning next steps/possible lines of development and includesprofessional dialogue with Teaching Assistants and Behaviour and Well-being Mentors.

Teaching and learning opportunities structured approach (School/Classroom Based Learning)

At Orchard Manor, we are teaching our pupils to learn how to learn, therefore there is a highly structured approach to the organisation of the physical environment, routines of the day, learning tasks, communication and the structure and order of a lesson.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9am-9.10am	Morning snack and welcome	Morning snack and welcome	Morning snack and welcome	Morning snack and welcome	Morning snack and welcome
9.10am-9.30am	Rocket phonics	Rocket phonics	Rocket phonics	Rocket phonics	Rocket phonics
9.30am-10.00am	Morning break Daily mile	Morning break Daily mile	Morning break Daily mile	Morning break Daily mile	Morning break Daily mile
10.00am-10.45am	My learning Numeracy	The world about me	The world about me	My thinking	My thinking Life skills programme
10.45am-11.15am	My wellbeing My Emotions programme	My learning Numeracy	My play and leisure PSHE	My learning Numeracy	My communication Literacy
11.15am-12pm	Outdoor learning	My communication Literacy	My learning Numeracy	World About Me Drama	The world about me
12pm-1pm	Lunch	Lunch	Lunch	Lunch	Lunch
1pm-1.05pm	Good afternoon settling activities	Good afternoon settling activities	Good afternoon settling activities	Good afternoon settling activities	Good afternoon settling activities
1.05pm-1.45pm	Creative Me	My independence	Creative me Music	My wellbeing My future programme	Creative Me
1.45pm- 2.20pm	My wellbeing Physical Wellbeing (PE)		My learning Design & technology	My wellbeing Physical wellbeing (PE)	Golden time
2.20pm-2.45pm	Accelerated Reader	Accelerated Reader	Accelerated Reader	Accelerated Reader	Accelerated Reader
2.45pm-3pm	Tidy up & home time routine	Tidy up & home time routine	Tidy up & home time routine	Tidy up & home time routine	Tidy up & home time routine

QFT Environment - Every classroom will include;

- Appropriate displays of high quality which are well maintained, reflect learning and/or act as aresource, e.g. Zones of Regulation, Communication and Interaction, Phonics and Reading.
- Displays (where appropriate) that reflect the topic or theme; show pupils work, which is carefullymounted with captions and key vocabulary to support learning; a title and are regularly changed.
- Extended outdoor learning opportunities, as an extension of the indoor classroom, with high-qualityresources which challenges learners and have an outcome.
- Stimulating, interactive areas of continuous provision (where appropriate) for phonics, reading,Mathematics and fine motor skills.
- Rules (linked to 'School Rules' visual).
- Visuals to support communication of emotions (Zones of Regulation).
- A visual schedule/timetable, which highlights any changes to the day, appropriate and personalised to the developmental stage of each pupil.
- A clear physical structure and zones which define the learning to take place in that area, e.g: reading corner, individual workstations, guided group teaching space (new skills), sensory regulation corner.
- Individual workstations using work systems that follow the TEACCH methodology (e.g. work trays, visually structured work tasks).
- A defined group teaching area, with appropriate seating, for lesson starters and plenaries and Attention Autism activities.
- Resources which are stored neatly and labelled clearly and are accessible without disruption to the learning.
- Well structured, calm and orderly transitions in and around the teaching spaces. Pupils transition bywalking quietly with their supporting adult, the adult must model appropriate transition behaviour.
- Tables and chairs that are their correct height and position for the size of each pupil, and supportingsensory strategies and tools are available at all times.

Teaching and learning opportunity structured approach (Community Based Learning)

We recognise learning in the community as key for our pupils so they can practice the application andtransfer of skills into different settings.

In order for these to be safe and successful learning opportunities we expect the following key processes to be implemented.

Intent – Planning

- Step 1: Why? – What is the purpose of the trip? What are the learning objectives?
- Step 2: How? – Activity Risk Assessment? Transport Risk Assessment? Individual Pupil Risk Assessment?
- Step 3: Who (Staff)? Understanding Activity Risk Assessment? Understanding Transport Risk Assessment? Understanding Individual Pupil Risk Assessment?
- Step 4: Who (Pupils)? What activity am I doing and why? How will I get there and back? Howdo I keep myself safe and happy?

Implementation – Prepare and Proceed

- Step 5: Prior to departure – All RA's seen, pre-trip rationale, offsite guidelines and checklist seenand signed by Head of Education/ Deputy Head, DSL or on-site trained Education Visit Coordinator.
- Step 6: During Trip/Activity – Monitor well-being of all pupils at all times ensuring key Quality First Teaching and High Quality ASD strategies are transferred and maintained when out of school setting.

Impact – After Trip/Activity

- Step 7: After Trip/Activity - Confirm with SLT that you are back on site. Review the trip, what could we do better next time. Review pupil outcomes, review pupil voice – did they enjoy themselves? What did they learn?

QFT Daily ASD friendly practice

Social Imagination	Use timetables/schedules to help pupil predict what will happen next,and to inform of any changes ahead of time Diaries, lists and symbol cues to help organize themselves and carry outtasks independently Use visual cues to support understanding Allow structured time for rituals, routines, special interests, inform thepupil of when this will be Limit choices and make them clear to avoid confusion Help pupils to make links between experiences
Social Communication	• Provide a means to communicate in all situations • Use language that is clear, precise and concrete • Use less language – keep it simple and specific • Say what you mean and mean what you say • Give time for processing instruction or comments • Attract attention – begin with the pupils' name then follow through withrequest or information • Do not use metaphors or sarcasm • Present information visually • Use positive directive language 'hands still' rather than 'no hitting' or'write on paper' rather than 'don't write on the wall' • Develop language and communication groups through circle time
Social Understanding	Use social stories Foster understanding among the pupil's peer group Promote interaction with pupils' peer group Encourage recognition of pupils' own emotions Encourage recognition of another's needs, eg: collecting lunch for selfand one other person Use sideways hugs when possible Use turn taking games and mutual help activities to encourage interdependency. Use a task which is an area of strength and interest for the pupil Develop social skills groups
Sensory Sensitivities	• Warn pupils prior to any tactile input • Consider sensory needs during all activities • Create a workstation • Close windows and doors to reduce external noise • Use voice scale (adults as well as pupils) • Calm and quiet transitions supported by an adult • Restrict movement behind a child, place yourself alongside • Break down activities into small steps • Implement movement breaks and sensory diets

QFT Personalised Provision: Provision Mapping & All About Me' Folder

As well as the schools core Autism-friendly practice, Orchard Manor ensures pupils access the entirety of their EHCP provision (as stated in Section F of their EHCP). Staff use a personalised provision map to track andrecord a pupil's provision entitlement. Every pupil's provision map is reviewed at termly intervals and offers teachers, parents and professionals an overview of provision to ensure pupil needs are appropriately met and options are explored during the annual review process.

The provision map sits within the pupil's 'All About Me' Folder. This folder acts as the pupil's Individual Education Plan and contains all the necessary documentation and information to support the pupil tobe safe, happy, and access their learning opportunities. It is the teacher's responsibility to maintain the'All About Me' file with accurate and up to date information about each pupil.

QFT Staff Expectations - Teachers and support staff will:

- provide a challenging and stimulating curriculum designed to encourage all children to reach thehighest standard of achievement
- recognise and be aware of the needs of each individual child according to their EHCP, ability andaptitude
- ensure that learning is progressive and continuous
- be good role models, punctual, well prepared and organised
- keep up-to-date with educational issues
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice
- demonstrate professional practice and conduct of Teachers, and Teaching Assistants/Learning Support Assistants as stated in the Teaching Standards and National Occupational Standards forLearning Support.

QFT Differentiation

So that we always have the highest possible expectations of individual pupils and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs and developmental stage by:

- content;
- task;
- relevance;
- resources;
- extension;
- pace;
- autonomy;
- outcome;
- teacher/adult support.

QFT Key Skills

We recognise the importance of key skills. Opportunities will be made available across the curriculum todevelop:

- application of number;
- reading and writing;
- communication;
- physical development and motor planning;
- personal, social and emotional development;
- computing skills;
- problem solving;
- working with others;
- working independently;
- improving own learning and performance.

QFT Learning Processes and Learning Styles

Pupils enter Orchard Manor at different stages of development, with different needs outlined in their EHCP. They learn in different ways and at different rates of progress. In the course of learning, pupils developtheir skills through a variety of processes and learning styles. These include:

- investigation;

- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

We ensure that learning is accessed by as many means as possible, e.g. is multisensory. Thinking skills will also be developed across the curriculum.

This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;
- evaluation;

At OMS, we understand that pupils learn best when

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- They have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- They have an element of control and can work with independence
- They receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed

3.0 High-Quality 'Autism Friendly' Communication & Interaction at Orchard Manor - Introduction

This section of the Teaching and Learning policy focuses on the development of communication at Orchard Manor School. It outlines the aims, principles, and strategies for communication at the provision.

The school provides education for pupils aged 5 to 18, who have a diagnosis of Autism and may have accompanying learning disabilities. In line with a diagnosis of Autism all pupils at Orchard Manor will have difficulties with communication and interaction. Communication underpins all learning and thereforewe are committed to providing a total communication environment.

Aims

The school communication aims are to:

1. Adopt a communication enabling environment throughout the school, where pupils have access to their own means of communication throughout the day.

2. Develop means of communication appropriate to each pupil's individual needs.

3. Create opportunities for communication and enable each pupil to communicate to the best of theirability.

Pupils starting the school

On admission to OMS, each pupil will undergo a full communication assessment. This will look at all aspects of speech, language, and communication. The outcomes of the assessment enable SMART targets to be set and advice and strategies to be shared with the class teacher, key care worker, family and any named professionals working with the pupil.

A pupil's communication needs are assessed within the school, using a combination of individual assessments, classroom observations and liaison between staff and family.

The pupil's needs are best met when education, parents/carers and the Speech and Language Therapist (SALT) work closely together in the following ways:

- SALT observation in classes to share good practice and negotiate further communication targetswithin classroom setting.
- Joint planning and delivery of lessons between the Therapy TA and classroom staff.
- Training opportunities are provided by the Speech and Language Therapist to all staff to raiseawareness of best practice.
- Education staff to be supported in generalisation of new skills being taught.
- Speech and Language Therapist to deliver specific training according to individual young person's needs.
- Communication targets are embedded across all areas of the curriculum.

Monitoring and Evaluation

The importance of monitoring and evaluating a pupil's progress is central to their development. As with all communication methods, regular opportunities to use these are vital for the young person to achievesuccess. Signs, symbols, photographs, objects of reference and communication aids must always, with appropriate support from staff, be available to the pupil:

- Within the class
- Around school/home environment
- In the community

The Speech and Language Therapist will monitor the pupil's progress termly, reporting overall progress against the targets set in the pupil's annual review. The class teacher is to continually monitor andevaluate pupil progress in the area of communication.

Communication Methods used at Orchard Manor School

At Orchard Manor, our aim is to provide a total communication environment. We use a number of interventions to support the young person's Speech, language, and communication needs. We do not follow one approach as the needs of the pupils vary.

AAC can be defined as follows: 'Augmentative and Alternative Communication (AAC) refers to any means by which an individual can supplement or replace spoken communication. Communication may range from any movement or behaviour that is observed and interpreted by another person as meaningful, to the use of a code agreed upon between people where items have specific meanings,
i.e. a language. We all use some form of augmentative communication in our daily life, for example,gestures (waving goodbye) and graphic symbols (washing label symbols, road signs). AAC is both ameans of accessing an educational curriculum and language in its own right. It is appropriate for individuals who have difficulty with receptive and expressive language due to physical, sensory or learning disability. It provides an opportunity to attain emotional, social, educational and vocationalgoals.' (ACE Centre Advisory Trust).

Intensive Interaction

Intensive interaction is an approach designed to help people at early stages of development, peoplewho have Autism, people who have severe, profound or complex learning difficulties. Intensive interaction works on early interaction abilities- how to enjoy being with other people – to relate, interact, know, understand and practice communication routines. Intensive interaction teaches and developsthe 'Fundamentals of communication', attainments such as use and understanding of eye contacts,facial expressions, vocalisations leading to speech, taking turns in exchanges of conversation and thestructure of conversation. (Dave Hewitt)

Symbol use

At OMS we use Picture Communication Symbols (PCS), Widgit / Inprint 4 in colour with the pupils.Symbols are used throughout the school and care environment. Once the symbols are learnt by thepupils it is imperative that the same size and the same symbol picture are used consistently, as thisprevents the pupil from having to relearn the symbol. All symbols are to have the written word underneath as this supports the pupil with their early literacy skills. Delius text should be used on symbols. Pupils who use symbols as a means of expressive communication must have access to their symbols at all times so they can initiate interactions.

Visual aids

Many of the pupils at Orchard Manor are supported by visual aids. Visual aids such as timetables, now and next boards, choice boards, transition cards, symbol cards aid the pupil's understanding of the structureof the day and what they are being asked to do. Areas within the setting should be clearly defined with symbols. All visual aids are to be made using Inprint 4.

Transition

Transition is an important part of a pupil's life. At OMS we recognise that it can be a challenging for pupils and their families and we support them to prepare for the change in classroom or setting. Information on the pupil's communication skills will be transferred between classes and settings.

The pupil will have a communication passport and current targets will be shared with the new teacher/setting. At OMS, we prepare pupils for transition through a variety of means, e.g. visits, social stories, discussions and photos.

4.0 High-Quality Physical and Sensory Regulation supporting Social, Emotional, andMental Well-being at Orchard Manor School

Sensory profiling

All pupils at the school will be assessed by the school's Occupational Therapist in order to create a sensory profile that details their areas of need.

Sensory diet

The Occupational Therapist will create a sensory diet for every pupil. This sensory diet will form part of the continuous input of supporting strategies that will help maintain the overall regulation of a pupil. Thestrategies will be aimed at supporting a pupil to maintain regulation but also recapture during thosemoments when they may experience a level of dysregulation.

The Zones of Regulation™

At OMS, we use Zones of Regulation to identify and teach self-regulation to pupils. We combinewhat we know about the pupil's sensory need following sensory profiling and then use the Zones ofRegulation "Four Zones" to create a visual that supports staff and pupil understanding of the personalised behaviours that appear in each zone. Pupils at Orchard Manor, as all children and adults will, navigate through all the four zones each day. The challenge for pupils at Papworth Hall is for them to manage their behaviours when experiencing emotions/feelings throughout the different zones.

- The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.
- The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions;however one has more control when they are in the Yellow Zone. A pupil may be experiencing stress,frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- The **Green Zone** is used to describe a calm state of alertness. A pupil may be described as happy,focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learningoccurs.
- The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Individualised Behaviour Support

A non-punitive and no sanctions-based approach is embraced at Orchard Manor School. Positive reinforcement combined with natural and logical consequences support a positive and whole school culture. Clinical and sensory based profiling support the development of individual behaviour support plans alongside the implementation of Zones of Regulation to recognise sensory and emotional needs. We have a focus on developing students' emotional regulation and self- awareness with a focuses on positive sensory regulation strategies that aim to return a pupil to their green zone. The aim being the reduction of time spent in the blue, yellow and red zones helping to support positive emotional well-being.

5.0 Annual Review of EHCP and Termly EPEP/Progress Reviews/MDT Meetings

Annual Review

The school host an annual review of every pupil's Education and Health Care Plan in correspondence withthe anniversary of the EHCP's original date. The annual review is hosted at Orchard Manor or virtually wherethis is not possible. Annual Reviews are chaired by the SENCO.

The school's Annual Review Process in line with SEND Code of Practice is as follows;

- Invite to review: Invitation to annual review sent at least two months before meeting to parent oryoung person, Social Worker, LA Officer (Education), LA Officer (Social Care), Teacher, Health Care Professionals, and any other professional involved in the support of the pupil.
- Circulation of information and advice: Information and advice from all invitees are obtained andcirculated at least two weeks prior to the annual review.
- The Annual Review Meeting: A meeting is held and consideration is given to the pupil's progresstowards outcomes and whether the outcomes remain appropriate. Consideration is also given tothe provision that is required to assist the pupil in preparation for adulthood and independent living.
- Report circulated to all attendees: Within two weeks of the annual review meetings, a report detailing recommendations on any amendments to be made to the EHC plan, any difference between thoserecommendations and recommendations of others attending the meeting, all the information andadvice obtained about the child or young person.
- LA decision: Within four weeks of the review the LA decides whether to maintain the EHCP in its current form, amend it or cease to maintain it.

Termly EPEP & Pupil Progress Reviews

All LAC pupils that attend Orchard Manor will also be supported by the Virtual School from their placing authority.The Deputy Head and Designated Teacher / SENCO chair termly EPEP reviews for every LAC child with support from the Virtual School to review and monitor progress from the previous term and link this back to longer term EHCP outcomes. Within the EPEP any additional Pupil Premium+ funding is identified and agreed in order to continue to support the progress of the pupil.

Multi-disciplinary Team (MDT) Meetings

The Multidisciplinary Team (MDT) process provides an effective tool to facilitate collaboration between the key people (parents/ carers, education team, social worker etc.) supporting a pupil toensure they receive the highest quality care and education. These meetings take place in addition to statutory Annual Reviews and EPEP reviews with the intention of working proactively to support a pupil and their ever-evolving needs.

The agenda for each meeting will remain the same to ensure that key areas of the pupil's life are always discussed and reviewed. It will be the responsibility of theattendees to provide the information relevant to their area of expertise.

MDT meetings are facilitated by the Clinical Wellbeing Lead and notes and actions from the meeting will be distributed after the meeting has taken place.

Each pupil at Orchard Manor has been reviewed and has been placed into a category of high or mediumsupport required. This prioritisation is based upon the pupil's clinical history, current presentation, level of risk and family involvement. If the situation changes for a pupil they can move between the categories with MDT's scheduled to address any quickly developing need.

To ensure that each pupil is reviewed regularly we implement the following MDT schedule;

- High-priority pupils – Every half term
- Medium priority pupils - Termly

6.0 Policy into practice

To ensure that the policy is put into practice we carry out the following:

- Regular staff training on specific interventions used within the setting

- Regular meetings between SLT and school and key workers.
- Regular monitoring of the use of the policy

7.0 The Role of Headteacher and senior leadership team

The Headteacher and the Senior Leadership Team will:

- ensure all staff are aware of and comply with this policy
- ensure policy is read within the staff's induction training
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy by;
    - observations
    - learning walks
    - work scrutiny
    - planning scrutiny
    - AR and EPEP overview