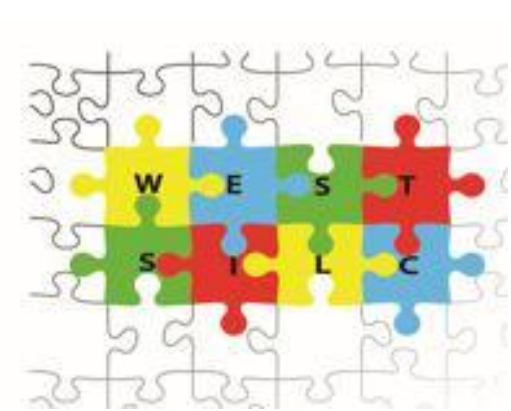
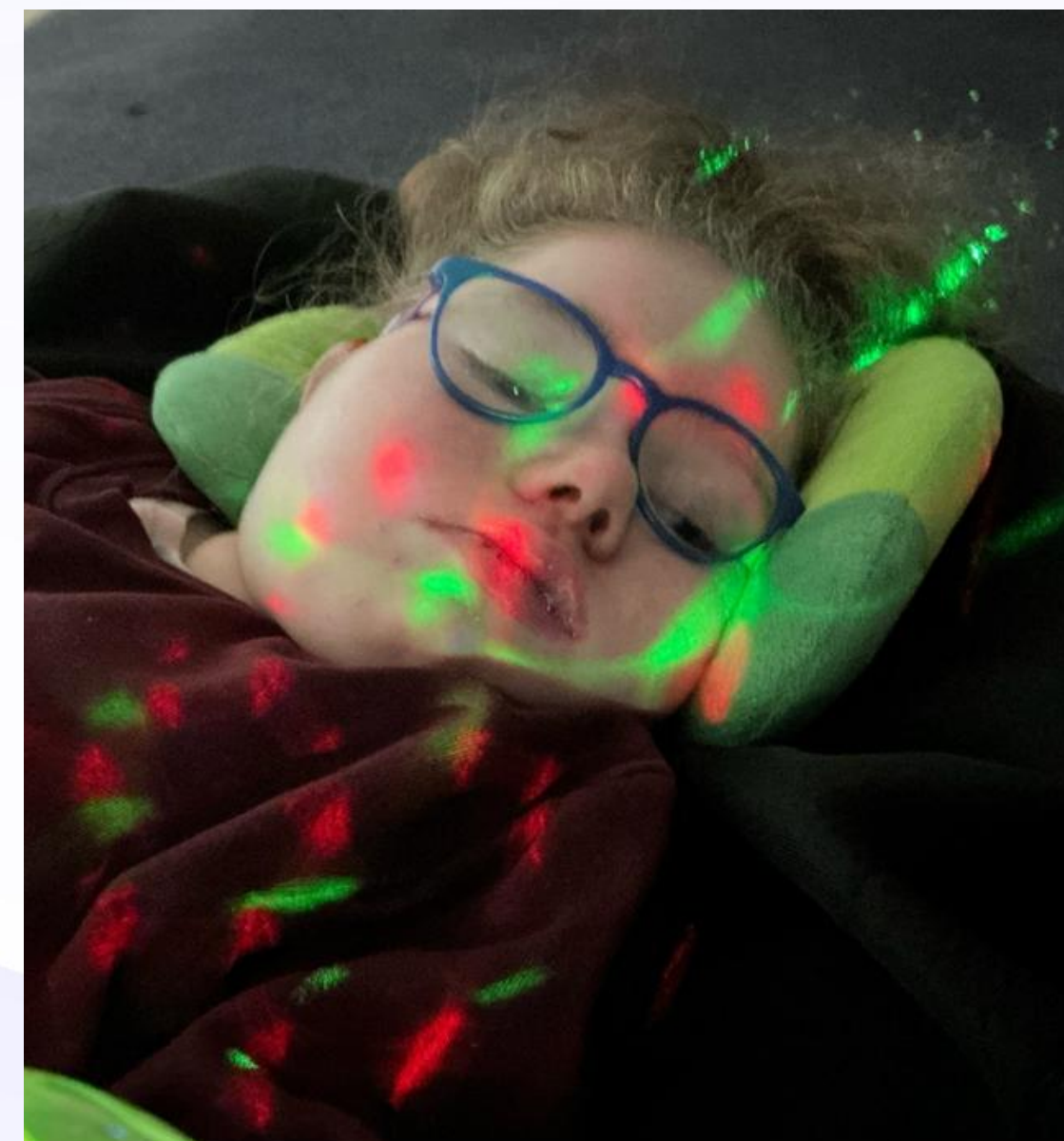
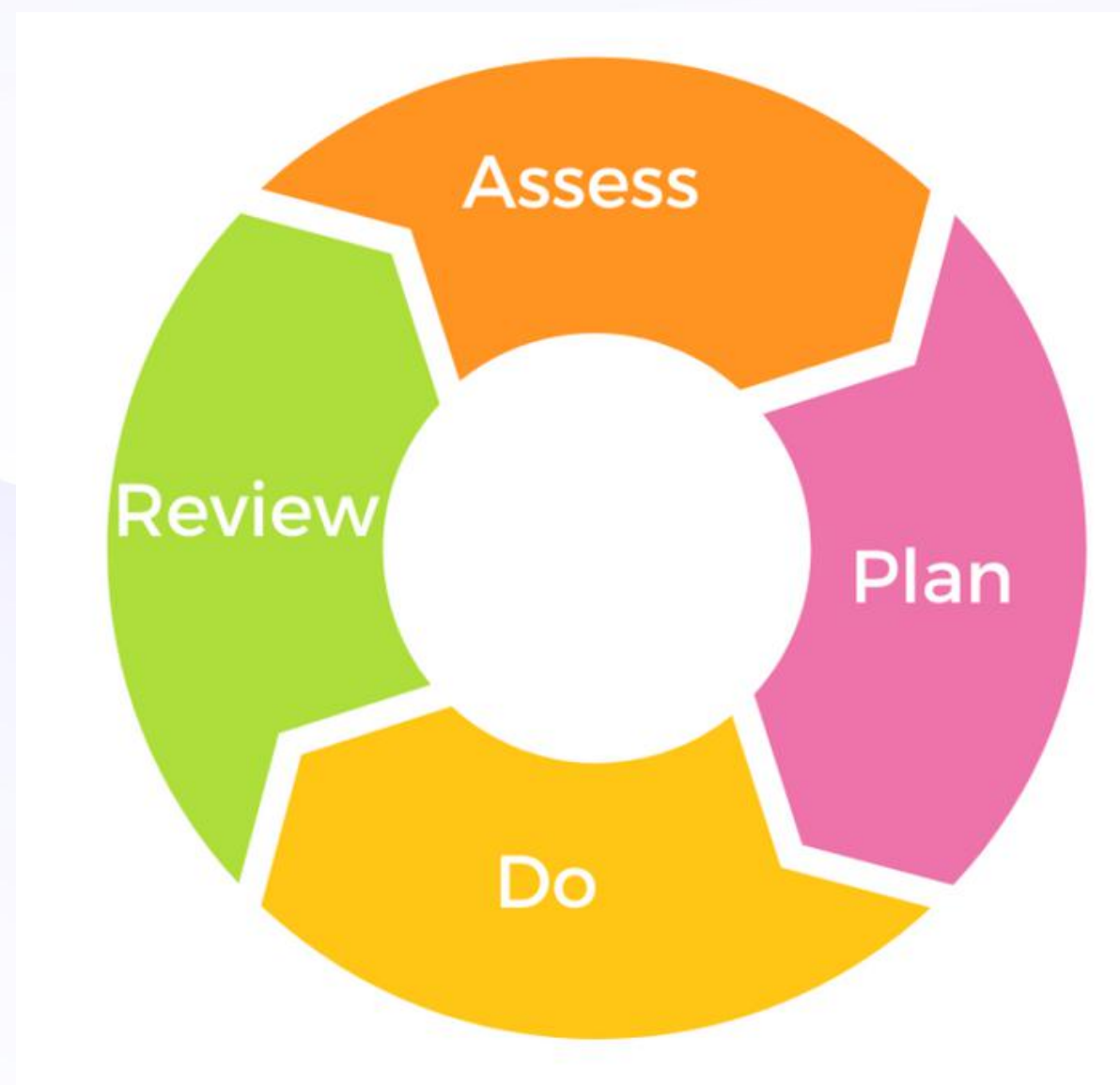




Supporting Learners at West SILC





At West SILC, all learners (with occasional exception of an assessed placement) have an Education, Health and Care Plan (EHCP), which outlines their individual learning, health, and social outcomes. We use a graduated approach — Assess, Plan, Do, Review — to ensure that every learner makes meaningful progress. Our approach is evidence-based, personalised, and engagement-focused, combining multiple tools and strategies to meet each child's unique needs.

Assess – Understanding Each Learner's Needs

We begin by gathering detailed evidence about each learner's skills, strengths, needs, and engagement patterns:

SENIT Developmental Journal (EYFS): Tracks early developmental milestones across communication, physical, cognitive, social, and emotional areas.

PACERS: Measures academic and cognitive skills for learners beyond the Early Years.

SCERTS: Evaluates social communication, emotional regulation, and the support learners need to engage effectively.

Engagement Model: Observes attention, curiosity, initiation, persistence, and responsiveness, particularly for learners working below pre-key stage standards.

Evidence for Learning: Central digital repository for all observations, work samples, therapy notes, and video evidence.

Strides: Maps small, achievable steps for each EHCP outcome, providing a visual representation of progress.

Example: A learner with an EHCP outcome to “develop early communication skills” may be assessed using SENIT, SCERTS, and the Engagement Model to identify what communication behaviours they can already perform and the next achievable

Plan – Individualised Learning and Interventions

After assessment, we plan learning based on small, achievable steps aligned to each learner's EHCP outcomes:

Evidence-based planning: Assessment data from PACERS, SCERTS, SENIT, Engagement Model, and Strides informs interventions.

Tiered support:

Universal strategies: Support that benefits all learners, e.g., structured routines, visual timetables, and classroom adaptations.

Targeted strategies: Small group or 1:1 sessions for specific goals, e.g., speech and language therapy, social skills groups.

Specialist strategies: Highly personalised interventions for learners with complex needs. This may include educational psychologists, occupational therapists (OT), and speech and language therapists (SALT).

Engagement-focused: Planning considers attention, motivation, and participation to ensure learners can access learning effectively.

Tracking next steps: Strides visually maps progress, showing which steps have been achieved and what comes next.

Recording: Plans and evidence are stored in Evidence for Learning, linking each small step to observations, work samples, and therapy outcomes.

Example: A learner working on social interaction may have SCERTS-informed sessions, small group practice for turn-taking, engagement targets, and SALT input to support communication skills.

Do -Delivering Teaching and Interventions

At this stage, we implement planned interventions while monitoring progress and engagement:

Staff deliver strategies based on the plan:

- PACERS-informed academic teaching
- SCERTS-informed social and emotional interventions
- SENIT-based developmental activities in EYFS
- Engagement-focused activities to support participation and motivation
- White Rose Maths
- Talk for Writing
- Total Communication

Recording progress:

- Achievement of small steps is tracked in Strides.
- Learning engagement is monitored through the Engagement Model.
- Evidence from lessons and therapy is uploaded to Evidence for Learning.
- Real-time adaptations: Activities, supports, or teaching strategies are adjusted to maintain engagement and promote progress.

Example: A learner who finds English tasks challenging may have tasks simplified, visual prompts added, or sensory breaks provided. Progress and engagement are monitored for ongoing review.

Review – Evaluating Progress and Refining Next Steps

We regularly review progress to ensure interventions are effective and achievable:

- **Review cycles:** Termly or half-termly, depending on the learner's pathway.

Evidence considered:

- ·Strides → small steps achieved
- Evidence for Learning → observations, work samples, therapy reports
- ·PACERS → academic/cognitive progress
- SCERTS → social/emotional progress
- ·SENIT → EYFS developmental milestones
- ·Engagement Model → learning behaviours and participation

Adjustments:

- Update small steps and EHCP outcomes
- Modify teaching strategies or intervention intensity
- Ensure interventions remain appropriate for the learner's developmental stage and engagement level

•**Multi-professional input:** Teachers, therapists, and specialists meet to review progress, share insights, and plan next steps.

Example: If a learner has improved engagement and communication but has not yet met a specific academic step, new small steps may be added to build on progress, ensuring motivation and continued achievement.

Key Principles of Our Approach

Evidence-based: Decisions are informed by multiple validated tools and observations.

Individualised: EHCP outcomes are broken into small, achievable steps tailored to each learner.

Engagement-focused: Progress is measured by both skills achieved and how learners interact with learning.

Tracked digitally: Evidence for Learning provide a clear record of progress over time.

Regular review: Termly or half-termly assessments ensure interventions remain relevant and effective.

Multi-professional collaboration: Teachers, therapists, and specialists work together to assess, plan, deliver, and review learning. Specialist support can include educational psychologists, occupational therapists (OT), and speech and language therapists (SALT).

Summary

Our approach ensures that every learner receives personalised, evidence-based support to achieve their EHCP outcomes. By combining structured assessment tools, engagement monitoring, small achievable steps, and robust tracking, we can demonstrate clear progress, celebrate achievements, and respond quickly when adjustments are needed.

