

MCC ALN Quality Assurance Process

See Task and Finish Group Terms of Reference for develop of the process.

School → Cluster → Local Authority

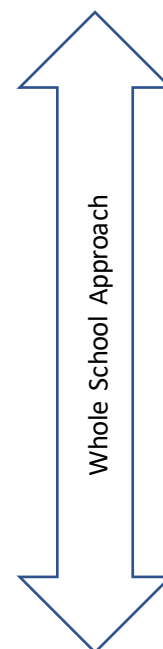
School Based QA

School Development Plan / Team Action Plans

All SDPs should have objectives linked to ALN. These should be reviewed in-line with the SDP review process within the setting and shared with the Governing Body. The method of review may take a RAG Analysis approach. In larger settings, Team Action Plans (linked to specific co-ordinators or faculties / subject areas) should have a line of sight to the SDP. This also links to Performance Management processes within settings. The on-going review of staff objectives linked to ALN feeds into the QA process.

Graduated Response

Universal	Learning Walks, Work Scrutiny, Learner Voice, Data analysis – impact at a departmental level, learner review / summit meetings, catch up / waves of intervention impact and tracking.
Universal Plus Provision	As above, include ALN Lead / Team Learning Walk and work scrutiny – focused by areas of need / year group, OPP PCP Reviews with student and parents, data analysis on an individual level – rate of progress from baseline
Targeted	As above, Fortnightly meetings tracking learner progress with ALNCo, baseline (qualitative / quantitative) and review at ‘end’ point, SMART targets reviewed, impact on progress in lessons (determine transference of skills), PCP review, transference of skills – teacher views, number of students meeting the ‘exit’ criteria
Specific ALP	As above, formal annual reviews, short term SMART target review, tracking and monitoring of progress through SIMS or B-Squared where appropriate, impact on independence and resilience, parental / professional views, student views



This should lead to the review of the Provision Map for the setting and the training delivered to support.

One Page Profiles – explore as a school team – at least twice annually based on review period

- Case Study examples of best practice shared
- Development of the OPP
 - Has the child / young person's voice been captured? How if unable to verbally commit?
 - Have the parents' views been included? What is the percentage of parental engagement in the process of developing and reviewing OPPs?
- Key question focus:
 - Are they specific?
 - Do they reflect the views of the child, parents and professionals?
 - Does the 'how to support me well' provide specificity to teachers and can it be implemented consistently?
 - Is the language accessible to all?
- Impact on learning in mainstream lessons:
 - Are the OPP used in planning and delivery? Is this evidenced through learning walks, staff feedback, learner voice and work scrutiny?
 - Is the content relevant to lessons?

Individual Development Plans – explore as a team – focus areas of need at least annually (size of school and number of IDPs development)

- Case Study examples of best practice shared
- Threshold:
 - Does this meet the threshold for ALN and ALP? (Use the two tests)
 - How does this link to the school provision map? (Refer to individual areas of need and thresholds)
 - What approaches in-line with the graduated response have been taken?
- Key question focus:
 - Are the ALN needs identified in a clear and specific manner?
 - Does the document take into account learner voice?
 - Are parents' views, wishes and feelings recorded accurately?
 - Is the provision identified linked to the barriers to learning?
 - Are the outcomes clear and specific?
- Monitoring and Tracking:
 - Do we have short-term targets which allow us to work towards the longer term outcomes identified in the IDP?
 - What evidence are we using to track and monitor progress?
 - If progress is not evident, what steps can we can to ensure progress can be made?

Cluster Based QA

Graduated Response – annual review of provision across settings

- Sharing of Provision Maps across the cluster
- Discussion around findings of graduated response QA in each setting – Where are there positive impacts? What are the areas for development? What can we learn from each other?
- Opportunities for ALN Learning Reviews across settings to collectively conduct learning walks, work scrutiny, data

Cluster Based Panel - Requests for ALN – as needed, at least termly reviews

- What evidence has been collated? Use ticklist provided
- What does this show?
- Where does the child / young person sit on the provision map?
- Does the child / young person have an ALN requiring ALP in the setting?

One Page Profiles and Individual Development Plans – Termly QA across settings

Share examples and use the focus questions above

- Do these meet the expected threshold in the graduated response?
- Is there consistency of approaches across the cluster?
- What works well? What does not work well?

Clusters will share best practice and provide support across the cluster.

Local Authority QA

Annual QA Sessions, to include EPS, ALN Statutory Team, Health / Social Care / SNAP representatives

Group based approaches exploring examples in all key areas

EAS and School Improvement Partners support the whole school QA process, this should include ALN

Provision Maps and Graduated Response

- Share provision maps from each setting
- Explore content – entry and exit criteria, impact of provision
- Are all areas of support available? Are there any gaps? If so, what training needs can be identified?
- Link to LA ALP and thresholds
- Consider number of children / young people at each stage

OPP

- Share examples
- Consider consistency across the LA
- Explore content and questions, as above
- Consider any targets recorded on OPP – are these SMART?

IDPs

Annual LA moderation session, ALNCos, ALN Statutory Team and Inclusion Team members invited

- Share examples, discuss content, threshold and process – link to the agreed template demonstrating the requirements of an IDP
- Explore the steps taken to come to the IDP through case study information
- Explore content and questions, as above
- Consider consistency across the LA – threshold, process and content

LA based report to be issued following the meeting – what is working, what is not working, training requirements, actions moving forward.

Review

- The terms of reference will be reviewed on an annual basis.

Chapter 7 – LA duty to keep ALP under review

ALP Review – Clusters

Primary Schools – within the four clusters

Secondary Schools and PRS – secondary cluster

Rationale

To work with ALNCo colleagues to develop a collaborative quality assurance process around the graduated response to barriers to learning and ALP in schools. This will allow a collective sharing of best practice and identification of the areas requiring development.

Purpose

Chapter 7 of the Additional Learning Code outlines the duty on Local Authorities to keep the ALP across the schools under review, in order to identify any insufficiencies. The system of delegated budgets means the majority of ALP is provided for within the school and therefore this requires exploration and evaluation. Alongside this, in nearly all of our schools, the ALNCo is a lone role and can feel quite isolating, with a significant responsibility and workload. Working in collaboration with other ALNCos in a similar position will allow identification and sharing of best practice to further develop and refine our systems and processes around ALN.

Process

Over the course of a two-year period, a date will be identified by each setting for a QA visit – this visit will include a senior LA Officer from the Inclusion Service and members of the cluster of ALNCos. The focus will be on the support schools have in place to enhance progress of pupils with barriers to learning and ALN.

Prior to the visit, key paperwork will be prepared, shared and explored by the support self-evaluation team. This may identify specific areas of exploration for the school visit.

- Exploration of key paperwork, including:
 - Self-evaluation document
 - ALN Policy
 - ALN Action Plan / ALN Areas in the SDP
 - Finance Evaluation Form
 - Staffing Structure
 - Provision Pyramid
 - Graduated response register
 - Pupils with a disability register
- Identify any further specific areas of focus around BtL, ALN and ALP, for example:
 - Role of TAs in enhancing progress
 - Tracking and monitoring of intervention outcomes
 - Impact of targeted support
 - Areas of need identified and addressed
- Collaborative school visit (at least a half day visit), including activities to QA the agreed areas:
 - Learning Walk
 - Pupil Voice
 - Work Scrutiny
 - Staff engagement

- Exploration of OPPs and IDPs
- Exploration of the inclusive and accessible environment

Outcome

Mid-point review of ALN Action Plan / SDP areas connected and refine further actions required.
Development of a shared bank of best practice, including resources, policy and practice, systems and processes, training opportunities.

ALP Review – SRB

Rationale

To work with SRB Lead Teachers to develop a collaborative quality assurance process around the ALP provided across Monmouthshire's SRBs. This will allow the continued review of ALP through a collective sharing of best practice and identification of the areas requiring development.

Purpose

Chapter 7 indicates that local authorities (LAs) must keep under review the arrangements made both by the authority, and by the governing bodies of the maintained schools in its area, for CYP who have ALN. Keeping ALP and other arrangements under review, is a key part of local strategic planning and decision making. It will enable LAs to assess current and likely future needs and secure sufficient provision and services to meet those needs. The duty involves the LA considering, at a strategic level, what provision there is to meet needs; whether that provision is sufficient and if insufficient in any respects, considering what to do to remedy the matter; and consulting as the authority considers appropriate during that process. As part of the review process the ALN Code indicates that a LA should also review data and evidence on the effectiveness of current provision in meeting children and young people's needs and improving the outcomes they achieve. SRBs remain LA ALP and our aim is to ensure there is a consistent and equitable approach to meeting the needs of children and young people with complex ALN in our SRBs.

Process

Over the course of a two-year period, a date will be identified by each setting for an ALP Review visit – this visit will include a senior LA Officer from the Inclusion Service and members of the SPOT Network. The focus will be on the ALP provided in the SRB and the impact this has on learner progress.

Prior to the visit, key paperwork will be prepared, shared and explored by the supported self-evaluation team. This may identify specific areas of exploration for the SRB visit.

- Exploration of key paperwork, including:
 - SDP / SRB Action Plan and updates
 - Staffing Structure
 - Staff PM Objectives, CPD Policy and processes
 - SRB Register with primary needs, class allocations, OPPs and Action Plans
 - Provision Pyramid
 - Curriculum offer and planning
 - Assessment information and pupil progress data
 - Community Links
 - Collaboration with other professionals

- Collaborative school visit (at least a full day visit), including activities to QA the agreed areas:
 - Meet with SRB Lead teacher, Headteacher
 - Learning Walk
 - Pupil Voice
 - Work Scrutiny
 - Staff engagement
 - Exploration of the inclusive and accessible indoor and outdoor environment

Outcome

Mid-point review of ALN Action Plan / SDP areas connected and refine further actions required.

Development of a shared bank of best practice, including resources, policy and practice, systems and processes, training opportunities.