

Induction & Initial Assessment



The cohort of children and young people referred to Action Learning share a profile of complex additional needs and are often disenfranchised from the learning experience. The initial engagement is often one of stabilising the situation whilst seeking to establish a baseline of strengths and specific needs which will serve as drivers for an emerging programme of learning. In order to accommodate the difficulties presented by a formal approach to initial assessment and a reluctance to engage in anything that is perceived as “school like”, the Action Learning team have a range of tools and approaches geared to re-thinking approaches for the collection of information. The need for an initial snapshot of a learner’s profile, abilities and areas for development has a number of core drivers:

- Identifying any specific learning needs
- Identifying an appropriate learning style
- Provide a snap shot of the individual’s personal development and wellbeing profile on entry
- Evaluating an appropriate social context for learning
- Evaluating an appropriate learning environment for the individual
- Identifying short and long term learning pathways
- Identifying short and long term targets for progress
- Establishing historical data on attendance and engagement
- Establishing prior rates of progress.
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These drivers will be evaluated by our team using a range of strategies and tools to access information.

Personal development and wellbeing: using low key approaches to evaluate a learner’s readiness to reengage and the core strengths and interests which may support reengagement.

As a result of the induction process for each individual they are able to personalise initial learning from these schemes. In its most basic form the personalised curriculum will be based on learner strengths and interests. Through the philosophy of a dynamic approach to the continuum of personal learning and regular review and target setting, the focus is on creating a broader and balanced curriculum over time; with an aspiration to bring the learner into a small group learning environment.

The strategy of planning to meet individual need is further applied to developing schemes of work in small group settings, where cohorts of learners at similar stages of progress will be encouraged to develop skills in social learning situations in preparation for long term mainstream opportunities.

Continuum of engagement:

Induction (base-lining)

Re-engagement

readiness to reengage and the core strengths and interests which may support reengagement. (Appendix 4:

Personal Development & Wellbeing Tracker)

Rate of progress: the initial assessment team will evaluate accessible data to give a reflective overview of previous progress.

Curriculum Planning

Learning Managers at the appropriate Key Stages have access to the range of curriculum planning

tools which cover schemes of work and mapping by Key Stage drawn from the QCA framework and

National Strategies. As a result of the induction process for each individual they are able to personalise initial learning from these schemes. In its most basic form the personalised curriculum

will be based on learner strengths and interests. Through the philosophy of a dynamic approach to

the continuum of personal learning and regular review and target setting, the focus is on creating a

broader and balanced curriculum over time; with an aspiration to bring the learner into a small

group learning environment.

The strategy of planning to meet individual need is further applied to developing schemes of work in

small group settings, where cohorts of learners at similar stages of progress will be encouraged to

develop skills in social learning situations in preparation for long term mainstream opportunities.

Continuum of engagement:

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Re-engagement

Emerging curriculum

Re-engagement curriculum:

Formative links to National Curriculum based on a learner's interests & strengths. Links to schemes that reflect ability of the individual to reflect the spikey profiles often found with the targeted learners.

(This may involve schemes both lower and higher than the year group of the individual)

Strong emphasis on literacy and numeracy where needed.

Emerging curriculum:

The development of a broader subject base linked to subjects from the wider National Curriculum. This may involve "catching up" with schemes taken from outside of the learner's age group.

(This may involve schemes both lower and higher than the year group of the individual)

Strong emphasis on literacy and numeracy where needed.

Developing curriculum:

The establishment of strong links to the national curriculum where appropriate or a functional and vocational approach to learning. The

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Signed Manager

M. Martin

introduction to group learning opportunities to improve learning in a social context.

This may lead to shared learning opportunities within a mainstream context in areas of exceptional strength when possible.