

**Outcomes  
First  
Group.**

**ACORN EDUCATION  
AND CARE**

**OptionsAutism**

# **SCHOOLS CURRICULUM POLICY**



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**1.0 SCHOOL BACKGROUND INFORMATION AND RATIONALE**

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Barton School (part of the Outcomes First Group) is a day school for children and young people aged 8-19 years. The school has an adjoining Children’s Home (combining as ‘Options Barton’), which is separately registered and managed. All the students have a diagnosis of autism, many who have additional complex needs including social emotional and mental health difficulties, global delay, communication and sensory differences. Students are placed from a wide range of local authorities from across the UK. The school and children’s home work very closely together to promote continuity and consistency for children and young people and joint-working takes place on a daily basis.

Currently the school can accommodate up to 43 students with a mixture of day and residential students, however the range of ability, communication style, sensory differences and future aspirations are vast. This can range from students with severe learning disabilities who will require lifelong support and move on to adult care settings to students who are completing formal qualifications and move on to college and future employment. The need for our curriculum to be flexible, responsive and robust enough to meet the diverse range of needs and best prepare our young people for the ever-changing demands in modern work is an integral feature in this policy, and in our practice at Barton School.

**2.0 CURRICULUM AIMS AND INTENT – WHAT WE ARE TRYING TO ACHIEVE**

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At Options Barton, we ensure students experience a broad and rich curriculum appropriate to their age, aptitude and stage of development. Our aim is to provide inclusive learning experiences where the young people can thrive and make choices about their own futures, overcoming any barriers.

The golden thread which runs through our curriculum and approaches to teaching and learning is the drive to ensure students leave with the right knowledge, skills, experiences and interests so that they can start a successful pathway into adulthood and through life. This may include pathway to employment; qualifications; supported/ independent living; adult care; and community inclusion. An important feature of this is to enable students to be the best versions of themselves academically, socially and emotionally. It is recognised at Options Barton that learning does not just happen in the classroom setting, but in all areas of their daily life and in all areas of the school site and wider community. For this reason, students learning takes part in a variety of contexts, making use of the on-site facilities (indoor and outdoor) and off-site facilities in the local and wider community.

At Options Barton we ensure access to the curriculum areas that are listed in the Independent School Standards (2019). We provide a curriculum that meets the young people based on their Education, Health and Care Plan, and covers a range of linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, and creative aspects, as appropriate to each young person.

Our intention is to deliver curriculum which can be adapted to meet the needs of all our students. A personalised approach will address immediate barriers to learning, communication and self-regulation; provide challenge, support and a range of pathways to achieve student’s full potential both academic and

in developing independence skills. Our curriculum will prepare our students for adulthood and whatever destination plans are in place for life beyond Barton School, building confidence, resilience in order to thrive and be happy.

Our personalised approach to teaching and learning recognises the unique starting points and often turbulent journey the students have taken prior to attending Options Barton, with many students having experienced fixed term and permanent exclusions, breakdown in education placements and relationships, and extended periods of time out of school. The focus for many of our students on arrival to Options Barton is for them to feel safe, regulated, develop positive relationships, and follow routines, providing the building blocks for a successful learning journey. When students start at Options Barton range of assessments are carried out by our teaching and clinical team to establish a baseline.

Progress in student's engagement, relationships, social communication and interaction and emotional wellbeing is prerequisite and often a key factor in our students being able to make progress in their learning.

We aim to ensure the curriculum on offer is broad balanced, relevant, flexible and holistic and responsive to the individual student needs and strengths. Students have access to broad range national curriculum subjects, topics and enrichment activities enabling students to:

- Develop key basic skills (academic and/or functional) as appropriate to each student.
- Develop independence and key life skills, and the ability to keep themselves safe in the community
- Make progress in all areas of their learning, development, their talents and individual pursuits
- Be able to access the wider community and enable informed choices
- Be able to access a wide range of experiences
- Be the central voice in their future so that all students have the opportunity to dream big and reach their goals
- Prepare for being part of a diverse community and modern Britain, by taking part in a curriculum which promotes British values and the opportunity to develop tolerance, empathy and respect for others in a way which is functional and appropriate to each student
- Be fully prepared for their next stage in life and learning
- To be happy and be the best versions of themselves and be prepared for their future, where it leads to!

**3.0 IMPLEMENTATION – HOW THE CURRICULUM IS DELIVERED**

We have segmented our curriculum into pathways to encompass the learning journeys for all of our students and how we teach them. In order to ensure that the young people are accessing the pathway which is appropriate to their needs we assess them informally around the time of referral, by speaking to previous placements, making visits to the young person, and reviewing the EHCP. Alongside this, we would discuss their needs with parents/carer to gauge an overview of how they would be best placed within the school.

Pathway	Learning Style	Curriculum	Assessment	PLIs
Orchard	Formal	NC/EHCP	NC/Accreditation	Yes
Woodland	Semi-Formal	EHCP/NC	NC/MAPP/Accreditation	Yes
Meadow	Pre-Formal	EHCP/learning passports	MAPP/Engagement Model/skills development	Yes
Steppingstones		EHCP	MAPP NC/Accreditation	Yes

Key: MAPP Mapping and Assessing Personal Progress. This uses a continuum of Skill Development (published by Equals)

PLI Personal Learning Intention

**PATHWAYS**

**Formal Orchard Pathway**

Students in this pathway are accessing a formal learning pathway, which means they are working on National Curriculum targets or working towards formal qualifications according to their ability. Our curriculum has been carefully mapped out into a Long-Term Plan for each subject area, enabling links between each subject to support the retention of knowledge and leading onto formal qualifications identified for each subject area. Each year a curriculum map is created annually to reflect the cohort and current elements of the Long-Term Plans students are in working within or towards. Six broad whole school themes are used capture the young people’s imagination and interest, and support the development of a broader knowledge and understanding of the world we live in. Teachers plan from the whole school curriculum map and have medium term planning for the subjects they teach, which clearly outlines the differentiation for the needs of the young people. The teacher ensures that outcomes are clearly stated on their planning to inform others where the young person is expected to reach. Half termly, teachers update the progress made towards National Curriculum targets and towards qualifications with evidence of achieved targets on Evidence for Learning. In line with the school aims and intent this pathway enables students to work towards gaining a college placement or apprenticeship after leaving Options Barton.

In KS4/5 all students in this pathway are working towards Functional English and Maths and will then choose from a selection of additional vocational and academic qualifications to fulfil their interests and aspirations. These may include completion of BTEC, Entry level, AQA Unit Awards, and ASDAN modules. In addition to this, students in this pathway continue to access PSHE, careers and enterprise, and for those who choose to, Duke of Edinburgh. Links have been set up with local colleges and education providers in order to support an even broader access to vocational learning and work experience opportunities.

Students also work on their Personal Learning Intentions (PLIs) linked their EHCP targets, aspirations, or any specific barriers to their learning and well-being as they arise. Students are encouraged to try courses at local colleges and be involved in work experience opportunities and using community facilities with increasing independence.

**Pre-formal Meadow Pathway:**

The students in this pathway follow Personalised Learning Intentions which is a person-centred needs approach, rather than a subject-based approach which has been developed in order to facilitate the

planning and assessment of students working below the national curriculum who do not make progress in a neurotypical way.

Students in this pathway predominantly have severe and profound learning disabilities, early communication skills, and significant sensory issues. Their curriculum focuses on developing engagement, regulation and development of early communication and interaction skills using a total communication approach including Makaton, PECS and Intensive Interaction.

These learning intentions are collations of important, relevant and realistic skills bespoke to each learner, sequenced for that learners’ particular needs. Personalised Learning Intentions are set by a multi-disciplinary team around the young person and are assessed and monitored regularly. The curriculum is made up of five main areas; communication and interaction (which includes literacy), cognition and learning (which includes literacy and numeracy), personal, social and mental health (which includes PSHE), sensory and physical (including occupational therapy), and preparing for adulthood (incorporating careers). These areas correlate directly to the young person’s EHCP. Clear starting points and description of anticipated good progress is identified in the Personalised Learning Intention Planning. See Appendix 1 for copy of Personalised Learning Intention Planning.

Communication and Interaction (includes literacy)	Cognition and Learning (includes numeracy and literacy)	Personal, social and mental health (includes PSHE)	Sensory and Physical (includes occupational therapy)	Preparation for adulthood (includes careers)
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Students in this pathway access a broad range of curriculum experiences through planned activities each week linked to the whole school theme. Learning passports have been created for each curriculum element in order support students to support the development of students’ knowledge and skills where appropriate. See Appendix 2 for example of Learning Passports.

**Woodland Semi-formal Pathway:**

The Woodland, Semi-Formal pathway is route enabling students to access the national curriculum/and or qualifications as appropriate on a highly personalised approach whilst also meeting the needs of their EHCP outcomes. Our young people may have elements of the national curriculum built into their personalised curriculum or may access a bespoke variation of the formal pathway.

For example, students on this pathway may be able to access National Curriculum targets for one or more the subject areas but have significant barriers to their learning, preventing them from accessing the national curriculum across all subjects covered at their Key Stage. In this instance personalised Learning Intentions will be set in order to address the barriers. For the subjects students can access the national curriculum targets, medium term plans, as described in the formal pathway, will be created by class teachers taken from whole school curriculum map. Students will access appropriate coverage according to their key stage with differentiated outcomes to meet the needs of the young people. The teacher ensures that outcomes are clearly stated on their planning to inform others where the young person is expected to reach. Student in this pathway access a broad and balanced curriculum following planned activities linked to the whole school theme, as described in the pre-formal pathway.

**Steppingstones Pathway**

The steppingstones pathway was set up for students who are not currently able to access any formal curriculum, due to significant barriers in their SEMH needs.

Like the Meadow pre-formal pathway students follow PLI’s designed to engage/re-engage students into curriculum. Unlike on the pre-formal pathway, the barriers are not due to a severe learning disability, therefore the overall aim is for students on this pathway access the National Curriculum/Qualifications overtime.

Students who have recently transitioned into Options Barton are placed in this pathway for a period to help students get ready to learn, and familiarise themselves with the new routines, people and environment.

**Post 16**

The pathways described above, continue to be relevant for our Post-16 young people. The students continue to be involved in planned learning sessions consisting of formal and pre-formal curriculum content areas, including Independent Life Skills, PSHE, careers, enterprise and vocational options. Young people can be on any of the four pathways for post-16 provision. The post-16 timetable supports the young people growing into adulthood, raising their aspirations by placing an emphasis on developing independence, knowledge and skills to prepare them for the wider community and next stages of life and learning. In order to ensure the offer of vocational options is broad, balanced and relevant for our students, links have been set up with local colleges, training providers and businesses, so that students can access an even greater range of courses and vocational learning and work experiences. Our onsite bistro also provides valuable opportunities for work experience, enterprise and development of social skills. The young people are able to gain qualifications, ranging from AQA Unit awards, ASDAN, Entry Level, Functional skills, and BTEC at an appropriate level.

Curriculum Pathways 2022-23

### Orchard (Formal)

Core subjects Assessed via National Curriculum

- English
- Maths
- PSHE
- Foundation Subjects Assessed via National Curriculum
- Science
- Geography
- History
- Art
- Computing
- Physical Education (PE)
- Outdoor Learning

Personal Learning Intentions developed around EHCP outcomes focussing on barriers to learning/emotional well-being and preparation for adulthood.

### Woodland (Semi-formal)

Personalised Learning Intentions developed around EHCP outcomes – focussing on barriers to learning/emotional well-being

Core Subjects Assessed via National Curriculum

- English, Maths, PSHE
- Foundation Subjects (where relevant) Art, Science, History, Geography, Computing, PE, Outdoor, Careers

Thematic approach for experiential learning of the broader curriculum, students. Themes set are designed to give a broader knowledge and experience of the world (time, place, people and communities).

### Meadow (Pre-formal)

Personalised Learning Intentions developed around EHCP outcomes Cognition and Learning, Communication and Interaction, SEMH, Physical and Sensory, Preparing for adulthood

Thematic approach for experiential learning of curriculum subjects inc. careers (preparation for adulthood), PSHE, Creative Arts, Outdoor Learning. The themes set are designed to give a broader knowledge and experience of the world (time, place, people and communities)

Post 16 accreditation routes when appropriate

Steppingstones: Personalised Learning Intentions developed around EHCP outcomes Cognition and Learning, Communication and Interaction, SEMH, Physical and Sensory, Preparing for Adulthood, designed to remove barriers to accessing National Curriculum/ appropriate qualifications. Thematic approach for experiential learning of curriculum subjects, including PSHE and Careers. Students may access National Curriculum/accredited qualifications as appropriate to each student on this pathway.

<b>Post 16: Accreditations/Qualifications/Enrichment</b>		
<b>Curriculum:</b>	<b>Linked Qualifications</b>	<b>Personalised Curriculum</b>
<p>Functional skills (English, Maths, IT, Combined Entry and Higher Level Science, History, BTEC Sports, Food AQA unit awards (all subjects)</p>	<p>Pearson Functional Skill Entry Level 1, 2, 3 and Level 1 and 2 OCR History Entry Level</p>	<p>Communication including reading, and writing, ICT. Thinking and problem-solving skills linked to number, measures and Independent living skills.</p>
<p><b>Independent life skills:</b></p> <p>Swimming Independent Life skills, PSHE (following the PSHE association framework for SEND), Enterprise, Sport and Leisure, Work experience, Media, Creative Arts, Personal development, Careers (aligned with the Gatsby benchmarks and the career development institute framework).</p>	<p>Rockhopper units Range of AQA units, Pearson, OCR at Entry Level 1, 2 and 3</p>	<p>Communication – social communication Independent Skills flat Grow and Cook area Bistro Work experience Independent skills for life Working with others Accessing the community Developing interests</p>
<p><b>Outdoor Education:</b></p>	<p>Duke of Edinburgh skills Outdoor Learning Sessions Horticulture</p>	
<p><b>Vocational skills:</b></p> <p>Bistro: hospitality Sports and Leisure Horse riding Enterprise Horticulture Food technology Office skills</p>	<p>AQA unit awards Btecs Asdan/OCR entry level 1, 2 and 3</p>	
<b>Community based learning</b>		
<p>Students access community activities in order to work on a range of personalised targets. Examples include:</p> <p>Local gym Local restaurants and cafes Local shops and supermarkets Museums Parks Water’s Edge Normanby Hall Mires Beck Woodlands</p>		



<b>Work experience:</b>		
<p>Our young people engage in a range of experiences both on and offsite, here is an exemplar of what we offer:</p> <p>Onsite: school kitchen, bistro, litter picking, gardening, office skills,</p> <p>Offsite: Mires Beck Garden Centre: Horticulture; preparing orders; planting seeds, creating crafts to sell at fair; working in the greenhouse; taking care of trees and plants Humber Lamas; animal care Vision Motor: fixing motor vehicles</p>		

**4.0 IMPACT – WHAT DIFFERENCE DOES OUR CURRICULUM MAKE?**

**Orchard Formal Pathway:**

The Orchard Pathway is assessed formally against progress made towards qualification or national curriculum targets. The class team gather evidence towards the targets met for all the subjects taught for each young person using Evidence for Learning and work produced. Ongoing judgements are made, which then articulates the next steps in their learning or work completed towards a specific qualification. Progress is categorised as Below expected, Expected or Above Expected where progress expected or above expected no further work is required. However, where progress is below expected, a second moderation takes place whereby a subject lead and a member of SLT will support and action where applicable. See Appendix 4 for summary of expected rates of progress for each pathway.

The young people that follow the formal pathway could be working towards formal certification and accreditation; this could be in the form of BTEC, functional skills, Entry level certificates or AQA unit awards.

Progress is also tracked towards their personal development using their PLI’s as described in the Meadow Pathway.

**Meadow Pre-Formal Pathway:**

Within the Meadow Pathway, a judgement is made on overall progress towards achieving Personalised Learning Intentions. When the PLI’s are initially set, the multi-disciplinary team outline what expected progress will look like for each learning intention. Over the term evidence is collected by the class team using Evidence for Learning, which includes the feedback and next steps to show the learning journey for over the term. At the beginning of the new term, teacher make judgements of progress against the baselines. Judgements are then peer moderated. Any young person flagging up as making below expected progress is then double moderated by SLT/subject leads, and support or intervention is then put in place if necessary.

Progress is categorised as expected, below or above expected. A young person may be making expected or more progress in one learning intention, yet less than expected progress in others due to the differing factors that may come into play within each EHCP area. For example, a young person may be making huge steps forward with using a communication aid, yet much smaller steps for the introduction of a new self-regulation strategy and finding there are many gaps that need to continue to be filled. Both of these are progression, yet at different speeds-, which is the nature of our complex needs young people. Young people utilising the personalised curriculum make sustained progress, where following a more formal curriculum framework, they would not.

Children and young people make progress laterally by enhancing their skills and abilities to a greater level of independence and fluency. Maintaining a skill over time is a core element of assessment and aims to ensure that learning is deep and meaningful. Developing meaningful skills

for lifelong learning ensures developed metacognition and develops access to a wider range of curriculum aspects.

### **Woodland Semi-Formal Pathway**

The Woodland pathway is assessed against the above two processes based on the subject/learning intention being scrutinised. Where the young people are using National Curriculum targets, these frameworks are amended to ensure they are achievable and fit the needs of our young people on an individual basis. Some of our young people on the Woodland pathway may work towards elements of an accreditation in specific subjects, but this decision will be on an individualised basis.

### **Steppingstones Pathway**

For students on this pathway, like the Meadow Pre-Formal pathway, a judgement is made on progress towards achieving Personalised Learning Intentions.

The overall aim is for students to move out of this pathway when students are able to engage in the national curriculum/appropriate qualifications, or after a period of transition into the school. However it is recognised that some students they may move in and out of this pathway according to individual need and circumstance.

### **Wow Moments**

The students wow moments also capture and celebrate the students in all areas of the learning and school life. This enables the progress students have made over time at Options Barton.

### **Case Studies**

Case studies are used as a tool across all pathways to show the individual progress students make overtime at Options Barton. Quite often many of the students have experienced a turbulent journey prior to starting at Options Barton, therefore the progress and impact of the curriculum, as well as traditional and more formal method, can be captured in their improved attendance and increased participation in all area of school life at Options Barton.

### **Working with Parents**

We encourage parents to visit whenever possible and in particular to attend the annual review meetings. Parents are provided with updates on progress in a half termly report that comments on all areas of the curriculum the students are engaged in.

### **Review**

We will review the curriculum annually to ensure it meets the needs of all our young people and we continue to develop a curriculum that it tailor made to each individual.

Appendix 1

Personalised Learning Intention Planning Sample

This example includes the front page and sample of targets for one area of need identified for this young person.



Name of young person	[REDACTED]
Class	[REDACTED]
Pathway	Semi-Formal
Flat	Day student
Names of staff attending the target setting meeting (from school, care and therapy)	[REDACTED]
Date targets set (meeting date)	11.7.22
Staff responsible for ensuring monitoring of targets takes place and for collection of evidence	All staff within school

The targets and associated strategies are based on information contained within the Education Health Care Plan, Sensory Profile, Communication Profile. Learning intentions and strategies were compiled by a team around the young person, including teacher, Head of School, Deputy Head and clinical team.

The purpose of this document is to provide information for staff to inform planning and approaches used to ensure that every young person makes the best possible progress. This is a working document which can be added to at any point.

<p><b>Social, Emotional and Mental Health</b></p> <p><b>B1</b> – To participate in shared structured game at lunch time.</p> <p><b>B2</b> – To tolerate losing within a structured familiar game.</p> <p><b>B3</b> – To know what appropriate touch and comments with different people in his life, including where they can and can't touch him.</p> <p><b>B4</b> – To know what a positive friendship is.</p> <p><b>B5</b> – To know who can help him in the community.</p>	<p><b>B1 and B2</b></p> <p><b>Where he started:</b> Xx when regulated, can participate in structured games with his peers within the class. Xx can struggle with taking turns, losing games. Currently, he says it ok because he is aged xx and so can lose an even number.</p> <p><b>Strategies which can be used at school and home/care:</b> Adult modelling of team-based games – outdoor games. Lunch time club/activities – given a choice PE sessions to incorporate social interaction skills. Pairing up with roles models for some sessions.</p> <p><b>What good progress will look like:</b> Xx will be able to take part in game, following social rules, accept when he hasn't won. Xx will participate in a range of team based games successfully at lunchtime.</p>
	<p><b>B3</b></p> <p><b>Where he started:</b> Xx he craves touch and hugs and will often show negative behaviours to get the contact. Xx has witnessed a range of behaviours, and has tendency to copy.</p> <p><b>Strategies which can be used at school and home/care:</b> Regular PSHE sessions, monitored by PSHE coordinator/Clinical team. Visuals and social stories to support understanding.</p> <p><b>What good progress will look like:</b> Xx will be able to request/receive the tactile input he craves, through sensory input. Xx will be identify places on a body map that it is not okay for others to touch and who he can share this with.</p>

Appendix 2 Learning Passport Example

**Rainbow**

Developing engagement PE

I react and show an interest in different movements around me/ moving objects/balls

I show enjoyment in a range of movements: jumping, running, rolling, rocking, pushing and pulling

I can engage in co-active exploration of movement; perform different actions

I ask/reach/gesture for more a favourite action/movement activity

I am starting to anticipate when I am using equipment: swings, trampoline, scooters

I will engage in movement activities for a short period.

**Bronze**

I can kick a ball without losing balance

I can play send and receiving games with another person.

I can throw a ball or beanbag towards a target

I can jump forward and backwards

I can jump over obstacles (up to ten cm high)

I can follow instructions walk, run, jump and hop.

I can link actions in a dance.

I can climb a small climbing frame.

**Silver**

I can attempt to catch a ball or bean bag with two hands.

I can throw a bean bag or ball in the air and catch it.

I can throw a ball with one hand

I can hop on one foot.

I can take part in running races.

I can follow rules in a staff lead structured team game.

I can combine a series in movements in dance

**Gold**

I can aim a ball towards a goal

I can kick a ball in a specific direction

I can attempt to hit a ball over a small net.

I can perform a simple dance sequence

I can follow the rules in a game.

I can jump accurately from standing position.

I can take part in a relay.

I can jump over different heights/distances.

**Appendix 3 – Summary of Progress Expectations**

**Expectations of Progress**

There is little published information about expected rates of progress for pupils with complex special educational needs, including learning difficulties and difficulties associated with social and emotional development and mental health issues. This includes most of the learners at Barton School and so it is necessary to draw on information from the existing cohort of learners. The following rates of expected progress have been defined to form the basis of target setting for the academic year 2022-23, for pupils at Barton School. At the end of the year these will be reviewed and refined if necessary.

The pupils are divided into 4 Cohorts (see fig.1). Scores from cognitive assessments using the British Ability Scale (BAS) for Children, are used to provide a starting point. Other factors are also taken into consideration, including the range and nature of the social and emotional difficulties experienced by the young person and the impact that this has on their learning, specific issues relating to the learning profile of the young people (for example, if the learning profile is very uneven), the verbal comprehension and language skills of the young person etc. Expectations are agreed in consultation between teachers and the Educational Psychologist who works at Barton School. Expected rates of progress within each pathway are open to reassessment at any time if it seems as if an error of judgement has been made.

Cohort	Target as a percentage of a stage	Pathway
Pupils with overall cognitive abilities considered to be within the average range (IQ score generally within the 90- 110 range)	90%- 100% progress per academic year	Formal - Orchard
Pupils with overall cognitive abilities considered to be within low average range (IQ score generally within the 80-90 range)	70% - 90% progress per academic year	Formal – Orchard / Semi-Formal -Woodland
Pupils with overall cognitive abilities considered to be within very low average range (IQ score generally within the 65-80 range)	50%- 70% progress dependent on other factors	Semi-Formal – Woodland
Pupils with overall cognitive abilities considered to be within low average range (IQ score generally below 70)/unable to access formal tests.	Not assessed using National Curriculum – teacher judgement	Semi-Formal – Woodland /Pre-formal – Meadow Steppingstones

This provides a starting point for considering which Pathway is appropriate for each young person, but other factors are also considered alongside formal assessment results.

These include:

- Age and IQ score -Reading age

- Fluidity of learner’s profile
- Specific learning needs and barriers
- Physical and medical needs
- Social, Emotional and Behavioural issues
- Sensory profile
- Home/ social care involvement
- Time and settlement at school

### **Rationale for expectations of progress**

Rationale for Setting Rates of Progress A review of relevant literature indicates general agreement that “high expectations and good progress are entitlements for all learners” (DCSF 2009). However, there is also agreement that issues around effectively measuring progress and what might be considered ‘good’ progress for learners with complex learning difficulties are yet to be resolved. Progression Guidance 2009-10 in defining a ‘national expectation’ of progress sets out that “for learners identified as having SEN, who are working within age-related expectations, this [same] expectation applies” (DSCF, 2009).

Baseline assessments indicate that the majority of our students are working more than 3 years, below their expected. This suggests that many of the learners at Barton School do not form part of the population to which the national expectation of progress applies.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world.

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