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| Teaching and Learning | Evidence |
| 1.1 A culture that values and supports the learning and wellbeing of all learners (called an “inclusive ethos”). |  |
| 1.2 Learners experience a positive environment and generally receive praise linked to specific actions. |  |
| 1.3 Staff to promote a culture of emotional well-being. |  |
| 1.4 Staff will undertake an analysis of learner’s skills to identify learner’s needs and identify appropriate courses. |  |
| 1.5 Regular access to practical, hands-on activities in the classroom to help them learn (where applicable to the needs of the learner) the demands of the course and if necessary, access will be relevant to Preparing for Adulthood; employment, independent living, community inclusion and health. |  |
| 1.6 Activities, materials, and communication which take into account their individual needs and interests (this is called “differentiated learning”). Classroom arrangements which ensure they have enough time to complete work. |  |
| Physical Environment | Evidence |
| 1.7 A user- and access-friendly environment which take into account the needs of learners with SEND, for example access and seating arrangements. This promotes “total accessibility for all”. |  |
| 1.8 Active, meaningful use of extra supports for learning in the classroom, for example, augmentative assistive communication. |  |
| 1.9 Access to the provision of some quiet areas in school/college. |  |

| Staffing | Evidence |
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| 1.10 School/college staff who have ongoing support/training in meeting the needs of all learners with the most complex Special Educational Needs and Disabilities. |  |
| 1.11 An initial assessment by an appropriately qualified specialist in education, health and/or social care, if needed. |  |
| 1.12 Targeted and planned support from Teaching Assistants, when needed. |  |
| 1.13 Time dedicated for staff to plan and review learners’ needs, when required, following the assess, plan, do, review cycle (see the main core standards document for details and proformas) |  |
| 1.14 A cycle of performance management and appraisal to monitor staff skills. |  |

| Systems | Evidence |
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| 1.15 A senior member of staff who has responsibility for promoting inclusion throughout the provision. |  |
| 1.16 Regular communication between staff, parents and learners. |  |
| 1.17 An effective code of conduct to promote positive behaviour and mutual respect, including clear systems for giving rewards and sanctions, which are used in the same way by all staff. |  |
| 1.18 Effective communication between staff during the school/college week |  |
| 1.19 Opportunities to take on responsibilities in school/college, for example, engaging with the National Union of Students, learner/student councils and Learner Voice forums. |  |
| 1.20 Adaptations to transport for trips and visits. |  |
| 1.21 Systems for monitoring and reporting concerns about learners’ health, safety and wellbeing, e.g. risk assessments, as appropriate. |  |
| 1.22 Full records of attendance |  |
| 1.23 Access to enrichment activities. |  |
| 1.24 Staff will update and abide with Swindon Safeguarding standards/arrangements and statutory guidance. |  |

| Preparing for Adulthood | Evidence |
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| 1.25 Learners will have opportunities to access work-based learning, for example, relevant internal/external work experiences. |  |
| 1.26 Learners will be offered Independent Advice and Guidance (IAG) to help support career progression aspirations. |  |
| 1.27 Learners will have access to Wellbeing support, for example, counselling and the promotion of a healthy lifestyle. |  |
| 1.28 Learners will develop skills to assist and support them with Independent Living, e.g., life skills and independent travel training such as reading a bus timetable and planning a journey. |  |
| 1.29 Fundamental British Values will be promoted to assist with the preparations to live in modern Britain. |  |
| 1.30 Learners will be supported to acquire and develop their concept of community to enhance social skills, social tolerance, in addition to the development of individual and group identities. |  |
| 1.31 Learners will have access to opportunities to acquire and develop independent study skills, for example, organising and structuring their time, planning and managing their workload and commitments. |  |
| 1.32 Staff will assist learners to identify their aspirations using a Person Centred Philosophy (PCP). |  |
| 1.33 Support for the learner’s family/carers, which might be accessed through ‘Early Help’ or through safeguarding procedures. |  |