

## Extended / Personalised Learning Policy

### Aims & Ethos

At Marland School we believe in utilising the most appropriate forms of learning opportunities to help to meet the individual needs of each student on a personalised basis. We aim to offer students a personalised Learning experience that will help to meet their emotional and social needs, stabilise their behaviour and maximise their learning potential, progress and achievement.

Learning experiences may include time outside of a formal classroom situation, either individually or as part of a group. We work in partnership with external providers, colleges, community groups and employers to ensure our students receive the best possible education across our 24 hour curriculum. We work with individual students to identify their needs, strengths, interests and areas for development with the overall aim being to create an appropriate, worthwhile but challenging educational experience for them all. This, taken from the previous *'Every Child Matters'* criteria, will ensure they *enjoy and achieve* and thus in the future *will achieve economic wellbeing and make a positive contribution to society*. This approach will also ensure that students get involved in community projects to help them to *make a positive contribution to the school and local community*. Due to the nature of some of the Personalised activities we ensure the students are always fully briefed in relation to Health and Safety, ensuring they *stay safe* when accessing Extended Learning activities. Many of the opportunities involve physical work, this assists in the students *being healthy*. The ethos of the whole programme is in essence to ensure that *"our students become active members of society when they leave, making a positive contribution to society, enjoying and achieving economic wellbeing and staying healthy and safe"*.

### Personalised Curriculum

We aim to offer all students access to a curriculum that maximises their interests and potential, Monitored through referrals made to the Extended Learning Team by Tutors and Teaching and Learning staff. Any extended learning opportunities are monitored by the Tutor and Head of Teaching and Learning to ensure the student receives an educationally balanced and compliant timetable. Where KS4 students may miss timetabled English or Maths lessons these sessions are delivered in timetabled Personalised Learning (P.L) Lessons. Students also receive targeted 1:1 interventions to help close any identified gaps in their learning.

### Discreet Personalised Packages

- All Personalised Learning packages that are in addition to our personalised approaches to our standard broad and diverse curriculum offering will only be undertaken after agreement through a multi-agency Pastoral Support Planning meeting or other such formal multi-agency meeting to which both the student and his parents/carers and associated link professionals will be invited.
- All monitoring of off-site provision for purpose of safeguarding & quality assurance is undertaken on an appropriate regular basis (often weekly through verbal updates at pick-up or via phone).
- A Personalised package will be offered to those students who would most benefit from such an experience, in order to maintain their placement at Marland, to achieve their full holistic potential (social, emotional, behavioural and educational) and to successfully

complete their education. All students will be entitled to personalised packages if identified by the Marland Senior Leadership Team (SLT) as requiring such intervention needs and agreed by the LA SEN Commissioner. Eligibility is individually assessed prior to determining where/how these needs can be most appropriately met.

- All such packages will only be created after full discussion and agreement by all involved parties and under the direction of the Marland SLT, the Extended Learning Co-Ordinator will establish, monitor, manage and review such packages accordingly.
- Parents and carers will be fully involved at all stages in the process and such packages will only be set up after full consultation with them and with their explicit consent. Similarly, written consent will be sought for any offsite provision provided as part of such a package.
- Student's behaviour on placements will be monitored and the school will withdraw any students who do not conform to the schools acceptable behaviour policy.
- All placements will be checked to ensure adequate insurance cover, all activities will be risk assessed by providers.
- Personalised Learning packages may include college, work experience, community work, voluntary work and other experiences judged to be appropriate by T&L Staff.
- Personalised Learning will aim to compliment not replace school based education.
- With the consent of parents/carers and with the approval of SLT and the 0-25 SEN Team, some provision may be sought in the student's home area.
- Wherever possible provision will be sought that facilitates external accreditation / qualifications in addition to placement reports and record of achievement. However, all provision will be deemed to be a positive experience for the students and have measurable learning outcomes.
- There will be no additional costs to parents/carers. *Personalised Learning* is considered to be an essential part of the school curriculum for students identified with such explicit need.

### **Quality Assurance of Extended Learning Providers**

Providers are identified in three categories:

#### **Educational Provider**

- Where there is an academic programme/qualification attached:
  - Educational packages.
  - Commissioned intervention.
  - Further Education College transition/support programmes.

#### **Vocational Provider**

- Where the placement is in the workplace and may have a programme/qualification attached:
  - Work Experience placements.
  - Wings Trax Motor Vehicle – Grow Jigsaw Carpentry.

## **PLP Provider**

- Where the placement is more experiential and engagement but may have a programme/qualification attached:
  - Horwood Coombe Forest School.
  - Internal Programmes.
  - Intervention workers.
  - Wings Horizons.

The providers we work with are not limited to the examples shown above, other partners may be engaged to meet the dynamically changing needs of our student cohort.

## **Basic requirements from Providers**

- Outline programme identifying staffing, activities, resources and venue.
- Qualifications (including date of DBS) and experience of adult/staff working with students.
- Service Level Agreement.
- Student attendance record for 'home-based' activities.
- End of programme report on each student if shorter than a term. If longer then reports are required termly.
- For Educational programmes session/work sheets to be fed back to Marland Subject Coordinators via email.

## **Support to the Provider from Marland School**

- We will communicate with the Provider any student absence or other issues that may arise during the programme.
- We will respond to a communication (e.g. phone call) from Providers as soon as possible.
- We will visit the placement at agreed intervals and complete a Monitoring form. A copy will be forwarded to the Provider.
- We will communicate regularly (at least fortnightly) with Providers who are working a distance from the Marland School sites.
- We will forward end of programme/termly report forms to Providers.
- We will complete the administration of entries for qualifications and oversee examinations. unless it is agreed as part of the Providers remit.

## **Monitoring of Off-Site Provision**

Off-Site provision, in the wake of the Taylor Report will be monitored both formally and informally.

- Informal monitoring will happen on a regular basis when students are dropped-off / picked-up from the provision. This will only be recorded internally through our secure online system.
- Formal Monitoring will be completed through a 2 step recorded process.
  - In the first half the term in which the programme has begun, a formal verbal review of how the programme has settled, which will be recorded in the step 1 part of the Quality Assurance Monitoring Form.
  - In the second half of the term in which the programme begun, a formal visit and observation will take place, and will be recorded on the step 2 part of the Quality Assurance Monitoring Visit form.
- This process will include all off-site provision monitoring, i.e. both Work Experience and Alternative Providers.