

1. One-Page Profile (Person-Centred)

What people like and admire about me

- Honest, curious, kind, and methodical.
- Strong visual learner; enjoys structure and routines.
- Interests include farm vehicles/animals and computers.

What is important to me

- Predictability: knowing what will happen next.
- Clear expectations and visual information.
- Time and space to regulate using movement and stimming.
- Supportive adult relationships and consistent approaches.

How best to support me

- Understanding my EBSA through trauma-informed approaches.
 - Visual supports, social stories, and scripts shared with home.
 - Regular checking of my wants/needs using visuals/AAC.
 - Adult-mediated peer play with clear rules and modelling.
 - Scheduled movement breaks and meaningful classroom jobs.
 - Stimming is allowed, observed, and interpreted.
 - Short term academic targets with clear, numerated success criteria with frequent probes to check progress.
 - Personalised ABA-aligned reward systems with stickers to build to larger rewards.
 - ‘Can-Do’ lists to build confidence and esteem as a learner.
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2. Description of Additional Learning Needs (ALN)

Oscar presents with autism-related differences affecting:

- **Communication:** Limited expressive language; benefits from visuals, choice boards, sentence starters, and AAC.
- **Executive Function:** Support Oscar with clear visual routines and small, structured steps to help him plan, start, and complete tasks with increasing independence.
- **Social Interaction:** Requires explicit teaching and adult mediation to understand social rules (turn-taking, sharing).
- **Sensory Regulation:** Needs proactive regulation (movement breaks; permission to stim).
- **Academic Needs-** Precision Teaching with overlearning, sequential development of on-task engagement and short-term SMART targets with data monitoring.

- **Anxiety & Predictability:** Responds best to structured routines and priming.
- **EBSA:** Support Oscar through a trauma-informed approach that prioritises emotional safety, predictable routines, trusted adult relationships, gentle transitions, and flexible engagement to reduce threat responses and build confidence in attending.

These needs significantly affect access to learning without specialist, specified, and consistently delivered provision.

3. Additional Learning Provision (ALP) – Specified & Quantified

3.1 Teaching Assistant Support

- **Allocation:** 65% one-to-one support.
- **Named TAs:** To be assigned.
- **Home–School Meetings:** Tri-weekly meetings between family and named T.A. and additional meetings in response to potential/current crises.

3.2 Academic Development

- **Medium Term targets:** no longer than termly, devisable into three-weekly cycles of SMART, sub- targets in both English and Mathematics.
- Three-weekly probes to check progress.
- Content frequently devised around Oscar’s interest spectrum to match the SCERTS model.

3.3 Social Stories & Scripts

- **Frequency:** 2 × 30 minutes weekly, timetabled.
- **Delivery:** Co-created with Oscar by a named adult.
- **Sharing:** Printed/digital copies sent home after each new story.
- **Review:** Fortnightly for first 6 weeks.

3.4 Communication of Wants & Needs

- **Methods:** Visual choice boards, sentence starters, AAC as appropriate.
- **When:** At transitions; start/end of tasks; when signs of dysregulation appear.
- **Monitoring:** Brief daily tick-sheet.

3.5 Structured Peer Play (Adult-Mediated)

- **Frequency:** Planned sessions twice weekly.
- **Approach:** Explicit rules, modelling, visuals, success criteria.
- **Recording:** Simple rubric (e.g., turn-taking 1–5).

3.6 Movement Breaks & Classroom Jobs

- **Movement Breaks:** Scheduled every 10–20 minutes in afternoons + responsive breaks.
- **Jobs:** Practical roles matched to interests (resources, technology, animals if available).
- **Recording:** Simple regulation log.

3.7 Stimming (Sensory/Emotional Regulation)

- **Approach:** Permitted unless unsafe; used as information to adjust demands/support.
- **Plan:** Documented sensory/emotional regulation plan shared with all adults.

3.8 Curriculum Communication with Home

- **Cadence:** Weekly ‘next week’s learning’ overview; half-termly curriculum summary.
 - **Method:** Home–School Link Book and/or email.
 - **Content:** Key concepts, vocabulary, targets, progress updates.
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4. Arrangements for Securing the ALP

- **Responsible Staff:** Class Teacher (overall), Named TAs (daily delivery), ALNCo (oversight).
 - **Training:** All adults trained in autism-informed practice and Oscar’s regulation plan.
 - **Consistency:** Strategies used across lessons, breaks, and transitions.
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5. Review & Monitoring

- **Initial Review:** Fortnightly (first 6 weeks).
 - **Ongoing Review:** Termly IDP review with parents and professionals.
 - **Evidence:** Data probes, logs, rubrics, work samples, parent feedback.
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Individual Learning Plan (ILP)

(Embedded within the IDP to show day-to-day delivery and progress)

A. Priority Learning Outcomes (Short-Term)

1. **Communication:** Oscar will express choices or need using visuals where required and include reflective explanation of reasons.
2. **Social Interaction:** Oscar will participate in turn-taking with a peer during mediated play with no more than one prompt.
3. **Self-Regulation:** Oscar will use a movement break or permitted stim to return to task calmly within 2 minutes.
4. **Oscar will progress securely in English and Mathematics:** narrowing his gap with median peer attainment at each class monitoring collection point.

B. Teaching Strategies & Resources

- Visual schedules, social stories, scripts.
- Adult modelling and mediation.
- Sensory tools; movement jobs.
- Consistent language across home and school.

C. Success Criteria

- Clear, observable steps for each outcome (e.g., number of prompts; duration on-task; rubric score).

D. Monitoring & Evidence

- Daily tick-sheets; brief notes and daily use of the Home-School Link Book.
- Tri-weekly verbal summaries to parents.
- Half-termly progress reviews.

E. Home Contribution

- Use shared stories/scripts.
- Preview vocabulary/topics and offer pre-learning.
- Provide feedback at three-weekly meetings.
- Expert pro bono, evidence-based training for T.A.s. Teachers and School Leaders in the development and delivery of OFSTED/ESTYN-guided Outstanding inclusion

practices- in evidence creation, data monitoring and SMART targeting in compliance with most recent and up-coming legislation.

Weekly IDP / ILP Monitoring Tick Sheet

Learner: Oscar Evans Week Commencing: _____

Completed by: _____ Role: _____

1. Emotional Safety, Regulation & EBSA Support

Item	Tick
Predictable daily routine followed (visual schedule used)	<input type="checkbox"/>
Trusting contact with familiar adult prioritised	<input type="checkbox"/>
Flexible entry / transitions used when needed	<input type="checkbox"/>
Signs of anxiety noticed early and responded to	<input type="checkbox"/>
No forced escalation during stress responses	<input type="checkbox"/>

2. Communication of Wants & Needs

Item	Tick
Visual choice boards / AAC available daily	<input type="checkbox"/>
Wants/needs checked at key transitions	<input type="checkbox"/>
Oscar supported to express choices at task start/end	<input type="checkbox"/>
Communication checked before dysregulation escalated	<input type="checkbox"/>

3. Social Stories & Scripts

Item	Tick
Social story/script session delivered (Session 1)	<input type="checkbox"/>
Social story/script session delivered (Session 2)	<input type="checkbox"/>

New/updated stories shared with home	<input type="checkbox"/>
Scripts referenced back in real situations	<input type="checkbox"/>

4. Structured Peer Interaction

Item	Tick
Adult-mediated peer play session 1 delivered	<input type="checkbox"/>
Adult-mediated peer play session 2 delivered	<input type="checkbox"/>
Explicit modelling and turn-taking supported	<input type="checkbox"/>
Positive peer interaction observed	<input type="checkbox"/>

5. Executive Function Support

Item	Tick
Tasks broken into small, manageable steps	<input type="checkbox"/>
Visual reminders/prompts used for task completion	<input type="checkbox"/>
Adult modelled task initiation or organisation	<input type="checkbox"/>
Oscar supported to complete tasks independently where possible	<input type="checkbox"/>

6. Movement Breaks & Sensory Regulation

Item	Tick
Scheduled movement breaks provided (especially afternoons)	<input type="checkbox"/>
Responsive movement breaks used when needed	<input type="checkbox"/>
Classroom job offered as regulation support	<input type="checkbox"/>
Regulation improved following movement/job	<input type="checkbox"/>

7. Stimming (Sensory / Emotional Regulation)

Item	Tick
Stimming allowed without interruption	<input type="checkbox"/>
Stimming interpreted as communication	<input type="checkbox"/>
Adult response adapted based on Oscar's cues	<input type="checkbox"/>
No suppression or correction of safe stims	<input type="checkbox"/>

8. Curriculum & Home Communication

Item	Tick
Parents informed of upcoming learning	<input type="checkbox"/>
Link book/email updated this week	<input type="checkbox"/>
Targets/progress briefly shared with home	<input type="checkbox"/>

Weekly Reflection (brief)

What worked well this week?

Any concerns or emerging needs?

Actions for next week:

9. Short-Term Developmental SMART Targets – English & Maths

(Delivery and monitoring of agreed short-term targets)

English

Item	Tick
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English SMART target(s) clearly identified for the week	<input type="checkbox"/>
Target broken into small, achievable steps	<input type="checkbox"/>
Visual supports / scaffolds provided	<input type="checkbox"/>
Adult support appropriately faded where possible	<input type="checkbox"/>
Evidence of progress towards target observed	<input type="checkbox"/>

Maths

Item	Tick
Maths SMART target(s) clearly identified for the week	<input type="checkbox"/>
Concrete/visual resources used (e.g. manipulatives)	<input type="checkbox"/>
Task matched to Oscar's current developmental level	<input type="checkbox"/>
Repetition and overlearning opportunities provided	<input type="checkbox"/>
Evidence of progress towards target observed	<input type="checkbox"/>

Monitoring & Adjustment

Item	Tick
Brief data probe recorded (✓ / partial / ✗)	<input type="checkbox"/>
Target adapted responsively if needed	<input type="checkbox"/>
Progress shared with home	<input type="checkbox"/>

Why this checklist is strong

- Directly mapped to *specified* IDP provision
- Demonstrates delivery, not just intent
- Creates defensible evidence for reviews or challenge
- Light-touch and realistic for staff
- Supports Oscar without over-pathologizing
- Supports OFSTED evidence for Outstanding delivery
- Separates **English and Maths**, avoiding “general progress” vagueness
- Demonstrates **SMART targeting + data-informed adjustment**

- Aligns with ALN *Assess–Plan–Do–Review* expectations
- Very hard for a school or LA to dismiss as “already doing this”

How the Monitoring System Evidences Outstanding Leadership and Outstanding SEND Provision

Overview

The weekly monitoring system provides a structured, proportionate, and impact-focused mechanism for ensuring that **identified needs are met through delivered provision**, evaluated regularly, and refined responsively. It creates a live link between **strategy (IDP/ILP)** and **classroom practice**, which is a hallmark of outstanding systems leadership and SEND provision.

1. Outstanding Leadership

a. Strategic Oversight with Clear Accountability

- The system allows leaders to **see, at a glance**, whether agreed provision is being consistently delivered.
- Responsibility is explicit (class teacher, TA, SENDCo), enabling leaders to **hold roles—not individuals—to account**.
- Regular tick-based evidence supports leaders to **evaluate implementation fidelity**, not just intent.

OFSTED: Demonstrates that leaders “ensure that staff consistently implement agreed strategies” and that provision is not dependent on individual goodwill.

ESTYN: Evidences strong leadership through “robust self-evaluation linked to improvement planning”.

b. Data-Informed Decision-Making (Without Excessive Bureaucracy)

- Monitoring focuses on **what matters most**: delivery of provision, pupil engagement, regulation, and progress towards targets.
- Leaders can identify trends (e.g. gaps in delivery, time-of-day issues, training needs) without reliance on anecdote.
- The system supports **early intervention** rather than retrospective explanation.

Shows leaders are **evaluating the impact of provision**, not simply recording activity.

c. Strong Culture of Professional Trust and Consistency

- The checklist supports **shared understanding of expectations**, creating consistency across staff, days, and contexts.
- It reinforces a culture where staff understand *why* strategies matter, not just *what* to do.
- Leaders can triangulate monitoring evidence with observation, parent voice, and pupil voice.

✓ Inspectors see a **coherent leadership narrative**: what leaders expect, what staff do, and what pupils experience.

d. Compliance with Statutory Duties (Without Being Defensive)

- The system provides **ongoing assurance** that statutory IDP provision is being delivered.
- This reduces risk of reactive responses to challenge and demonstrates **proactive governance**.

✓ Both OFSTED and ESTYN view this as **high-quality governance and leadership maturity**.

2. Outstanding Provision for Learners with SEND / ALN

a. Provision Is Specific, Measurable, and Consistently Delivered

- Each element of SEND provision (communication, regulation, peer interaction, EF, curriculum access) is **operationalised into daily/weekly actions**.
- Monitoring ensures provision is **not diluted, forgotten, or replaced by generic support**.
- Tick-based systems suit autistic learners because consistency matters as much as quality.

✓ Inspectors see provision that is **precise, predictable, and embedded**.

b. Focus on Impact, Not Compliance

- The system explicitly tracks **whether strategies led to regulation, engagement, or progress**, not just whether they were attempted.
- SMART targets in English and Maths are monitored separately, preventing SEND pupils from being hidden within general progress measures.

✓ This aligns with both frameworks' emphasis on **progress from starting points**, not blanket attainment.

c. Trauma-Informed, Autism-Informed Practice Is Made Visible

- Emotional safety, EBSA support, stimulating, and regulation are monitored as **legitimate learning enablers**, not behaviour issues.
- This makes inclusive practice **observable and defensible**, rather than implicit or assumed.

✓ ESTYN in particular recognises this as strong inclusive provision that promotes wellbeing and access to learning.

d. Strong Home–School Partnership

- Regular, structured communication is monitored rather than assumed.
- Parents can see evidence that provision is delivered, reviewed, and adapted—building trust and collaboration.

✓ Inspectors consistently associate strong parental engagement with **high-quality SEND provision**.

e. Continuous Assess–Plan–Do–Review Cycle

The monitoring system operationalises the graduated approach:

- **Assess:** Needs and risks identified (anxiety, regulation, EF, curriculum access).
- **Plan:** Provision specified in IDP/ILP.
- **Do:** Delivery monitored weekly.
- **Review:** Adjustments informed by real evidence.

✓ This is exactly the cycle both OFSTED and ESTYN expect to see **in action**, not just in policy.

In Summary (Inspection-Level Statement)

The monitoring system enables leaders to maintain strong oversight of SEND provision while ensuring that support is consistently delivered, impact-focused, and responsive to need. It demonstrates high expectations, effective use of evidence, and a commitment to equitable outcomes, reflecting outstanding leadership and outstanding provision for learners with SEND in line with both OFSTED and ESTYN expectations.

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