

2.4 PERSONALISED SUPPORT

Themes:

- Universal support
- Targeted support
- Removal of barriers to learning

This indicator focuses on the provision of high-quality support that enables all children and young people to achieve success. It highlights the importance of wellbeing and involving children and young people in decisions about how their needs should be met. Strong partnerships with parents and other partners who support children and young people are essential. Monitoring the impact of interventions and making timely adjustments to practice are key to providing highly-effective universal and targeted support.

Level 5 illustration:

■ Universal support

All children and young people are benefitting from high-quality universal support. We have an effective strategy for securing positive relationships and behaviour which all staff and partners take responsibility for implementing. Children and young people are at the centre of all planning, as active participants in their learning and development. Our children and young people have frequent opportunities to discuss their learning with a key adult who knows them well, helping them to set appropriate next steps. This enables them to review their own learning and plan for next steps, gain access to learning activities which will meet their needs, work with a range of partners, and prepares and supports them through changes and choices. Learning targets are in place specific to individual learners, built on prior learning and reviewed and evaluated systematically with next steps based on their progress. All staff know and respond very well to the individual needs of children and young people and promote and support their wellbeing. Tasks, activities and resources are effectively differentiated to ensure appropriate pace and challenge for all learners. Our staff and partners work effectively together to increase their ability to meet the needs of our diverse learners through effective use of professional learning, support and specialist resources.

■ Targeted support

Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required. We fully adhere to legislative requirements and provide all children with additional support needs with high-quality targeted support, including highly-able children. We recognise the important role of parents and partners with specific expertise in supporting children and young people. Children, parents and partners are fully involved in decisions about learning and support. Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.

■ Removal of barriers to learning

Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty. All children with a disability, health issue or social and emotional needs benefit from high-quality targeted support. The school works with key partners to remove barriers to learning and provide an inclusive learning environment.

Features of highly-effective practice: Challenge questions:

- ✓ Both universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning.
 - ✓ There are high expectations for all learners across the school.
 - ✓ Children requiring additional support have high-quality individualised and meaningful progression pathways.
 - ✓ Learners' needs are identified through robust assessment information including specialist input where required.
 - ✓ Staff make effective use of staged intervention processes and the named person service to ensure children and young people's needs are met.
 - ✓ Relevant support staff are involved in planning and reviewing support for individuals and groups of learners.
 - ✓ Children and young people and their parents/carers are fully involved in decisions about how their needs will be met.
 - ✓ Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for all learners.
 - ✓ Effective partnership approaches are embedded within planned programmes and support processes.
 - ✓ There is a strong ethos across the school to minimise the impact of potential barriers to learning.
 - ✓ Staff reflect on their own practice and work collaboratively with others, including stakeholders, to build their capacity to meet the needs of all learners.
 - ✓ The school reviews the progress of all children effectively, including those with additional support needs. They can provide reliable and valid evidence to support this process.
- ✓ How well do staff know learners as individuals?
 - ✓ Does the school have effective assessment systems in place to identify the ever-increasing diverse needs of children?
 - ✓ Are there robust arrangements in place to ensure all learners have regular communication and discussions with a key adult to review their learning and plan next steps?
 - ✓ How effective are profiling processes across the school?
 - ✓ Do staff consider whether their learning and teaching and assessment approaches meet the needs of diverse learners?
 - ✓ Are staff able to access effective levels of support and training to build their capacity to engage with the needs of diverse learners?
 - ✓ How good is our understanding of differentiation? Do staff and partners use a range of approaches that meet the needs of all learners?
 - ✓ How well does our curriculum planning meet the needs of different groups of learners?
 - ✓ How effectively do we involve parents and partner agencies to ensure learners benefit from the right support at the right time including next steps in learning, changes and choices?
 - ✓ How do we know if personalised support is having the desired impact of improving outcomes for learners?
 - ✓ To what extent is our school an inclusive learning environment?