

**Believe  
to Achieve**



# My Learning Pathway

**W**here do I  
want to be?

**I** need to be  
able to...

**S**omething I will  
have achieved is...

**H**ow will I get  
there?

**LEARNING LINK**  
MULTI ACADEMY TRUST  
*stronger together*



# My Learning Pathway

'Stronger together to shape the future'

## Introduction

Our vision for children with special educational needs and disabilities is the same as for all children and young people, which is that they achieve well, make a **positive** contribution and lead happy and fulfilled lives. We are passionate about the learning of all our children and *'Through trust, **respect** and challenge, we nurture ambition and inspire excellence.'*

Children show great **passion** and **integrity** when given the opportunity to own their learning journey. If your child has special educational needs (SEN) and/or a disability, school staff will work with you to draw up a pathway to support your child's learning. A Learning Pathway is our way of supporting families who fall into this category. Learning Pathways are **inclusive**, child centered and outcome focused. This means they are designed to concentrate on individual needs and prioritise the things that are important to, and important for, an individual. If used properly, Learning Pathways should evolve with an individual.

A Learning Pathway sets out:

- your child's needs
- what support is needed to meet those needs
- what progress the school expects your child to make once the pathway is in place.

Your child's progress will be measured against the goals set out in the plan.

## How does it work?

We recognise that our children are **resilient** and **determined** and the Learning Pathway allows us to support them to achieve their ambitions. How much support your child will get will depend on his or her individual needs. Schools can support children with a wide range of needs, using a variety of techniques. The school will use a step-by-step approach to support. If your child does not make progress then the pathway will be changed and the school will gradually increase or amend the support.

## Review of your child's Learning Pathway

The Learning Pathway is planned and reviewed in **collaboration** with everyone who knows your child well. School staff will meet with you to talk about your child's progress and Learning Pathway. This meeting is called a review. You, your child (if appropriate) and the key professionals working with your child will be invited to the review.

At the review, we will:

- look at your child's progress
- set targets
- check to see if he or she still needs the same pathway or whether changes are needed.

Your child's school will arrange the meeting. At the review meeting the review leader will ask everyone, including you, about how your child is progressing. Key aspects will be covered such as:

- what progress you think your child has made since the last review.
- whether there are any major changes that may or have affected your child's progress
- what your child is **enthusiastic** about and what he or she hopes to achieve in the future
- what you hope your child will achieve in the coming year or term.

## Will your child always need a Learning Pathway Plan?

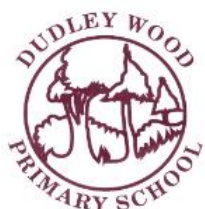
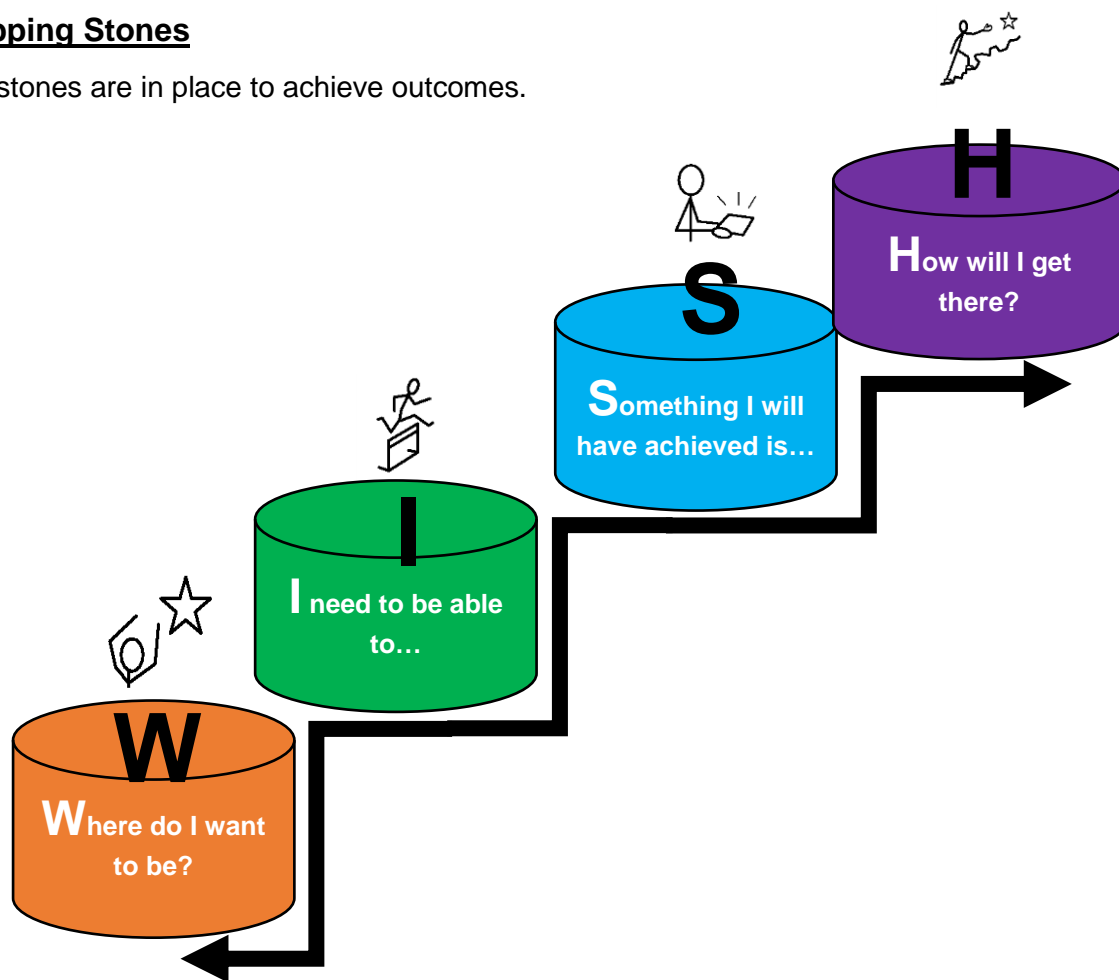
Your child may only need a Learning Pathway Plan for a short time. At the regular review meetings, the school may suggest that the support ends. If this happens, the school will talk to you about it.

## What to do if you're unhappy with a school's decision.

We **trust** that the Learning Pathway process will be a positive experience for you and your child. However, if you disagree with a school's decision, talk to your child's teacher or the school SENCO, or to the headteacher. If you wish to take things further, your child's school will have a complaints procedure, which it must publish on its website.

## The Stepping Stones

Stepping stones are in place to achieve outcomes.



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# What Does the Code Say?

The Learning Pathway has been introduced with regards to the key principles outlined in the Special Educational Needs and Disabilities Code of Practice, 2014. A working group of SENCO champions have worked in collaboration to ensure that the Learning Pathway is an effective planning tool and reflects developing thinking within the Learning Link Multi Academy Trust Schools.

## Where do I want to be?



### **What does the Code say?**

**1.39** 'With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life.'

**8.11** 'Planning must be centred around the individual and explore the child or young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition.'

## I need to be able to...



### **What does the Code say?**

**Page 15 xiii.** 'A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

**6.27** 'A detailed assessment of need should ensure that the full range of a child or young person's needs is identified, not just the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty.'

**6.28** 'Special educational needs are linked to the 4 broad areas of need as outlined in the Code of Practice. Cognition and learning, Communication and interaction, Social, emotional and mental health and Sensory and/or physical.'

Sometimes a child or young person has health needs that relate to their SEN or social care needs that relate to their SEN and as such have an impact on their learning progress. This is where a collaborative approach across services is particularly important.

## Something I will have achieved is...



### **What does the Code say?**

**9.66** 'An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART)'

**9.67** 'When agreeing outcomes, it is important to consider both what is important to the child or young person – what they themselves want to be able to achieve – and what is important for them as judged by others with the child or young person's best interests at heart.'

## How will I get there?



### **What does the Code say?**

**Page 16 – xvi.** 'Special educational provision is provision that is additional to or different from that made generally for other children of the same age.'

**6.50** 'The support and intervention provided should be selected to meet the outcomes identified for the child/young person, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and expertise.'

**Page 166 –** 'Provision should be specific and normally quantified, in terms of type, hours and frequency of support and level of expertise.'

