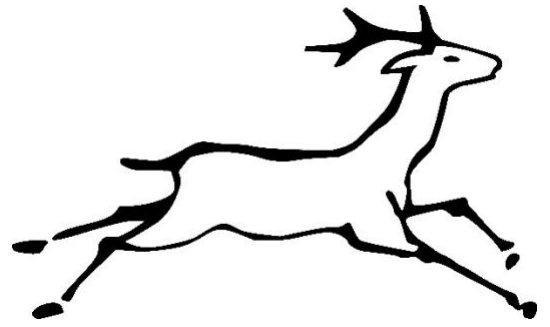




Progress Policy

Adopted 1/11/25
Reviewed 1/11/25

1. Purpose

This policy outlines the expectations for academic, social, emotional, and behavioural progress for students in SEMH (Social, Emotional, and Mental Health) provision. It ensures that progress is measured from individual starting points and that interventions are evidence-based, holistic, and aligned with statutory guidance, including the SEND Code of Practice (2015) and Ofsted framework. Academic progress forms part of the Running Deer's educational responsibilities. Elements of the policy also work in conjunction with UNICEF states the following as rights relevant to all children and therefore a must in our school:

The following **rights are of equal importance** to every child. **Every child has the right to:**

- **Relax and play** (Article 31)
- Freedom of **expression** (Article 13)
- **Be safe** from violence (Article 19)
- An **education** (Article 28)
- Protection of **identity** (Article 8)
- **Sufficient** standard of **living** (Article 27)
- **Know** their **rights** (Article 42)
- Health and **health services** (Article 24)

2. Scope

This policy applies to all staff involved in teaching, supporting, and monitoring students within SEMH provision, including teachers, teaching assistants, SENCOs, and senior leaders.

3. Key Principles

Principle	Meaning	Evidence/Source
Individual, Not Comparative	Progress is measured against the pupil's own starting point and barriers to learning, not national averages	SEND Code of Practice
Holistic Progress	Academic progress is considered alongside social, emotional, and behavioural progress	SEMH pupils often struggle to engage without emotional regulation
Ambitious but Realistic	Targets are deliberately ambitious yet achievable given pupil needs	National Curriculum Framework, para 4.1
SMART Outcomes	Outcomes are Specific, Measurable, Achievable, Realistic, and Time-bound	SEND Code of Practice, para 9.66

4. Measuring Progress

Progress should be monitored across multiple domains:

4.1 Academic Progress

- Small-step progress against individualised targets
- Progress from baseline assessments
- Curriculum coverage and depth of learning
- Exam/qualification outcomes where appropriate

4.2 Engagement with Learning

- Attendance at sessions
- Time on task and completion of work
- Participation in lessons
- Ability to work independently

4.3 Emotional Regulation

- Frequency and severity of incidents
- Use of self-regulation strategies
- Time spent in learning vs. time dysregulated
- Ability to return to learning after incidents

4.4 Social Skills

- Peer relationships
- Collaboration and communication skills
- Conflict resolution

4.5 Preparing for Adulthood

- Independence skills
- Progress towards employment/further education goals
- Community participation and life skills

5. Setting Appropriate Targets

Target Type	Timeframe	Example	Notes
Long-term	End of Key Stage or beyond	By the end of KS4, the pupil will achieve 5 GCSEs at grade 4+ including English and Maths	Linked to adulthood aspirations
Medium-term	Termly or half-termly	Complete 30 minutes of independent English work without support	Steps toward long-term outcomes
Short-term	Weekly or fortnightly	Reduce incidents from 5 to 3 per week using self-regulation strategies	Reviewed and adjusted frequently
Session-level	Individual lessons	Complete the first paragraph of a story	Immediate, achievable goals

6. Realistic Progress Expectations by Key Stage

Key Stage	Academic Progress Expectations	Additional Considerations
EYFS/KS1	May make expected or better progress if intervention is early	Focus on early literacy, numeracy, and learning behaviour
KS2	Slower than mainstream peers; focus on consolidating basics	Pupils may need intensive catch-up
KS3	Closing gaps; progress may accelerate as regulation improves	Transition period, initial settling may slow progress
KS4	Achieve qualifications at appropriate levels (Entry Level, Functional Skills, GCSEs)	Targets based on starting points; vocational pathways may be appropriate
Post-16	Progress towards employment/further education, independence, and life skills	Preparing for adulthood outcomes primary focus

7. Ofsted Alignment

Focus	Expectation	Implication for SEMH Provision
Quality of Education	Pupils make strong progress from starting points	Progress must be evident even if attainment is below age expectations

Focus	Expectation	Implication for SEMH Provision
Ambitious Curriculum	All pupils access a broad, ambitious curriculum	Curriculum should be age-appropriate and adapted to need
Personal Development	Pupils develop personal, social, and emotional skills	Progress in SEMH enables academic progress
Behaviour and Attitudes	Pupils self-regulate and develop positive attitudes	Core purpose of SEMH provision
Preparing for Adulthood	Pupils are ready for next steps	Progress towards employment, independence, and community participation

8. Benchmarking Progress

Comparison	Appropriate?	Rationale
National averages	✗ Not primary measure	SEMH pupils face barriers; comparison can be misleading
Starting points	✓ Essential	Shows individual progress and provision effectiveness
Expected outcomes in EHC plans	✓ Essential	Legal requirement; reviewed annually
Similar pupils in similar settings	✓ Useful context	Supports benchmarking, but individual progress remains primary
Mainstream peers	⚠ Limited use	Gap analysis only; not sole measure

9. Red Flags for Insufficient Progress

Warning Sign	Possible Cause	Action
No progress over 2+ terms	Provision not meeting needs	Review targets, provision, and barriers
Regression in skills	Trauma, change, or ineffective provision	Urgent review and support adjustment
Progress in regulation but not academics	Curriculum not accessible	Review teaching, learning support, and curriculum adaptation
Progress in academics but not regulation	Emotional support ineffective	Review therapeutic and behavioural strategies
Widening gap with peers	Provision insufficient	Consider more specialist support

10. Examples of Progress Expectations

- **Scenario 1:** Year 7 pupil starting at Year 3 level – expected to close gaps, improve behaviour, and access age-appropriate curriculum over 2 years.
- **Scenario 2:** Year 10 pupil academically at age-level but with school refusal – expected to maintain academic levels, improve attendance, develop coping strategies, and achieve GCSEs or equivalent.

11. Responsibilities

- **Class Teachers:** Monitor and record academic and SEMH progress, set session and short-term targets.
- **SENCO:** Coordinate baseline assessments, review progress termly, support target setting.
- **SLT:** Ensure provision meets statutory and best practice requirements, track overall impact.
- **Support Staff:** Implement interventions, provide daily feedback on engagement and behaviour.

12. Monitoring and Review

- Progress reviewed **termly**, linked to medium and long-term targets.
- Annual review of EHC plan outcomes.
- Provision mapping to demonstrate interventions and their impact.
- Case studies to illustrate individual pupil journeys.

13. Celebrating Progress

- Recognise and celebrate progress in all domains: academic, social, emotional, and behavioural.
- Use praise, certificates, displays, and celebration events to reinforce achievement.

14. Policy Review

- This policy will be reviewed **annually** by the SENCO and SLT to ensure alignment with statutory guidance, best practice, and school priorities.

Approval

- Approved by: Nick Hurst
- Date: 1st November 2025
- Next Review Date: 31st October 2026