



LEARNING PROGRAMME POLICY

Chatten Free School

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Introduction

At Chatten Free School, the use of applied behaviour analysis, evidenced based practices and interventions is at the heart of the teaching. One major element of ABA is the use of data collection to keep records of progress and helps professionals make decisions regarding future targets and behaviour interventions. The data collected makes up the pupils learning programme, and this is what will be used daily by the tutor to collect information and what the teacher and BCBA will use to monitor current targets and make decisions relating to moving the targets forward.

Other policies to read in conjunction with this

When reading this policy, it may also be useful to read our:

- Assessment recording and reporting policy
- Chatten Curriculum
- Behaviour policy

The Chatten Curriculum

Chatten Free School follows its own curriculum and much of what follows is based around this focused and broad curriculum. To learn more please read our 'Chatten Curriculum Policy'

What will programmes look like?

Learning programmes will be uploaded on to the electronic data collection system, Hi Rasmus. Data will be collected on iPads where there is the ability to take comprehensive data including communication, challenging behaviour, teaching of life skills and the fundamental skills needed to have a happy and fulfilling life. Certain elements of the data collection system will be shared with parents as deemed appropriate and parents may be asked to collect data using Hi Rasmus from time to time to ensure continuity across the home and school settings.

Each target and skill domain will be graphed automatically, and these will be used to review the learning programme by the tutor, teacher and BCBA as needed.



Where will targets come from?

When the pupil transitions into the school, the initial programme will be decided by the information gained from the transition meetings by the teacher/BCBA. This will include interviews with parents, the EHCP, all about me document, the EFL quick assessment and information from any professionals working with the pupil such as SALT and OT. The initial programme must include functional communication target(s).

The addition of targets thereafter will be decided by the data collected from the initial assessments, ongoing work with professionals and the annual review of the EHCP. Adding targets to a pupil's programme is not limited to these resources and may come from other sources or adapted versions of all the above.

All targets must be written in a SMART way to ensure progress is shown and the targets are suitable for the evidenced based practices used at Chatten Free School.

The EHCP and the programme

The EHCP will be given to the teacher before the intake of the pupil. Some Elements of the EHCP such as section A, B, C, D, F and G. Section E of the EHCP which includes long, and short-term targets will be discussed and updated between 2-4 months of intake. This will include a meeting with parents, the pupil (if appropriate) and any professionals involved to ensure a holistic person-centred plan.

When do initial assessments take place?

Initial assessments using the essential for living assessment and/or the VBMAPP and any other assessment deemed necessary will be carried out within 3 months of pupil intake except in exceptional circumstances. The teacher will carry out the assessments in collaboration with the tutor and in some circumstances, the BCBA will be involved.

Who completes and monitors each step?

The pupils initial programme is developed by the BCBA in collaboration with the teacher. The teacher will share the programme with the class during a team meeting. The tutor and key worker (if different on intake) will have a separate meeting with the



teacher to discuss the programme, behaviour support plan and the data collection systems in place and answer any questions they have.

It is the responsibility of the tutor working with the pupil to monitor the programme daily and assess if progress is being made and report findings to the teacher.

If there is a flatline on a graph for 3-4 days, the tutor will report to the teacher for advice. The teacher will observe and make changes as necessary. If the changes to the programme are considered significant (changes to teaching procedure, additional antecedent intervention, new target or target put on hold or an additional procedure to teaching), then the BCBA is notified within 2 days via Hi Rasmus. If an additional 3-4 day flatline continues, the teacher will report to the BCBA/SALT/OT as appropriate and they will observe and advise within 3 days of report.

If there is a disagreement between the teacher and tutor regarding the programme, the tutor may seek support from the BCBA. There will be a trusted environment that fosters the ability to report issues with the programme or a pupil learning and asking for support without judgement.

It is the responsibility of the teacher to monitor the programmes biweekly to ensure they are up to date with progress, to plan for the next step targets/domains and add additional skills as needed/appropriate.

The teacher will be responsible for timetabling for each pupil, and this will be individualised dependent on the students needs and behaviour support plan. The timetable may need to be modified on a regular basis and the teacher will do this during the biweekly monitoring in collaboration with the tutor.

The tutor is responsible for making resources for the programme and planning individual sessions such as NET (natural environment teaching) lesson plans. Tutors can add new targets within a domain such as adding new matching pictures to a matching domain. This is to be done with permission from the teacher. However, the teacher is the one authorised to add new domains to a programme on Hi-Rasmus, such as a new task analysis or matching non-identical pictures when matching identical pictures has been mastered. The key worker is the only person with permission to change anything in regards to the pupils communication such as adding buttons to proloquo2go or adding 'I want' to a PECS book in collaboration with the SALT and BCBA.

How will we share information with staff on programmes?



When a pupil transitions into the school, the initial programme will be relayed to the team during a weekly team meeting. The tutor and keyworker (if different) will have a further meeting with the teacher (and BCBA if appropriate) to go into more detail of the programme and how data will be collected.

The tutors will receive regular training with the teacher and BCBA as the programme develops and are encouraged to ask for additional support as needed. Hi Rasmus will contain written instructions on how each target is to be taught and video modelling will be available for further clarity.

How often will targets, etc be reviewed?

The tutor will review the targets daily, at the end of the day. Targets will be reviewed biweekly by the class teacher who will make any changes as needed. The BCBA will analyse the data from the programme monthly (unless issues arise) to ensure they are up to date with all skills within the programme and offer any advice as needed. The reviewing of targets is constant and ongoing to ensure socially significant targets and effective teaching procedures and data collection systems.