Appendix 4: Quality Assurance Calendar

SUGGESTED SENSORY SERVICE QA CALENDAR

What	When/Who	Impact	S	0	N	D	J	F	M	Α	M	J
Team meetings for	1 x Month	Staff feel supported	1		1		1		1		1	
professional dialogue		and can share best										
	Sensory Team	practice. There is a										
		proactive approach										
		using solution										
		focused discussions										
		about individual										
		learners										
Scrutiny of	1 x Term	Plans contain targets										
IEPs/Child's Plans		that take account of										
	Sensory Service	the learners'										
	Manager	assessed needs and										
		are suitably										
Visit by Camina	4 v. Tavina	challenging		_		-						
Visit by Service	1 x Term	Staff become more		1		1		1		1		
manager/School		reflective										
Leader/peer		There is improved consistency in										
colleague to support and monitor learning	Sensory Service	planning and teaching										
and thornton learning	Manager/School	approaches. Pupils										
classroom/small	Leader/peer	are more engaged										
group/1 to1	colleague	and learning is										
group/1 to 1	Concagae	promoted										
Book/ folio pupil work	1 x Term	Jotters/hard evidence			1				1			1
scrutiny		demonstrate										
,	Sensory Service	engagement and										
	teacher with class	progression and use										
	teacher	of written feedback										
		(where appropriate) is										
		encouraging										
		independent learning										
Review of	2 x Year, and in	The curriculum										
programmes of	preparation for the	pathway designed for										
study/curriculum	young person's	each young person										
pathways at Early	review meeting	engages them at an										
Years, BGE and		appropriately										
Senior Phase		challenging level and										
	Canaani Caniaa	promotes progress							_			
	Sensory Service teacher in	Programmes of study take account of CfE		1					1			
	consultation with	principles, contexts										
	School Leader/s	and entitlements, and										
	Contool Ecadens	have a focus on										
		improving literacy and										
		numeracy										
Review results of	August	Along with the school,	1									
national assessments		the Sensory Service										
and achievement	Sensory Team	sets realistic but										
awards	with School	ambitious targets for										
	Leaders as	achievement of										
	appropriate	national										
		assessments, and										
		broadens										
		achievement										
		opportunities where										
		necessary								1		

What	When/Who	Impact	S	0	N	D	J	F	М	Α	М	J
Monitor young people's progress from initial assessment	Ongoing Sensory Service teacher in collaboration with class teacher	Staff are clear about the level of functioning of each young person and differentiate work to meet their needs	•	•	•	•	•	•	•	•	•	•
Monitor accurate reports of progress	Ongoing Sensory Service teacher, scrutinised by Service manager	Careful analysis of assessment and ongoing tracking of pupil progress ensures accurate reports to parents/carers and next placement (when appropriate)	•	•	•	•	•	•	•	•	1	•
Ensure effective transition arrangements	As required Sensory Service teacher along with School Leader/s	Transitions are carefully planned with relevant agencies to ensure positive destinations										
Monitor the impact of PU/PRD, and the provision and effectiveness of CLPL	1 x Term Service Manager	Teachers' improved knowledge and skills, as they work towards achieving GTCS standards, impact positively on pupils' learning		•			•			•		•
Take account of the voice of young people in respect of the quality of teaching	Ongoing (informal) May (formal) Sensory Service teacher	Informal, and formal feedback (using questionnaires), is used to improve aspects of teaching and learning, including the use of suitable specialist resources									•	
Listen to the voice of parents/carers/placing authorities in respect of the quality of teaching	Ongoing (informal) January (formal) Sensory Service teachers and Service Manager	Feedback is used to develop aspects of the service which are identified as requiring improvement					•					
Monitor the quality of collaboration between Sensory Service teachers and School staff	Ongoing and formally using HSIOSS? Internally annually; and with School colleagues bi-annually Sensory Service teacher and Service Manager along with School Leader/s	The combined support of School staff and Sensory Services is having a positive impact on young people's learning										

What	When/Who	Impact	S	0	N	D	J	F	M	Α	M	J
Monitor the quality of collaboration between Sensory Services and partners including Health	Ongoing and formally using HSIOSS? internally annually; and with partner colleagues bi-annually Sensory Service teacher and Service Manager along with key partners											
Monitor the quality of leadership for change and improvement	1 x Term Head of Service with team; Head of Service with Authority Manager	Leaders at all levels monitor practice and ensure priorities for improvement within the Improvement Plan are being undertaken. Concerns are dealt with swiftly.		•					•			