



## Inclusion Statement & Charter

Be Ready



Be Ready

Be Kind



Be Kind

Be Respectful



Be Respectful

### Danesholme Inclusion

At Danesholme Academies, we work hard to ensure that every member of our school community – children, parents, staff, governors and visitors – feel safe and included. We are an inclusive school and every child, whatever their individual abilities, needs or circumstances, is equally valued and welcome here. We expect each member of our community - staff, children, parents and visitors, to understand and support our inclusive ethos. We aim to create a happy, safe and secure environment, where members of our school community are healthy, enjoy learning, achieve their potential, respect and value each other and themselves and feel fully included.

As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters. We consider children's varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, gender / gender identity or socio-economic background, to ensure that every child really does matter.

We aim to develop a culture of inclusion and diversity in which success is celebrated and all those connected to the school feel proud of their identity and able to participate fully in school life. We will tackle discrimination by the positive promotion of equality and the creation of an environment which champions respect for all.

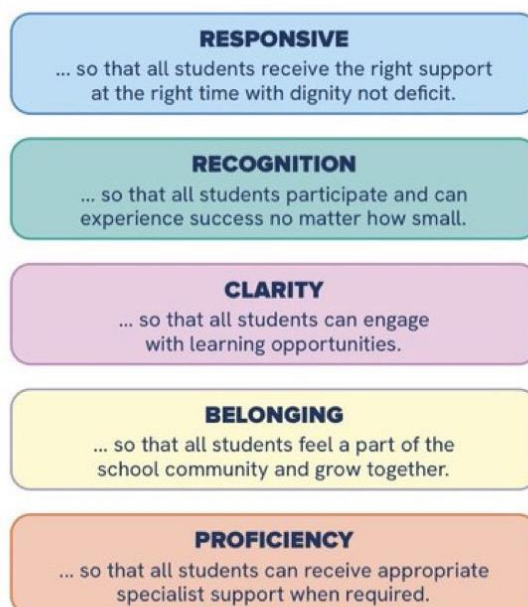
Improving outcomes for our pupils with Special Educational Needs and Disabilities (SEND) sits at the heart of our Inclusion Charter and our ambition to address inequality across Danesholme Academies. By investing early and working in partnership with learners and their families, we can ensure that every child is supported to achieve the best possible outcomes.

We have an evidence-based 'High Quality Checklist' (see appendix I) that outlines the expectations for Danesholme Academies in line with the Children and Families Act (2014), the SEND Code of Practice (2015), and the Equality Act (2010). Every teacher will work with learners who have SEND. While this can present challenges, there are many effective approaches and adjustments that—when consistently applied through a whole school inclusive ethos—enable pupils to access learning, participate meaningfully, and make strong progress.

The checklist focuses on ordinarily available provision at Universal Level, rather than the additional or specialist support provided at Wave 2 or above.

## Our Inclusion Charter

Our core set of principles for our Inclusion Charter are:



### Be Kind

- We welcome all children and young people and celebrate what makes each person unique.
- We show kindness by understanding individual strengths and needs and by supporting one another with care and empathy.
- We help everyone to feel safe, valued and supported in our school community.



### Be Ready

- We support children and young people to be ready to learn and ready to thrive.
- We remove barriers to learning and wellbeing so everyone can take part fully.
- We help pupils develop confidence, independence and responsibility for their learning and their wellbeing, now and in the future.



## **Be Respectful**

- We treat everyone with dignity and fairness.
- We take time to get to know each other as individuals and respect different experiences, backgrounds and ways of learning.
- We listen carefully and make sure that every voice is heard and respected.

Our Academy understands that children and young people learn in different ways and at different paces.

- We recognise strengths as well as needs and provide help in ways that build confidence and self-belief.
- We have high expectations and are ambitious for everyone.
- We teach and support you students in ways that work for them as individuals and support good progress, remove barriers so they are ready to take part and succeed.
- We listen to student views and respect their experiences as learners.
- We provide interesting, engaging activities and meaningful experiences that help students to learn and enjoy learning.
- We help to develop independence, resilience and the skills need for the future and adulthood.

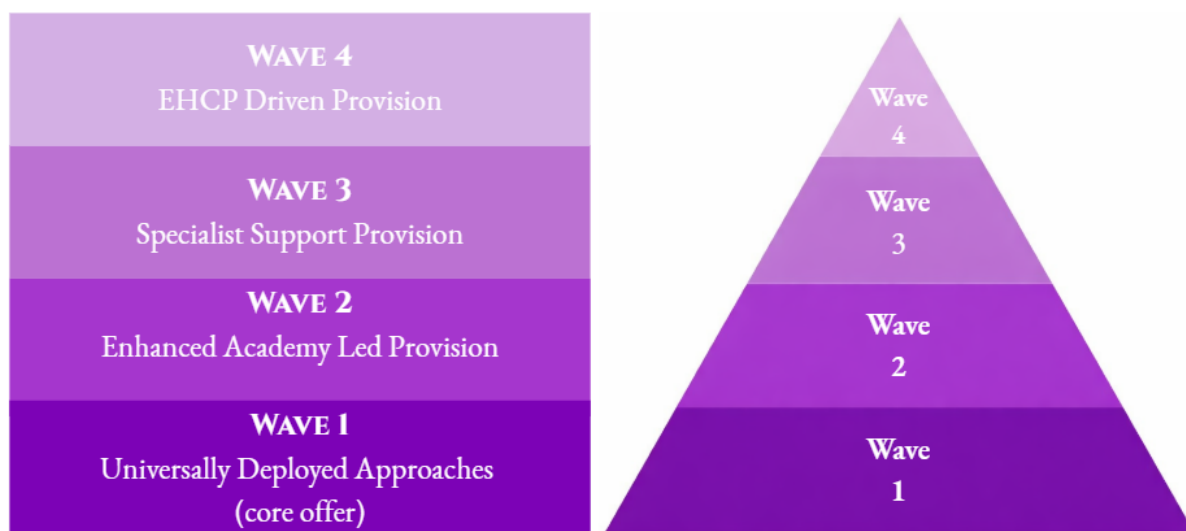
At Danesholme Academies, inclusive provision is a shared responsibility of the whole school community. Inclusion underpins all aspects of school life and applies to every child.

## **Provision**

Levels of provision that are aligned with our whole school vision.

We have four levels of provision which are designed to support all staff working with our students to have an ongoing, holistic understanding of the individual student and their needs.

During the academic year students could move up and down our levels of provision based on their emerging needs and successful intervention. We adopt the graduated approach of assess, plan, do and review to determine if there is a need for a student to move up or down one of the provision levels through a whole school, department, and individual subject teaching lens.



Wave 1
Core offer - universal provision provides the appropriate learning opportunities to all pupils. Early identification observations and monitoring take place at this stage.
Wave 2
Requiring additional support. Enhanced provision may be needed as well as provision in Wave 1. Leading to SEN register and/or screening and assessments. Assess-Plan-Do-Review process to continue to be used.
Wave 3
Wave 2 is not sufficient to meet SEND needs. Pupil accessing everything available in Wave 1 and 2 plus involvement of external professionals and specialist interventions.
Wave 4
Request for EHC needs assessment. Where an EHCP is in place provision should be in place as outlined in Section F. Assess-Plan-Do-Review must be maintained throughout.

For each level of provision, agreed indicators are in place to support timely review and consideration of escalation. A review may be initiated where there is evidence of:

- A sustained decline in academic progress or attainment
- Students working consistently below age related expectations in core areas
- Emerging or ongoing concerns raised by school staff and/or parents or carers
- A decline in attendance or an increase in persistent absence -
- Reduced engagement with learning or peers, or other indicators of deteriorating emotional or mental wellbeing
- Involvement of external agencies, including referrals via health professionals (e.g. GP referrals)

A core set of interventions which are aligned to the areas of SEND and the Wave of provision.

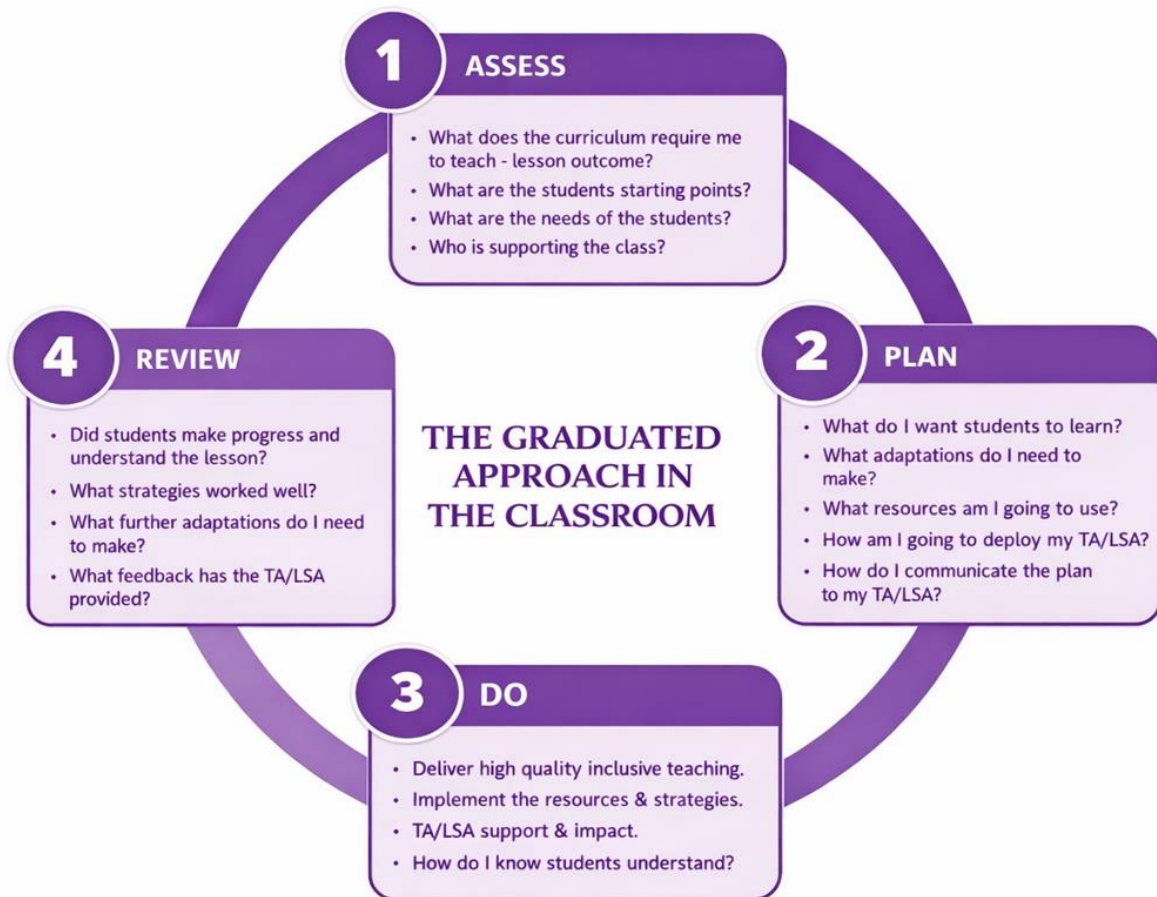
Broad Area of need	Wave 1	Wave 2	Wave 3	Wave 4
All areas	Quality First Teaching	SMART targets Learning plans / Positive Support Plans to be maintained and fully reviewed	Referrals completed based on Wave 2 assessments, monitoring and screening.  Top-up funding may be applied for.  Learning plans to be maintained and fully reviewed.	EHCP driven – provision from section F
Cognition & Learning	Precise & targeted modelling / scaffolding.  Adaptive & responsive teaching  Effective questioning/ feedback.  Read, Write, Inc.  Reading Eggs  IDL MTC program (Y4 multiplication checks)  Tackling Tables  NCETM Maths	Targeted intervention groups in & outside the classroom for core subjects/areas of difficulty.  Use of ICT intervention programs.  Rowangate Outreach.  In school bespoke assessments using B-Squared.  In school screening (e.g. dyslexia)  Metacognitive strategies.  Memory recall techniques.  Pre-teaching.	Advice/intervention from: Educational Psychology Speech & Language  Use of AET / Bell Foundation objectives to identify gaps	Additional referrals completed based on Wave 3 assessments, monitoring and screening.  EHCNA (RSA) where EHCP not already in place  Learning plans to be maintained and fully reviewed  Annual reviews to take place within statutory timeframe.  QA of EHCPs and learning plans termly.
Communication & Interaction	Developing oracy.  Explicit instructions/language.  Modelling language and interaction.  OPAL lunchtime provision	Support & intervention groups based on in school screening (Speech & Language Links).  Additional supervision input for social interaction.	Advice/intervention from:  Educational Psychology Speech & Language Specialist equipment (e.g. communication aids)	

	Opportunities to work with peers and adults.	Visual Aids. Rowangate Outreach. Use of AET / BELL Foundation objectives to identify gaps		
Social, Emotional & Mental Health	Flexible groupings Seating plans OPAL lunchtime provision Zones of Regulation – Moji Monsters A large number of support staff trained in trauma informed practices.	Additional supervision input for social interaction. Support & intervention SEMH (therapy/nurture groups/ELSA). Maplefields Outreach. Boxall profiling. Social Skills groups Meet and Greet club Northampton Town Football Club Social Skills groups	Advice/intervention from: Educational Psychology CAMHS/Behaviour Support/MHST Specialist equipment (e.g. communication aids, weighted vest/blanket) Targeted & extensive ELSA input	
Sensory & Physical	Advice/intervention from: Involved medical professionals	Advice/intervention from: Involved medical professionals Sensory circuits. Access to sensory equipment (e.g. focus toys, wobble cushion) Movement breaks	Advice/intervention from: Educational Psychology Speech & Language Occupational Therapy Physiotherapist Other involved medical professionals Specialist equipment (e.g. communication aids, specialist chairs, weighted vest/blanket)	

## **Graduated Approach**

All pupils requiring support beyond Wave 1 are monitored through an ongoing Assess–Plan–Do–Review cycle via Individual Learning Plans and/or Positive Support Plans linked to bespoke provision.

# THE GRADUATED APPROACH IN THE CLASSROOM



## Appendix I

### **Danesholme High Quality Teaching Checklist**

#### **High-Quality Teaching for all Learners despite circumstances and need**

##### ***What do we mean by this 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 learners, is the first step in responding to learners who have or may have SEND. 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 learners 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)

This checklist has also incorporated the latest recommendations from the Education Endowment Foundation’s ‘Special Educational Needs in Mainstream Schools’ (2020) guidance which found strong evidence that High Quality Teaching for learners with SEND is firmly based on strategies that will either already be in the repertoire of every mainstream teacher or can be relatively easily added to it. It recommends that teachers focus on these strategies and utilise them flexibly in response to individual needs.

The statements within this checklist offer an opportunity to improve practice within the context of a constructive and non-judgemental framework. 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 and achieve as well as they possibly can. Its focus is not on interventions or the additional support that the setting puts in place when learners are on the SEND Register.

<b>THE PHYSICAL AND SENSORY ENVIRONMENT</b>		<b>Always</b>	<b>Sometimes</b>	<b>Not yet</b>
<p>The physical environment comprises the use of space, materials and environment design.</p> <p>The physical learning environment and its elements are directly linked to numerous outcomes for children and young people including social and academic learning and skill development (Copple &amp; Bredekamp, 2009; DeVries, 2012; Miller &amp; Cunningham, 2009).</p> <p><i>A positive, supportive and inclusive learning environment for all learners without exception should be the aim.</i></p>				
<b>USE OF SPACE</b>				
I keep under review the physical and sensory accessibility of my learning environment to meet individual learner's needs.	I ensure there is enough space for all pupils to easily move throughout the learning environment.			
	I make reasonable adjustments if needed for children and young people with physical and sensory disabilities.			
	I ensure the furniture is the appropriate size/height for all children and young people (so that both feet can be placed flat on the floor and desk is at elbow height).			
	I provide access to designated quiet/low stimulus spaces (e.g., workstation, calm space) for those who need a quiet area to work or take a break.			
	I provide access to outdoor spaces.			
	I ensure the environment offers a flexible space that is appropriate for the age and stage of development of the PUPILS.			
	In early years settings I ensure the learning environment is responsive to young children's needs, natural desires, and interests.			
I have a well-organised learning environment where equipment and resources are clearly and consistently labelled and identifiable.	I ensure all areas are well-defined as to their design and purpose; they are labelled using text, imagery, object of reference as appropriate to the needs of the PUPILS. (Bilingual labels if appropriate) (Scott, Leach, & Bucholz, 2008).			
	Elements are specifically designed and/or located to meet the needs of PUPILS and personalised by the PUPILS to promote ownership and responsibility e.g. coat pegs, lockers, named drawers.			
	I clearly and consistently <b>label equipment</b> and resources with text, imagery, object of reference as appropriate to the needs of the PUPILS (Bilingual labels if appropriate).			

	I locate equipment and resources, including individual specialist items, to enable independent access and ensure they are kept in the same place.			
I carefully plan seating arrangements to maximise the impact of learning opportunities.	I arrange seating so that all learners can clearly see me, hear me, and appropriately receive my communication as well as have appropriate access to the board.			
	I arrange seating to suit the learning activity.			
	I group desks when appropriate to encourage cooperative learning and build a sense of class community (Patton, Snell, Knight, Willis, and Gerken, 2001).			
	I ensure seating arrangements meet the needs of individual PUPILS and in line with any recommendations made by specialist services.			
	I ensure that all PUPILS are working in comfort and with appropriate space around them (e.g., ensure left- and right-handed PUPILSs arms are not knocking into each other)			
<b>LEARNING MATERIALS AND RESOURCES</b>				
I ensure activities, materials and equipment are accessible for all learners.	I present text alongside meaningful visuals and/or tactile objects to aid coding of information.			
	All my materials are reader friendly: <ul style="list-style-type: none"> <li>- Twinkl unlooped or Twinkl Looped</li> <li>- Size 12-14 point</li> <li>- Size 24+ points on presentations</li> <li>- Dark coloured texts on light (not white) backgrounds</li> </ul>			
	I consider the needs of PUPILS who have a Visual and/or Hearing Impairment and follow the recommendations made by specialist teachers.			
	I consider access to ICT / different means of recording.			
	I ensure materials are physically accessible and promote independence e.g., PE and maths equipment and consideration is given to PUPILS who are left-handed with fair access to equipment, e.g., scissors, position of the mouse at the computer.			
	My materials are age/stage/interest appropriate. For example, age-appropriate content in low level reading books			
	My <b>handwriting</b> on the board and in PUPILS's books is clear and legible and follows the setting handwriting policy with the opportunity for flexibility where specialist advice is given (e.g. for a child with VI who's QTVI has recommended writing in a printed, non-cursive style).			

	In early years settings I ensure resources are freely available, well-organised, and regularly refreshed.			
	In early years settings I ensure children have access to resources that facilitate independent choices.			
I ensure all activities, material and resources reflect learners background and individual differences sensitively.	My materials are created with equality, diversity and individual needs in mind.			
	My materials and displays reflect PUPILS's backgrounds, e.g., multicultural, religiously diverse, not age/gender/able bodied specific.			
	My materials and displays reflect people from different cultures and family groupings and with disabilities to promote belonging, identity and inclusion.			
I routinely use a routine/ timetable/ visual timeline.	My timetable communicates structure over the day and/or within a lesson.			
	I regularly refer to the timetable and ensure it is accessible for all learners through the use of visuals, objects of reference and/or now and next indicators.			
<b>ENVIRONMENT DESIGN</b>				
I have created a calm and welcoming learning environment.	My learning environment is calm and low arousal. Experience of nature is promoted – outdoor views, natural elements in the learning environment, e.g., plants, wooden furniture, outdoor classes, etc. (Kuo, Barnes & Jordan, 2019).			
	I use colour effectively: <ul style="list-style-type: none"> <li><input type="checkbox"/> Block of the colours red and orange can make learners feel nervous and unsettled while blue and green can help learners feel calm.</li> <li><input type="checkbox"/> Dark colours are not used other than black vocab cards– these draw natural sunlight out of a room and can make learners feel drowsy and listless (Hathaway, 1987).</li> </ul>			
	I ensure 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 have created a welcoming learning environment. e.g. Plants, soft chairs, rugs, and pillows are used to add warmth and comfort to a class environment (Rutter, Maughan, Mortimore, & Ouston, 1979).			
	My learning environment is personalised to the PUPILS – emphasis is placed on the unique interests, styles, motivations, and capabilities of			

	individual learners e.g., PUPILS's work is displayed to enhance ownership.			
I have carefully considered the design and content of the displays in my learning environment	My displays are purposeful and interactive, acting as cues or resources for further learning.			
	The displays in my learning environment are visually accessible and are designed to minimise sensory overload I make sure key vocabulary is displayed and accessible to all, dual-coded and bilingual where needed.			
I consider the sensory elements of my learning environment	I am aware of how the lighting in the room can impact learners e.g., natural lighting; awareness of glare from sunlight/whiteboard with the option to minimise with blinds/window coverings; avoiding standing with bright light behind you to help lip reading, best reception of speech, facial expressions and body language.			
	I consider the acoustics and noise levels – sound absorbing materials are used where possible, rubber feet on moveable furniture, small carpeted/rug areas. Objects that produce background noise are removed if possible (Vander Ghinst et al, 2019).			
	My learning environment is well ventilated. The temperature is cool but comfortable (Haverinen-Shaughnessy & Shaughnessy, 2015).			
	I am aware of any strong smells e.g., classroom next to the canteen or music room, and do whatever I can to mitigate these issues.			
	I make sure learners who wear glasses and/ or hearing aids wear them and are seated in the optimum position according to the specialist advice from a QTVI/ QToD.			
	I have used comprehensive auditing tools to ensure my learning environment is: <ul style="list-style-type: none"> <li>- Communication Friendly</li> <li>- Autism Friendly</li> <li>- Dyslexia Friendly</li> </ul>			

<b>TEACHING AND LEARNING</b>		<b>Always</b>	<b>Sometimes</b>	<b>Not yet</b>
<p>Teaching refers to the attitudes, skills and behaviours that support learners' learning and personal development. Teachers can create an effective learning environment by using a variety of teaching methods and teaching styles, providing learners with multiple ways to excel (Vaughn &amp; Baker, 2001).</p> <p><b><i>Improving high quality teaching for all learners will improve outcomes for learners with SEND. Reflect on these strategies that can be used flexibly in response to individual needs and used as the starting point for effective learning.</i></b></p>				
<b>SETTING CULTURE</b>				
I promote a positive setting culture.	I ensure PUPILS's basic needs are met (physical health, wellbeing, safety, etc.), in order for learning to be accessible (Maslow, 1943).			
	I encourage learners to: <ul style="list-style-type: none"> <li>o Take risks and be proud to say they found a task difficult.</li> <li>o Problem solve and be unafraid to get things wrong.</li> <li>o See mistakes as a natural part of learning and as a positive learning opportunity.</li> <li>o Demonstrate independence and take responsibility for their own learning.</li> <li>o Be actively involved in all activities.</li> <li>o Ask questions about their learning (Chin &amp; Osborne, 2008).</li> </ul>			
	Our learning environment rules are created collaboratively with the PUPILS focusing on expectations of how to act towards one another, maintain a safe environment, and participate in learning.			
	I offer clear explanations of the rules, model the rules, rehearse the expectations with PUPILS and they are offered opportunities to be successful in meeting the expectations.			
	I provide clear strategies and expectations around listening/being prepared to learn; these are displayed, taught, modelled and regularly reinforced.			
I put clear routines in place and these are explicitly taught. (Teacher Standards 7)	I have clear routines in place and these are explicitly taught to learners, e.g., for transitions, stopping the class, etc. <i>Routines empower PUPILS to be more responsible for their own behaviour and learning (Covino &amp; Iwanicki, 1996).</i>			
	We have non-verbal signals that learners can use to indicate when they wish to contribute/when they do not understand (e.g., green/amber/red cards).			
	I take a relational approach to behaviour regulation, rather than reliance on rewards, sanctions and consequences. <i>The purpose of a behaviour policy should be to teach behaviour regulation, not punish (Siegel, 2018).</i>			

	<p>I encourage a growth mindset (Dweck, 2008) by:</p> <ul style="list-style-type: none"> <li>- modelling a growth mindset (truly believe that all PUPILS will achieve and improve),</li> <li>- Praising a PUPILS's effort rather than the person, the end piece of work or results ('You have worked so hard on this'; 'You're persevering brilliantly through tough new concepts'),</li> <li>- I avoid fixed mindset labelling that praises intelligence or talent ('You're so clever'; 'You're so talented') – praise effort and perseverance.</li> </ul>			
	<p>I do not hold onto notions of fixed ability and have high expectations for the attainment and progress of <b>all PUPILS</b> setting well informed goals that stretch and challenge.</p>			
	<p>I actively listen with care, seeking to understand emotions and use skills that help manage conflict. <i>Teachers use more learner-centred practices (i.e., practices that show sensitivity to individual differences among PUPILS, include learners in the decision-making, and acknowledge PUPILS's developmental, personal and relational needs) (Daniels &amp; Perry, 2003).</i></p>			
<p><b>CURRICULUM AND PLANNING</b> - here we are making sure all learners access a broad and balanced curriculum which promotes belonging, identity, confidence and inclusion and is adapted to the strengths and needs of all PUPILS.</p>				
<p>I ensure learning is well planned and meets the needs of all learners. (Teacher Standards 4)</p>	<p>I ensure learning builds upon previously taught skills and knowledge., start a lesson with a class mind-map of what PUPILS already know about a subject, provide visual 'learning journey'.</p>			
	<p>My planning makes links between common themes across subjects to support generalisation of learning.</p>			
	<p>I make learning accessible, meaningful and relevant for all, taking into account the PUPILS's prior knowledge, experiences and contexts (Bruner, 1986).</p>			
	<p>I promote experiential learning wherever I can across the curriculum e.g. I plan for examples of new concepts from a PUPILS's own real-life experiences rather than talking in the abstract.</p>			
	<p>At the lesson planning stage, I undertake careful task analysis to ensure that task demands are matched to the learner's current learning profile, addressing their learning needs and promoting their growth in independence.</p>			
	<p>I pitch most learning intentions to just above the learner's current level of independent mastery and within their 'zone of proximal</p>			

	development', i.e., at a level where they can succeed with scaffolding.			
	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 small, manageable steps. <i>Any new knowledge should increase PUPILS's level of understanding. Where gaps start to form in knowledge this can lead to lack of understanding.</i>			
	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 focus on structuring and scaffolding approaches to teaching which build independence over time, not impede it.			
	I provide opportunities to allow PUPILS to demonstrate or record 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.			
	My teaching is learner-centred – PUPILS are supported to set educational and learning goals for themselves, develop plans to reach those goals, self-reflect, and monitor their progress toward those same goals (Opdenakker & Van Damme, 2006; Palmer & Wehmeyer, 2003).			
	Short bursts of physical activity and movement are incorporated into learning (Mahar et al, 2006)., <i>e.g., sensory breaks, movement breaks, fiddle toys, wobbly cushion etc.</i>			
	I ensure any homework tasks set are relevant, accessible, appropriately differentiated and of good quality.			
	I ensure extra-curricular activities and educational visits are planned to fully include PUPILS with SEND (in line with the Equalities Act 2010) including those with SEMH, physical and/or sensory disabilities.			
I ensure learning is engaging and promotes communication	I plan regular opportunities for alternative means of learning, e.g., construction and drawing, journaling, video blogging, gamification, inquiry learning, etc.			
	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 rather than sitting.			
	I plan and facilitate activities that promote social speaking and listening skills and cooperative learning e.g., role play and drama			
	I provide opportunities for making choices throughout the day to encourage use and development of speech.			
	In early years settings I ensure the curriculum and planning focuses on: <ol style="list-style-type: none"> <li>1. Communication &amp; Language Encourage two-way interactions and language-rich communications between staff and children right from the outset. Introduce new vocabulary regularly and help children to understand it and use it themselves through activities like storytelling, role play and question-and-answer sessions.</li> <li>2. Physical Development Provide opportunities to develop skills like balance, gross and fine motor skills, coordination, spatial awareness, hand/eye coordination, strength and agility.</li> <li>3. Personal, Social &amp; Emotional Development ('PSED') Children are supported and support one another as they learn how to manage emotions and behaviours, how to eat healthy diets, look after themselves physically, and independently manage their own personal needs.</li> </ol>			
<b>TEACHER INPUT</b>				
I give clear instructions and provide extensive modelling	I utilise explicit instruction which begins with detailed explanations, followed by extensive practice, later moving on to independent work (I do, we do, you do).			
	I use clear concise instructions with written or visual prompts.			
	I model tasks and methods explicitly (Zimmerman & Dialessi, 1974).			
	I provide examples of 'what a good one looks like'.			
I use pre- and post-teaching effectively.	Individual pre- and post- learning activities to be used to meet specialist sensory and communication needs as recommended by specialist services.			
	I use opportunities to pre-prepare texts e.g., highlighting tricky words, summarising			

	paragraphs, discussing pictures or context before the PUPILS is required to read.			
	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, poor working memory or a significant sensory loss.			
	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 differentiate and adapt my teaching to meet the needs of all learners. (Teacher Standard 5)	I ensure PUPILS with SEND have at least the same amount of time working with the teacher directly as their peers do.			
	I provide learners with adequate time to rehearse and consolidate new skills, key facts and concepts to support learning to become more fluent and accurate. This includes additional time where advised by specialist services, for those with a sensory, physical or processing need.			
	I ensure opportunities are given for repetition and overlearning by providing opportunities to revisit previous learning combined with spaced learning practice to promote optimal retention of knowledge and skills.			
	I give PUPILS '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 vary the pace and order of activities to maintain interest and attention of all learners (Goldsmith, 2009).			
	I look out for PUPILS who may be disengaging in their learning because they need a movement or sensory break.			
	I provide additional time to complete tasks where needed. This includes additional time, where advised by specialist services, for those with a sensory, physical or processing need.			
	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 give examples of the PUPILS's previous successes to prepare and encourage them to engage in the next level of challenge.			
	I use flexible groupings, including mixed ability, to take account of individual needs, opportunities to access role-models for conversation, sharing of ideas and collaborative learning.			

I teach cognitive and metacognitive strategies explicitly. (Teacher Standard 2)	I teach strategies such as chunking, memorisation techniques (e.g., mnemonics, use of rhythm, verbal categorisation, visualisation techniques), and use of checklists to make information easier to process.			
	I draw learners' attention to the priority elements of the task e.g., providing success criteria.			
	I teach study skills explicitly e.g., note taking, summarising etc.			
	I encourage PUPILS to reflect on how a strategy helps them to solve the problem or complete the task successfully.			
I make efficient use of formative assessments and feedback to support learning and future planning. (Teacher Standards 5 and 6)	I help PUPILS to plan, monitor and evaluate their learning e.g., ask questions to encourage revision and metacognitive strategies such as asking, "What have we learned? What helped you to remember that?"			
	I provide specific verbal praise and feedback which recognises progress and effort, not just goal oriented focused on achievement of outcomes and academic attainment (Sisk et al, 2018). Where verbal praise is not appropriate, I provide alternative praise through visual or tactile methods. e.g., a thumbs up			
	I give PUPILS meaningful feedback that shows adults care about them and their learning.			
	I plan for regular retrieval practice through low stakes formative assessments.			
I carefully consider my use of language and communication strategies.	The language I use is accessible and at an appropriate developmental level e.g., complimented by visuals or objects of reference, adapted or simplified.			
	I use PUPILS's names and ensure eye contact is established (if appropriate) and I make sure attention has been gained before giving an instruction.			
	I ensure the instructions I give are clear and simple, using repetition rather than re-phrasing.			
	I consider how PUPILS process information and the speed at which they are able to by: <ul style="list-style-type: none"> <li>- Adapting volume of speech</li> <li>- Adapting speed of speech</li> <li>- Consideration of accents and how this can affect understanding</li> <li>- Adapting use of language to suit learners' prior knowledge and experiences</li> <li>- Adapting the amount of information/number of instructions I provide</li> </ul>			

	- Use visuals/body clues to support speech			
	I allow learners time to process information before being asked to respond.			
	I use dual coding where appropriate 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/communication to aid language comprehension e.g., pointing and natural gesture.			
	I make sure I explain idioms, jokes and irony to avoid misunderstanding.			
	I employ varied questioning techniques but avoid over-questioning.			
	I keep listening to times short.			
	I use open body language and advocate for an active listening environment. I make sure that attempts by PUPILS to communicate are always valued and responded to.			
	I use modelling, commenting and pausing and reduce my use of questions where appropriate to promote the development of the PUPILS's language and talking.			
	When PUPILS use single words, I repeat and expand as a model.			
	I check that 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.			
	I take into consideration the possibility of sensory overload (it is hard for some PUPILS to process visual and auditory information at the same time).			
I check learners' understanding and monitor the consistency of their learning. (Teacher Standard 2)	I check that learners understand what they need to do before starting activities e.g. by asking them to repeat back instructions ( <i>ideally, in their own words as this will demonstrate processing</i> ).			
	I check in with learners whilst they are working to ensure they understand processes and content.			
	I am aware of PUPILS's attention and concentration levels which can be affected by age, stage of learning and other needs, such as hunger, well-being etc.			

	I encourage learner-led discussion, e.g., use of talking partners, learner-led presentations, etc.			
	Feedback from activities is sought from a wide range of learners to ensure teachers fully understand progress of their whole class e.g., using a 'no hands up' policy.			
<b>RESOURCES</b>				
I use technology to support learning.	I use technology to assist modelling e.g., a visualizer to model worked examples in English, interactive whiteboard.			
	I support PUPILS to use personal IT equipment, programmes and apps that makes learning more accessible.			
	Tablets / laptops are available to record ideas e.g., word processing, use of software such as Clicker.			
I provide a variety of resources to scaffold learning and to promote greater access to the curriculum.	I provide support for PUPILS with word/ number finding-finding difficulties e.g., word maps, word wheels, working walls, word mats, number lines, phonics and alphabet strips, visual word banks for topic-related vocabulary.			
	I ensure learners have prompts they can refer to, to check how they correctly form letters and numbers.			
	I make sure key vocabulary is displayed with visuals (dual coding and bilingual where needed).			
	I provide a range of practical and supportive aids/equipment to support personal organisation e.g., visual timetable, personal planner, labelled equipment, individual workstation.			
	I provide resources to support working memory and short-term memory e.g., coloured pens, post-its, mind map frames, whiteboards, jotter etc.			
	I provide a variety of resources to support speech, language and communication e.g., talking books, talking pens/tins, talking mats, concrete objects and visual images.			
	I provide resources so support PUPILS with sensory seeking needs such as wobble cushion, weighted blankets, chew toys etc. In line with external advice if appropriate.			
	I provide resources such as writing slopes and pencil grips for learners who need support with the physical act of writing.			
	I ensure recommendations made by specialist services are followed when preparing resources			

	e.g., font size, specialist paper, electronic versions.			
<b>ADDITIONAL ADULTS</b>				
I ensure effective planning for and efficient deployment of additional adults in the learning environment and ensure they have a positive impact on learning outcomes. (Teacher Standard 8)	Additional adults in my class:			
	➤ add 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 PUPILS's needs and the learning intentions/objectives.			
	➤ offer opportunities for bilingual PUPILS 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 ensure increased independence.			
	➤ use effective questioning alongside an emphasis on learning through talk and discussion.			
	➤ provide specific verbal praise and feedback which recognises progress and effort.			
➤ have adequate time to share learner progress with me in order to inform future planning.				

<b>STAFF SKILLS AND TRAINING</b>		<b>Always</b>	<b>Sometimes</b>	<b>Not Yet</b>
<i>Effective ongoing professional development is crucial to improving outcomes for children and young people.</i>				
What are your CPD needs in relation to SEND?				
	I reflect critically upon the impact of my teaching on PUPILS with SEND.			

I proactively develop my skills knowledge and practice.	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.			
	I am aware of the stages of typical language development; the impact of speech, language and communication difficulties in the learning environment; and the importance of the language environment on the PUPILS's ability to access academic, social, personal and extra-curricular opportunities.			
	I engage in programmes of ongoing CPD in relation to SEND across high incidence needs: <ul style="list-style-type: none"> <li>- Autism</li> <li>- Supporting girls with autism</li> <li>- Speech language and communication</li> <li>- General learning difficulties</li> <li>- Specific literacy difficulties</li> <li>- Specific maths difficulties</li> <li>- Specific co-ordination difficulties including dyspraxia</li> <li>- Social, emotional and mental Health including: attachment, ACEs (adverse childhood experiences), ADHD, ADD</li> <li>- Sensory processing</li> <li>- Visual impairment</li> <li>- Hearing impairment</li> </ul>			
	I reflect upon the context and outcomes for my current cohort of SEND learners and seek out appropriate CPD opportunities.			
I collaborate and have effective links with other staff and relevant outside agencies.	I know when and who to refer to for extra support and advice e.g., subject leads, heads of department, SENDCO.			
	I communicate regularly with other professionals who are involved with learners with SEND e.g., educational psychologists, speech and language therapists.			
	I use advice received from other professionals to inform my teaching.			

<b>TRANSITIONS AND CHANGE</b> This can be a particularly challenging part of the educational experience. How do you try to ease this difficulty for your learners?		Always	Sometimes	Not yet
I put support is in place for daily transitions and life transitions for example:	I give prior warning when an activity is about to change (especially important if the learner is enjoying/engrossed in the activity).			

<ul style="list-style-type: none"> <li>- preparing for weekends, the start of holidays and beginning of term</li> <li>- moving from lesson to lesson</li> <li>- changing from structured to unstructured times</li> <li>- moving from one activity to the next within a lesson</li> <li>- changes of staff - permanent and temporary</li> <li>- special events: visitors, visits, celebrations</li> <li>- life events: birth of a sibling, change in parenting arrangements, bereavement</li> <li>- puberty</li> <li>- educational stages e.g., starting school, secondary school, post 16,</li> </ul>	I use visual support systems, timetables, lists, schedules, calendars and objects of reference to help PUPILS prepare emotionally for change.			
	I think about transitions during the 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 e.g. withdrawal to smaller groups, self-directed / individual calm time, access to calm spaces.			
	I use social stories to explain transitions when appropriate.			
	I offer support from a key adult when appropriate.			
	I make plans for unstructured times: calm spaces are available; structured alternatives offered such as games, clubs or use of the library.			
	I am aware of PUPILS who may struggle with transitions and put appropriate support in place e.g., PUPILS who: have insecure attachment, including but not limited to Looked After Children, learners who are subject to Child in Need or Child Protection Plan and Service Pupils; have social communication difficulties; are neuro-divergent (ND); have suffered trauma, loss, or bereavement; are anxious.			
I put procedures in place for ensuring smooth progression within and between settings, particularly during all transition phases, including on entry and exit. This includes significant life	I actively seek out and share information about the PUPILS to support successful transitions and manage change both within the setting and beyond.			
	I make this information is available for parents/carers, other colleagues			

events e.g., bereavement, loss, change in family circumstances.	within the setting and receiving or previous settings as required.			
	I am aware of PUPILS who need additional support while transitions and adjustments are made, e.g., additional visits to a new setting/learning environment with a familiar trusted adult, additional transition time, creating social stories, transition book, transitional objects etc.			
	For learners with additional needs, a SEND Transition Plan should be co-produced by the exiting setting, receiving setting, specialist services, family and learner.			

<b>RELATIONSHIPS</b>		<b>Always</b>	<b>Sometimes</b>	<b>Not yet</b>
<p>Learning is a social process, it takes place through social interactions where knowledge is co-constructed between a more and a less knowledgeable individual (Vygotsky, 1987).</p> <p>Staff in educational settings are a significant other in a child or young person's life, they can influence their understanding of themselves, psychosocial development, and educational outcomes (Myers, Pianta, 2008).</p> <p>Positive, supportive relationships between learners and educational staff, peers and other adults have been found to increase connection and interest in education, with higher teacher-learner closeness linked with lower behavioural difficulties (McGrath, Bergen, 2015).</p> <p><i>Research has suggested that staff attitudes towards the inclusion of children and young people with Special Educational Needs and Disabilities are reflected in the quality of their interactions.</i></p>				
<b>BUILDING ADULT- LEARNER RELATIONSHIPS</b>				
I work on building and maintaining relationships with other setting staff, learners, parents and seek to make positive	I greet learners positively when they arrive (in a personalised manner).			
	I take time to get to know learners and give time to invest in relationships showing genuine interest.			

connections, even when there are challenges.	I promote closeness in my relationships with learners by being in tune with their developing needs.			
	I don't let a 'label' of SEN or disability define my view of a PUPILS's strengths and difficulties but seek to understand their unique profile of needs.			
	I interact with PUPILS in a responsive and respectful manner (Rimm-Kaufman & Sandilos, 2010).			
	I actively work to be solution focused.			
	<i>I use positive language and verbal reinforcement is used often, catching PUPILS doing the right thing. Learners are recognised and praised for the progress they make more than they are criticised (Taylor &amp; Parsons, 2011) with a ratio of at least 5:1 positive: negative interactions.</i>			
	I support the effective management of conflict with an agreed repair process e.g., a restorative approach to conflict management.			
	I aim for a gradual move from co-regulation to Self-regulation. I model and explain self-regulation to increase PUPILS's independent learning skills, e.g., self-evaluation, goal setting and planning etc. (Zimmerman, 1989).			
<b>BUILDING PEER RELATIONSHIPS</b>				
I encourage and provide opportunities for the development of positive peer relationships for learners	I am aware that <i>peers make inferences about an individual's likability, academic competence and social competence based on observations of the way the teacher interacts with them (Hughes, 2001).</i>			
	I encourage positive peer relationships by incorporating cooperative activities into learning.			
	Opportunities are provided for peer support and mentoring.			
	I encourage PUPILS to be caring and respectful to one another.			
	I teach social skills in small and whole class group situations e.g., circle time.			
	I lead discussions about individual interest and experience so that PUPILS can have a better understanding of each other and any shared interests (Kemple & Hartle, 1997).			

	Staff participate in and guide conversations to help PUPILS recognise and celebrate each other's strengths.			
	I participate during some social interactions to model, guide, and encourage respectful conversation and sharing behaviour (Kemple & Hartle, 1997).			
	I observe learners' social interactions to gain awareness of the setting's social context including potential learner conflicts (Kemple & Hartle, 1997).			
<b>COMMUNITY AND BELONGING</b>				
I actively promote a sense of community and belonging.	I adopt a learner-centred, culturally responsive approach (Ladson-Billings, 2014): <ul style="list-style-type: none"> <li>- I identify and nurture PUPILS's unique cultural strengths to promote a sense of well-being about their place in the world.</li> <li>- I prioritise learning about the backgrounds of the PUPILS in my setting.</li> <li>- I reflect upon my own cultural biases and work hard to ensure these are overcome in order to appreciate the traditions and values of other cultures.</li> </ul>			
	I promote emotional literacy through (for example): <ul style="list-style-type: none"> <li>- Setting up One Page Profiles/ All About Me for every member of the setting community, including staff, not just for learners with SEND.</li> <li>- Providing opportunities for learners to access support e.g., access to a mentor, ELSA, etc.</li> </ul>			
	I work collaboratively with other setting colleagues and families.			
	I am aware of PUPILS who may need alternative methods of communication and actively integrate them within the community (e.g., signing, symbols etc.).			
	My setting adopts an effective conflict resolution plan based on relationships, such as restorative justice.			
	I give PUPILS opportunities and encourage them to have a say in what happens in their class and setting, e.g., setting up			

	School Council with, at least, two representatives from each class.			
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<b>PARENT, CARER AND LEARNER VOICE</b> <i>Family and learner engagement is consistently associated with children and young people's success in education.</i> How do you promote this with the PUPILS you teach?		<b>Always</b>	<b>Sometimes</b>	<b>Not yet</b>
I build positive working relationships with families and ensure regular communication.	I value the importance of developing positive, reciprocal and respectful working relationships and ensure all parents and carers feel welcome, listened to and equally valued.			
	I provide a range of communication channels for parents/ carers such as Class DoJo / text / email to share information about their PUPILS in line with the setting policy.			
	I ensure that successes, achievements and progress are regularly communicated both formally and informally with parents and carers, and ensure that I do not make contact to only relate negative information.			
	I reflect on the effectiveness of my communication with families and adjust it accordingly.			
	I keep records of family consultations and make follow-up appointments where needed.			
	I alert to and advocate for parents/carers who might have learning needs themselves.			
	I make a particular effort to include parents at points of transition for the PUPILS. For example, new setting, new teachers/teaching assistants, new Key Stages?			
	I respect and listen to parents/ carers. I value their unique perspectives on their PUPILS's strengths and needs.			
I actively involve families in decision making.	I use knowledge of the family to sensitively share with parents and carers any difficulties that their PUPILS is experiencing so that we can work together to develop a plan of support with clearly defined outcomes.			
	Families are involved in setting and reviewing targets for their PUPILS.			
	Families are aware of the SEN status of their PUPILS and what support has been put in place.			

	I provide opportunities for parents to share their views in relation to SEND provision.			
	I hold termly meetings with parents for PUPILS on the SEND register.			
I value learner voice and ensure views are taken into consideration.	Learner 'voice' is encouraged, actively sought and acted upon across the curriculum.			
	I support PUPILS to set and review their own targets.			
	I ensure PUPILS understand their targets and how to achieve them.			
	I support PUPILS to identify their own barriers to learning.			
	I support PUPILS to identify learning strategies that work for them and removes barriers to their learning.			
	I encourage PUPILS to talk about their aspirations and help them to understand how their learning in nursery/ school prepares them for adulthood.			
	I support PUPILS to value and celebrate their achievements.			
	I value PUPILS voice in relation to having things done with them not to them.			
I recognise what is important <b>TO</b> PUPILS as well as what is important <b>FOR</b> them.				

<b>WELLBEING</b> <i>Ensuring we are doing everything we can to support the physical and emotional welfare of PUPILS provides the vital foundation for their readiness to learn.</i> <i>How do you create this climate for learning?</i>	<b>Always</b>	<b>Sometimes</b>	<b>Not yet</b>
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Considerations are made for the mental health and wellbeing of all learners.	I am aware of cultural and religious differences within my learner population and demonstrate inclusive practice.			
	I allow the use of comfort objects and behaviours especially when the PUPILS 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 PUPILS.			
	A key adult (preferably identified by the PUPILS) provides a stable point of reference when required.			
	I understand the impact of loss, separation and trauma on PUPILS and in particular learners who are Looked After; and know how to support them.			
	The language I use demonstrates unconditional positive regard for learners.			
	I provide emotional reassurance which is comforting for the learner.			
	I create a calm space within the learning environment, or I know of an identified area of the setting.			
	I believe every PUPILS is different and capable of learning effectively if the 'way in' can be found.			
	I am aware that PUPILS with SEND may experience difficulties with aspects of their health, wellbeing, safety and relationships and be particularly vulnerable to bullying, abuse and exploitation. They may also face barriers in maintaining personal and sexual relationships, meeting new people and avoiding social isolation. Knowing this, I adapt my teaching and carefully check PUPILS's understanding and ensure an appropriate level of support and monitoring is in place.			
I consider the function of behaviour	I understand that behaviour is a form of communication.			
	I consider the function of a PUPILS's behaviour (e.g., SEAT: sensory, escape, attention, or tangible/ reward driven, relationship/attention driven, etc.)			
	I stay open minded, calm and reflective. I do not take learner behaviour personally.			

	I apply a 'growth mindset' to encourage self-efficacy, engagement and independence in learning.			
I promote positive social behaviours. (Teacher Standard 7)	I address social issues in PSHE and circle time and explicitly teach appropriate social behaviour using drama and demonstration (e.g., personal space).			
	I use visual cues to remind PUPILS about socially appropriate behaviours e.g., turn taking reminders, carpet spot, inside/outside voice cue cards.			
	I create opportunities throughout the week where PUPILS 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 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.			

## Appendix II - Resources

### Useful Reading:

- **Special Educational Needs in Mainstream Schools:** [Special Educational Needs in Mainstream Schools | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools)
- **NASEN SEND Teacher handbook:** [Teacher Handbook: SEND | Whole School SEND](https://www.nasen.org.uk/teacher-handbook-send)
- **Quick Guides-** available on the SEND toolkit
- **SEND label-** [Is SEND a useful label for pupils? | Tes](https://www.tes.com/whiteboard/SEND-a-useful-label-for-pupils)

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