

Kirklees Universal Offer of Inclusive High-Quality Teaching

Essential for learners with SEND
and highly beneficial to many more



AUDIT TOOL FOR TEACHERS

 **Kirklees**
COUNCIL



Foreword

Schools are essential in helping us to achieve the three obsessions identified through the Our Kirklees Futures commission: inclusion, equity and resilience.

This document is intended to support schools with achieving our shared ambition around providing the best education possible for all children in our care.

We know teachers want to ensure all children can access, participate and succeed in their lessons, and that there are times when this can be particularly challenging to achieve for some children. We also know teachers want help with ideas and approaches which can meet a diverse range of needs.

This document provides a comprehensive range of strategies to help teachers remove barriers to learning. It has been created as an Audit Tool because schools told us they wanted it to be a practical, user-friendly working document that teachers can revisit time after time. They also wanted to use it flexibly, either by individual teachers or across a department, school or groups of schools such as a MAT.

Our aim is to make a lasting difference in outcomes for children and young people - enabling all children to feel they belong in every lesson, can fully engage in learning and ultimately feel successful.

Jo-Anne Sanders - Service Director for Learning and Early Support

Intention

This is the first of a suite of materials designed to assist schools in the development of their arrangements for identifying, assessing and making provision for learners with special educational needs and disabilities (SEND).

This Audit Tool aims to support schools to use their **best endeavours** to evaluate, build and enhance their **universal offer of inclusive high quality teaching** for learners with SEND within the day-to-day classroom context and enable a consistency of good practice. It has been developed primarily to support mainstream schools including academies and free schools in Kirklees, but will also be useful to other professionals across education, health and social care who work with schools in supporting learners with SEND

It is focused on the **inclusive high-quality teaching offer** and not on the additional and/or different provision; updated guidance on this area of school practice is in development, but in the mean-time schools can go to the **SENCO and Professional** area of the Local Offer for support.

It is important to acknowledge that this Audit Tool has a value beyond learners with SEND alone; good teaching for learners with Special Educational Needs and Disabilities is good teaching for all. It can be used as a valuable tool for individual teachers, departments, key stages and whole-school monitoring and improvement activities. It can also be incorporated as a useful tool as part of school-to-school peer review and support activities.

Rationale

The **SEND Code of Practice**, 2015 states that settings must 'use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN.' (para 6.2). The **Equality Act** (2010) also states that: "[Schools,] must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers..."

This is also echoed in the 2019 **Ofsted inspection handbook**, which states that 'Inspectors will evaluate the experience of particular individuals and groups... For pupils with SEND, this will include ensuring that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice.' (Ofsted 2019, Paragraph 208). Furthermore, this guidance, is aligned to the **National Curriculum** (2013) inclusion statement that states 'With the right teaching, that recognises their individual needs, many disabled children and young people may have little need for additional resources beyond the aids which they use as part of their daily life....'(4.4)

What is Inclusive High Quality Teaching and why is it so important?

The Special Educational Needs and Disabilities (SEND) Code of Practice emphasises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' (DfE, 2015, Pg.25) and that 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching' (DfE, 2015, Pg. 99)

The Centre for Studies on Inclusive Education asserts that 'Special needs education incorporates proven methods of teaching from which all children can benefit; it assumes human differences are normal and that learning must be adapted to the needs of the child, rather than the child fitted to the process.'(Nov 2020)

Reviewing our attitudes and practice for learners with SEND offers opportunities for schools to reflect critically and proactively on their ability to meet the requirements of all learners within their schools. The ultimate aim of this Audit Tool is to provide a framework through which schools can continue to focus on driving improvements in the consistency of teachers' skills and confidence and to incrementally, year on year, grow an inclusive offer of high-quality teaching for learners with SEND that is ordinarily available in the day-to-day classroom context.

A whole school approach where every leader is a leader of SEND and every teacher a teacher of SEND

This Inclusive High Quality Teaching Audit Tool is also based on the premise that every teacher is a teacher of SEND and also every leader is a leader of SEND.

It is designed to support the work of leadership teams to ensure that and they 'have a clear and ambitious vision for providing high-quality, inclusive education and training to all'. (Ofsted Education Inspection Framework, May 2019: 29).

It also reflects the recommendations of the Education Endowment Foundation (EEF) that the very best the evidence tells us that teachers should 'prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their pupils with SEND. This means understanding the needs of individual pupils and weaving specific approaches into every day, high quality classroom teaching - being **inclusive by design not as an afterthought** (p.2)

It also relates to the Teacher Standards (DfE, 2011) which define the minimum level of practice expected of teachers from the point of being awarded qualified teacher status (QTS):

Teacher Standard 1. Set high expectations which inspire, motivate and challenge children and young



people: establish a safe and stimulating environment for children and young people rooted in mutual respect / set goals that stretch and challenge children and young people of all backgrounds, abilities and dispositions/ demonstrate consistently the positive attitudes, values and behaviour which are expected of children and young people.

Teacher Standard 2. Promote good progress and outcomes by children and young people: be accountable for children and young people's attainment, progress and outcomes/ be aware of children and young people's capabilities and their prior knowledge, and plan teaching to build on these/ demonstrate knowledge and understanding of how children and young people learn and how this impacts on teaching.

Teacher Standard 5. Adapt teaching to respond to the strengths and needs of all pupils: know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively / have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these / demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development / have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.



Using the Audit

The statements within this audit offer an opportunity to improve practice through a constructive and non-judgemental approach. It is designed to help teachers reflect on their planning and teaching in the day-to-day class context to make sure learners with SEND can access lessons, fully participate in them and achieve as well as they possibly can.

The Audit tool is divided into the following sections:

- Relationships
- Wellbeing
- Identification and Assessment of need
- The classroom environment
- Inclusive Approaches to High Quality Teaching
 - Curriculum
 - Teacher Input
 - Task Management
- Resources
- Communication
- Feedback
- Homework
- Additional Adults
- Staff Skills and Training
- Transitions and Change
- Parent/carers and Learner Voice

The intention isn't that leaders and teachers should work through the whole document in one go!

Instead, one or two sections could be considered at a time, perhaps directed by the SENCO or Head of Department or Subject Leader or indeed identified by the teacher themselves. Where an overview of teachers' responses would be useful, the outcomes could be collated across the school, or within a department or Key Stage. The SENCO, in collaboration with other key leaders in the school, could then analyse the completed sections of the audit, identifying where there are gaps in skills, resources, knowledge, understanding and confidence and then consider the best approach to supporting the emerging professional development requirements either for individuals or groups of teachers.

This process sits well within a broader continuum of professional development as it supports the Standard for Teachers' Professional Development (2016) and the Early Career Framework (2021). Reviewing practice in this way can also have a beneficial impact on the wider pupil population, as it supports the development of teaching practice that is not only limited to those with a designation of SEND.

Possible models for use:

- As part of a **whole school piece of self evaluation**, facilitated by the SENCO;
- By **individual teachers or trainee teachers** as part of their professional

development to reflect upon current practice and identify areas to work on, including seeking support for associated CPD needs;

- By **Subject Leaders or Heads of Departments** to reflect on the skills and confidence of teachers to meet the needs of learners with SEND within their subject areas;
- For use by **individual teachers** when they have identified specific learners

NOTE FOR FAMILIES OF CHILDREN AND YOUNG PEOPLE WITH SEND

This Audit tool has been designed to support your child's teachers develop their day-to-day teaching to be as inclusive as possible and ensure your child feels they belong in the class, can understand what is being taught and join in with their friends and learn well.

We call good day to day teaching 'high quality teaching' or 'quality first teaching'.

We don't expect teachers to have every element of this audit tool in place in every lesson, but want them to use it to reflect on their lessons and consider what else they can be doing to help your child join in, enjoy and achieve as well as they can.

with additional needs / SEND who are not fully accessing, participating and achieving in their lessons, using the audit tool to reflect on their classroom practice to see what reasonable adjustments and adaptations to teaching they could trial;

- As part of **Peer Review activity** with another school, giving the opportunity to learn from working with schools in different contexts and settings.

The intention is that this is a **working document** that schools can come back to over time, perhaps looking at one or two sections per half term. It is not the expectation that all the statements across all areas necessarily need to be a feature of every lesson; knowing the needs of the learners you teach is an important pre-requisite to discerning which statements within the Audit are likely to be most important for the profile of the those you teach.

Further Guidance Resources - There are useful links on the [Local Offer](#) to further guidance materials and web site resources that can be used to support further learning and professional development in the key areas of the Audit.



The Audit



Relationships

Research has suggested that teachers' attitudes towards the inclusion of learners with SEND are reflected in the quality of their interactions. Reflect here on the quality of your interactions with learners, families and colleagues.

	Always	Sometimes	Not yet
I work on building and maintaining positive relationships with all learners and their families.			
I take time to get to know learners and invest in relationships, particularly with the most challenging learners			
I don't let a 'label' of SEN or disability define my view of a learner's strengths and difficulties, but seek to seek to understand their unique profile of strengths and needs.			
I actively listen with care, seeking to understand emotions and use skills that help manage conflict.			
I am open-minded, curious and solution focused about the needs of learners with SEND, particularly those who I may find challenging to teach.			
I refrain from using language and/or teaching approaches that perpetuate generalisations and stereotypes			
I am non-judgmental and respectful in seeking to understand the full picture of the situations learners face.			
While my expectations remain high, I seek to be patient and empathetic, offering high levels of support alongside challenge.			
I actively work to be solution-focused.			
I am positive, build self-esteem, praising small strides as well as giant leaps.			
I aim to ensure ongoing use of positive language, catching pupils doing the right thing, with a ratio of at least 5:1 positive:negative interactions			
I recognise that even when I spend time building and maintaining relationships, there may still be times when disagreements and conflict occurs.			
I support the effective management of conflict through relational approaches. I take into account any communication needs of learners involved and provide an appropriate level of support.			

Wellbeing <i>Ensuring we are doing everything we can to support the physical and emotional welfare of learners provides a vital foundation for their readiness to learn. How do you create this climate for learning?</i>	Always	Sometimes	Not yet
I create a calm and purposeful climate for learning in my classroom where learners feel they belong and their contributions are valued.			
I enable learners to feel safe in my classroom.			
I am aware of cultural and religious differences within their student population and demonstrate inclusive practice			
I allow the use of comfort objects and behaviours especially when the learner is experiencing stress			
I understand risk and resiliency factors around mental health and how I can influence these for positive outcomes			
I am able to identify potential early indicators of mental health concerns in learners			
I understand the impact of loss, separation and trauma on learners and in particular those who are Looked After; and know how to support them.			
The language I use in the classroom demonstrates unconditional positive regard for learners			
I provide emotional reassurance which is comforting for the learner e.g. through approaches such as Emotion Coaching			
I create a safe space within the classroom or I know of an identified area of the school for 'time out'			
I believe every learner is different and recognise that each learner is capable of learning effectively if the 'way in' can be found			
I recognise when learners with social and emotional difficulties find engaging in my lessons difficult, I reduce demands in line with this for example, overlooking minor acts of non-compliance, allowing a short breaks.			
I am aware that learners with SEND may be particularly vulnerable to bullying and an appropriate level of support and monitoring is in place.			

Wellbeing <i>Ensuring we are doing everything we can to support the physical and emotional welfare of learners provides a vital foundation for their readiness to learn. How do you create this climate for learning?</i>	Always	Sometimes	Not yet
I respond to challenging behaviour by considering what the behaviour is communicating and take opportunities to model and teach positive alternatives.			
I stay open minded, calm and reflective and do not take a learner's challenging behaviour personally.			
I use a mediated learning approach and apply a 'growth mindset' to encourage self-efficacy, engagement and independence in learning regardless of pupil.			
When planning PSHE / RSE lessons, I understand that for some vulnerable children, there is an increased risk regarding aspects of their health, wellbeing, safety and relationships, including vulnerability to abuse and exploitation. Knowing this, I am vigilant and carefully check understanding.			
I use visual cues to remind pupils about socially appropriate behaviours e.g. hand up reminders, carpet spot, inside/outside voice cue cards.			
I create opportunities throughout the week where learners feel comfortable and safe to discuss issues they are worried or feel anxious about.			
I promote peer awareness and sensitivity towards difference across the curriculum.			
I explicitly teach, prompt and reinforce appropriate social behaviour e.g. personal space.			
Provide opportunities for children to talk together and with adults, including group and pair work.			
I encourage peer support and buddy systems especially at break times.			
I ensure that negative attitudes, beliefs and perceptions towards individuals and groups are challenged without exception and are reported to SLT.			

Identification And Assessment Of Need

Understanding learners and their needs is essential if teachers are to effectively support learners to make progress, and is especially important for those with SEND. Reflect here on how you do that. Be aware that learners' strengths and needs can present differently in different contexts. Are there any further approaches to formative assessment you could use to better understand the learning needs of those you teach?



What I do for all learners <i>Formative Assessment is the vital prerequisite to putting the quality into quality first teaching. Edwards and Beaton, 2021</i>	Always	Sometimes	Not yet
I actively seek out key information on learners from formal sources that can impact on learning e.g. prior learning test results, standardised scores, specialist reports and medical requirements.			
I actively seek out key information about learners from informal sources that can impact on learning e.g. the learner themselves, their parent / carers, speaking with previous teachers particularly around developmental, social and emotional wellbeing.			
I make adaptations to assessment arrangements as part of everyday practice such as rest breaks, use of a reader / scribe, extra time, use of a lap top.			
I assess each learner's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.			
I ensure that the formative approaches to assessment are used enable all learners to show what they can do and understand.			
I make sure learners have regular opportunities (at least termly) to evaluate their own performance.			



Where progress and development are a concern	Always	Sometimes	Not yet
<p>I identify learners making less than expected progress given their age and individual circumstances including areas other than attainment in core subjects e.g. social and physical development</p>			
<p>Where progress and development is a concern, I carry out a closer identification of need, making use of a wide range of assessment strategies and ensure that I have a thorough understanding of the learner's strengths and difficulties e.g. observation, working 1:1 with the learner, lesson study, individualised assessments and checklists, VSEND tool.</p>			
<p>I gather this evidence to reflect on what barriers to learning there may be. I use colleagues such as the Head of Department, Subject Leader or SENCO to help with this analysis.</p>			
<p>I reflect on my own teaching as part of the process of identifying and removing barriers to learning to see whether the way I teach may be a contributing factor.</p>			
<p>Where needs persist, I review evidence I have gathered with SENCO and other teacher(s) to consider, in line with the definition of SEND, whether special educational provision is required.</p>			

The Classroom Environment <i>A positive, supportive and inclusive classroom environment for all learners without exception should be the aim. Reflect here on the strategies and approaches you use to help make this happen.</i>	Always	Sometimes	Not yet
I keep under review the physical accessibility of my classroom to meet individual learner's needs.			
I have a well-organised classroom where equipment and resources are clearly and consistently labelled with visuals e.g. symbols, photographs, (Bilingual labels if appropriate) located for independent access and kept in the same place.			
The tables and chairs in my classroom are at appropriate height so that feet can be placed flat on the floor, as this will support attention, listening and behaviour for learning.			
The way I organise the seating in my classroom allows all learners to clearly see me.			
I think carefully about seating arrangements to ensure that all learners are working in comfort and with appropriate space around them.			
I use preferential seating for specific learners such as end of the row, facing and near to the teacher as needed.			
I create a calm learning environment which ensures that as many distractions as possible are removed e.g. displays and visuals around the main teaching area are not overly busy and support attention and focus.			
I create a learning environment which promotes the explicit development of language and talking.			
My displays reflect people from different cultures and family groupings and with disabilities to promote belonging, identity and inclusion.			
I provide resources to support learners with sensory seeking needs such as 'move and sit' cushions, therabands, weighted blankets, sticky tac, chew toys.			
I provide resources such as writing slopes and pencil grips for learners who need support with the physical act of writing.			
I have a minimal-distraction learning area/work station available for learners to use if needed.			

The Classroom Environment

A positive, supportive and inclusive classroom environment for all learners without exception should be the aim. Reflect here on the strategies and approaches you use to help make this happen.

	Always	Sometimes	Not yet
I make sure key vocabulary is displayed and accessible to all, dual-coded and bilingual where needed.			
I routinely use and refer to a visual timeline / timetable to communicate structure over the day and/or within a lesson.			
I create a visually supportive classroom environment to support independent learning e.g. working walls, word mats, number lines, phonics and alphabet strips on desks / on display etc.			
I ensure learners have prompts they can refer to, to check how they correctly form letters and numbers.			
I am aware of how the lighting in the room can support or hinder learners e.g. use of natural light, glare from the board, who is facing the light, where you stand in relation to the light to help lip reading and best reception of speech.			
I look out for learners who may be disengaging in their learning because they are in need of a movement or a sensory break.			
Left and right-handed learners in my class are able to use equipment comfortably.			
I make sure learners who wear glasses and/ or hearing aids wear them and are seated in the optimum position.			
Overall, the displays in my classroom are visually accessible and are designed to minimise sensory overload.			
I use a pale background and accessible font styles on the whiteboard and I check with learners that it is effective for them.			
I am aware of learners who are disproportionately affected by smell, noise, temperature in the room e.g. classroom next to the canteen or music room, and do whatever I can to mitigate these issues.			
I have used comprehensive auditing tools to ensure my classroom environment is: Communication Friendly, Autism Friendly, Dyslexia Friendly			

Inclusive approaches to High-Quality Teaching <i>Improving high quality teaching for all learners will improve outcomes for those with SEND. Reflect on these strategies which can be used flexibly in response to individual needs and used as the starting point for effective classroom teaching for all pupils</i>	Always	Sometimes	Not yet
I do not hold onto notions of fixed ability and have high expectations of the attainment and progress of all learners			
I set well-informed goals that stretch and challenge all learners, including those with SEND.			
I focus on structuring and scaffolding approaches to teaching which build independence over time, not impede it.			
At the lesson planning stage, I undertake careful task analysis to ensure that task demands are matched to the learner's current learning profile of strengths and needs.			
I pitch most learning intentions to just above the learner's current level of independent mastery and within their 'zone of proximal development', i.e. at a level where they can succeed with scaffolding.			



Curriculum <i>Here we are making sure all learners in the class access a broad and balanced curriculum which promotes belonging, identity, confidence and inclusion.</i>	Always	Sometimes	Not yet
My lessons include practical multi-sensory approaches and activities where possible to underpin concepts and promote engagement, rather than over-reliance on worksheets e.g. learning from pictures, diagrams, mind maps, using practical equipment, handling objects, moving and doing.			
I promote experiential learning wherever I can across the curriculum e.g. I plan for examples of new concepts from learner's own real-life experiences rather than talking in the abstract.			
I am confident to use key learning outcomes from earlier programmes of study where I identify gaps in key areas of learning.			
I breakdown new learning into smaller steps for learners who need it.			
I incorporate individual/group targets for learners with SEND wherever I can in my daily planning to enable learners to generalise and consolidate learning .			
I look to see whether progress learners make within targeted intervention is evident 'back in class'.			

Teacher Input	Always	Sometimes	Not yet
Learners with SEND have at least the same amount of time working with me directly as their peers do.			
I utilise explicit instruction which begins with detailed explanations, followed by extensive practice, later moving on to independent work.			
I check that learning is linked to what pupils already know and can do.			
I use opportunities to pre-prepare texts e.g. highlighting tricky words, summarising paragraphs, discussing pictures or context before the learner is required to read.			

Teacher Input (continued)	Always	Sometimes	Not yet
I provide an explanation of how the new learning fits with previous learning e.g. using a visual 'Learning Journey' model where appropriate			
I use clear concise instructions with written or visual prompts, one instruction at a time.			
I introduce new vocabulary in context and across a variety of learning tasks.			
I connect new vocabulary to previous concepts and knowledge and explain the origins of words to help emphasise the structure and meaning.			
I include demonstrations of memory techniques e.g. mnemonics, use of rhythm, chunking, verbal categorisation, visualisation techniques.			
I ensure opportunities are given for repetition and overlearning.			
I vary the pace and order of activities to maintain interest and attention of all learners			
I use modelling to aid understanding			
I give learners 'thinking time' ("I'm going to come back to you in a minute for your idea") or opportunities to work with 'talk partners' before answering a question.			
I provide examples of 'what a good one looks like' where the objectives and outcomes have been achieved are shared with pupils.			
I explicitly draw learners' attention to the important elements of the task.			
I use cognitive & metacognitive strategies such as chunking, memorisation techniques, provision of checklists to make information easier to process and remember.			
I teach study skills explicitly.			
My handwriting on the board and in learners' books is clear and legible and well modelled.			
I use pre-teaching to develop interest, introduce vocabulary, ideas, skills needed for the lesson as I know this is useful for learners with low prior knowledge and students with poor working memory.			
I plan for over-learning combined with spaced learning practice for the optimal retention of skills and knowledge			
I encourage learners to reflect on how a strategy helps them to solve the problem or complete the task successfully.			

Task Design and Management	Always	Sometimes	Not yet
I provide opportunities to allow learners to demonstrate or record their understanding and information in different ways, e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, text to speech software, writing frames, models and images, art			
I provide regular opportunities for kinaesthetic and play-based activities to make learning more practical/active and memorable			
I provide additional time to complete tasks where needed for some learners.			
Where necessary, I excuse some learners from tasks which are not part of the learning objective, such as writing down dates and titles, so that they can focus on the key elements of the activity.			
I enable the breaking down of tasks to its constituent stages and sequence them verbally and visually through provision of checklists or task management board. Pupils are taught to plan and work through tasks independently, where possible.			
I give examples of the learner's previous successes to prepare and encourage them to engage in the next level of challenge.			
I vary groupings, including mixed ability, to take account of individual needs, opportunities to access role-models for conversation, sharing of ideas and collaborative learning.			
I provide plenty of opportunity for repetition of key facts and concepts, finding opportunities to revisit previous learning to promote maintenance of knowledge and skills			
I provide learners with adequate time to rehearse and consolidate new skills, to support learning to become more fluent and accurate.			
I use drama and role play to provide opportunities for language development			

Resources	Always	Sometimes	Not yet
Visual timetables are in place in my classroom			
I provide concrete resources to ensure a multi-sensory approach to teaching and learning			
I provide support for learners with word-finding difficulties such as word maps, word wheels and visual word banks for topic-related vocabulary.			
I make sure key vocab is displayed with visual wherever possible.			
I allow learners to use their phones to 'photograph' homework tasks if it is not on the school's intranet.			
I use technology to assist modelling e.g. a visualizer to model worked examples in English.			
I support learners to use speech to text generating apps to enable note-taking and extended writing.			
I support learners to use personal IT tablets and apps to display whiteboard content and avoid copying from the board			
I allow tablets / laptops to record ideas			
I make sure learning materials I produce are visually simplified and stripped of unnecessary distractions.			
I provide reading resources appropriate to learner's developmental stage e.g. books at high interest, low reading age.			
I provide a range of practical and supportive aids/equipment to support personal organisation.			
I provide resources such as coloured pens, post-its, mind map frames, talking books, talking pens/tins and talking mats to help scaffold learning, particularly for learners with short term and working memory difficulties and learners for whom English is an additional language and I encourage and promote learner's independent use of these.			

Communication <i>How we talk to and communicate with learners</i>	Always	Sometimes	Not yet
I use learners' names and ensure eye contact is established (if appropriate) and I make sure attention has been gained before giving an instruction.			
The language I use is accessible and at an appropriate developmental level			
I allow learners time to process information before being asked to respond.			
I provide clear and simple instructions and explanations in small sequential steps, repeated, simplified and accompanied with gestures, pictures, objects of reference.			
I use dual coding to support my use of key vocabulary and key concepts I am explaining			
I ensure key words are emphasised and clearly explained			
I use non-verbal gestures to aid language comprehension eg. pointing and natural gesture, Makaton			
I adapt the length of my sentences where needed to support auditory processing			
I make sure I explain idioms, jokes and irony to avoid misunderstanding			
I employ varied questioning techniques but avoid over-questioning			
I provide clear strategies and expectations around listening/being prepared to learn; these are displayed, taught, modelled and regularly reinforced.			
My language provides a clear commentary with gestures, signs and images support learners' understanding.			
I ensure the instructions I give are brief, using repetition rather than re-phrasing.			
I keep listening times concise			
I make sure that attempts by learners to communicate are always valued and responded to.			
I use adapted language to support the understanding of pupils i.e. avoiding the use of "Can you open your books now?", take time to explain ambiguous language and give advice about appropriate responses			
When learners use single words, I repeat and expand as a model.			
I check demands are balanced for the learner – i.e. the amount of language used, the amount of time sitting in one place is planned to ensure the learner can achieve what is expected.			

Feedback	Always	Sometimes	Not yet
The feedback I provide encourages the development of metacognitive approaches to teaching and learning so learners can reflect on which strategies have worked for them.			
I help learners to plan, monitor and evaluate their learning e.g. ask questions to encourage revision and meta-memory strategies such as asking, "What have we learned? What helped you to remember that?"			
I create a culture in the class where mistakes are viewed as a natural part of learning and as positive learning opportunity.			
I provide specific verbal praise and feedback which recognises progress and effort, not just achievement of outcomes and academic attainment			

Homework	Always	Sometimes	Not yet
The purpose and design of homework is carefully considered in order to be relevant and accessible to the learner.			
The homework I set is designed to reinforce and embed what has been learnt in class rather than introduce new learning			
I provide opportunities for homework to be practical and not over-reliant on worksheets.			
I make good use of resources to support homework such as video instructions.			
Where homework is not completed, I speak with the learner and where needed, their parents/carers, to seek to understand why and reflect on accessibility and appropriateness of the task.			

Additional Adults	Always	Sometimes	Not yet
Additional adults in my class:			
supplement value rather than replace my teaching			
are deployed to maximise learning and promote independence			
focus on supporting learning and not simply task completion			
have appropriate information about the learner's needs and the learning intentions/ objectives.			
offer opportunities for bilingual learners to use their first language to activate prior knowledge, and learn new vocabulary, skills and concepts			
give time to learners having difficulties communicating or who need additional time to process thinking			
scaffold learning through the appropriate use of questioning, modelling and explaining, knowing when to step back to enable a growth in independence over time.			
use effective questioning alongside an emphasis on learning through talk and discussion			
provide specific verbal praise and feedback which recognises progress and effort.			



Staff Skills and Training <i>Effective ongoing professional development is crucial to improving learner outcomes. What are your CPD needs in relation to SEND?</i>	Always	Sometimes	Not yet
<p>I reflect critically upon the impact of my teaching on learners with SEND.</p>			
<p>I actively seek professional development opportunities to support the improvement of my practice particularly where I feel I am lacking in knowledge, understanding and confidence</p>			
<p>I am aware of the stages of typical language development; the impact of speech, language and communication difficulties in the classroom;</p>			
<p>I engage in programmes of ongoing CPD in relation to SEND across high incidence needs:</p> <ul style="list-style-type: none"> • Autism • Supporting Girls with Autism • Speech Language and communication • General Learning Difficulties • Specific learning difficulties of a dyslexic nature • Specific Learning Difficulties of a dyspraxic nature • Specific Learning Difficulties of a dyscalculic nature • Social, Emotional and Mental Health including: attachment, ACEs (adverse childhood experiences), ADHD, ADD • Sensory Processing • Visual Impairment • Hearing Impairment • Physical Difficulties 			
<p>I know when and who to refer to for pedagogical advice within school e.g. subject leads, heads of department, SENCO</p>			
<p>I am aware of and communicate with other professionals who are involved with learners with SEND e.g. educational psychologists, speech and language therapists; this may happen through the SENCo</p>			
<p>I use advice received from other professionals to inform my teaching</p>			



Transitions and Change

This can be a particularly challenging part of a learner's school experience. How do you try to ease this process for your learners?

I give prior warning when an activity is about to change (especially if the pupil is enjoying/engrossed in the activity).

I use visual support systems, time-tables, lists, schedules and calendars to help pupils prepare for change

I think about transitions during the school day to avoid sensory overload and make reasonable adjustments such as allowing pupils to leave the class first/last to avoid busy corridors or cloakrooms.

I use visual timetables; events are removed or ticked off when finished

I use timers to show pupils how long they have to work for/ how long they have to finish

I provide opportunities for periods of respite using withdrawal to smaller groups. This might include self-directed / individual time-out

Always

Sometimes

Not yet

I give prior warning when an activity is about to change (especially if the pupil is enjoying/engrossed in the activity).			
I use visual support systems, time-tables, lists, schedules and calendars to help pupils prepare for change			
I think about transitions during the school day to avoid sensory overload and make reasonable adjustments such as allowing pupils to leave the class first/last to avoid busy corridors or cloakrooms.			
I use visual timetables; events are removed or ticked off when finished			
I use timers to show pupils how long they have to work for/ how long they have to finish			
I provide opportunities for periods of respite using withdrawal to smaller groups. This might include self-directed / individual time-out			

Parent/Carer and Learner Voice <i>Parent /carer and Learner engagement is consistently associated with a child's success at school. How do you promote this with those you teach?</i>	Always	Sometimes	Not yet
I provide a range of communication channels for families such as Class DoJo / text / email to share information about their child in line with the school policy			
I value the importance of developing positive working relationships and create an environment where all families feel welcome and equally valued.			
I use language that is accessible and talk in a way that creates a reciprocal and respectful relationship between myself and families.			
I promote clear and honest communication to establish a broad understanding of the learner in school, and the child or young person at home and other contexts.			
I demonstrate an understanding that all families are unique and do not make pre-judgements relating to their experiences or capability.			
I help the parent/carers with ideas about how they can learn together.			
I am familiar with the knowledge individual parents and carers have and make use of this information to develop my understanding of their child and inform my teaching			
I ensure that families are aware of the range of communication channels available for sharing information about their child and supporting their success in class.			
I ask families about the types of information they require to support the success of their child, both in their class and at home.			
I use communication methods that are preferred by families to support full participation in discussions and joint decision making, for example face to face, telephone conversations or email.			
I reflect on the effectiveness of my communication with families and adjust it accordingly			
I ensure that successes, achievements and progress are regularly communicated both formally and informally with families, and ensure that they do not make contact to only relate negative information.			
I sensitively share with parents/carers any difficulties that their child is experiencing so that we can work together to develop a plan of support with clearly defined outcomes.			

Parent/Carer and Learner Voice

Parent / carer and Learner engagement is consistently associated with a child's success at school. How do you promote this with those you teach?

	Always	Sometimes	Not yet
I keep records of parent/carers consultations and make follow-up appointments where needed.			
In the classroom, learner 'voice' is encouraged, actively sought and acted on across the curriculum.			
I seek feedback from learners about the accessibility and impact of my lessons			
I enable learners to self-assess their progress (e.g. by powerpoint or choice of exemplar work to share and talk about)			
I help learners to tell me what will help them learn and provide them with the language that they need to articulate their experiences.			
I encourage learners to talk about their aspirations and help them understand how their learning in school is supporting them to make them a reality			
When meeting with the parents/carers, conversations about their child are redirected to the child whose opinion is then sought			
I value children and young people's learning beyond the school			
I use personalised messages to families linked to learning and celebrating successes			
I provide particular support for families who might have learning needs themselves			
I make a particular effort to include families at points of transition for the learner. For example, new schools, new teachers/teaching assistants, new Key Stages?			



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AUDIT TOOL FOR TEACHERS