Post 16
Quality First Teaching

For professionals working with young people with special educational needs in post 16 education and training

Durham
County Council

Contents

Post 16 Quality First Teaching

This guidance highlights the range of support and expectations that mainstream Post 16 education providers should 'ordinarily provide' without the need for additional support from either a Support Plan with additional funding or an Education Health and Care Plan - as well as describing the high needs provision.

This document has been co-produced by the SEND Casework Team and representatives from Post 16 education. The purpose of this document is to outline the provision that the local area expects to be made available for learners with special educational needs and/or disabilities (SEND) in all mainstream Post 16 education providers.

We also acknowledge that adapting practice to meet the needs of all learners does bring its challenges. It is our hope that this accessible resource will be used to prompt discussion and facilitate planning to create more inclusive learning environments and experiences.

The post-16 education and training landscape is diverse. It encompasses school sixth forms (both mainstream and special schools), sixth form colleges, general further education (FE) colleges, 16-19 academies, special post-16 institutions, and vocational learning and training providers in the private or voluntary sector. The range of available study programmes is broad and includes AS/A-levels, T-Levels, vocational qualifications (at various levels from Pre-Entry to Level 3), apprenticeships, traineeships, supported internships and bespoke packages of learning. (SEND Code of Practice 2014 7.1)

Inclusion

Inclusive education includes everyone learning together in mainstream settings. Some of the key things that we would notice if children and young people were successfully included in their educational community are:

- Being **present** in their education setting (secure and measurable attendance above 92% is a concrete indicator of this)

- **Engaging** in face-to-face teaching and learning

- **Participating** fully in their educational community (including their access to a robust and broad curriculum, including Personal Development, Prep for Work, Equality, Diversity, Inclusion - promoting equal opportunities)

- **Achieving** and making progress at a pace that is right for them

- Feeling that they **belong i**n their community

- **Engaging** in extra curriculum activity as appropriate

- Working towards being as **independent** as possible.

Early identification of needs

Every Post 16 provider should have a clear approach to identifying and responding to SEND. Identifying need at the earliest point and then making effective provision improves long term outcomes for the young person. Partnership working and transition planning from provider to provider should be supported and encouraged.

Preparing for Adulthood

To promote inclusion, foster independence and prepare a young person for adulthood, most of the additional adult support for all learners should be delivered in a whole class or small group context.

We anticipate that 1:1 support is required in **exceptional circumstances** e.g. intimate care, individual therapy. Some young people may require individualised approaches on occasions throughout their normal day of education or 'on call' access. We would expect 1:1 support to be a small part of the overall request and clearly evidenced as part of the assessed needs of the student, agreed outcomes and as an appropriate intervention.

7.17 Special educational support might include, for example:

- assistive technology
- personal care (or access to it)
- specialist tuition
- note takers
- interpreters
- one-to-one and small group learning support
- habitation/independent living training
- accessible information such as symbol-based materials
- Travel Training
- access to therapies (for example, speech and language therapy.

Transition

Transition is an important event in every young person's life and facing a big change can feel overwhelming at times, even with careful preparation. A transition protocol has been developed and should be implemented across all schools in preparation for transition planning.

Durham County Council have a transition protocol, that **all** settings should adhere to.

The resources below can be found in 'Promoting Positive Behaviour; Working Together to Support Inclusion.'

They include:

- Pastoral Support Plan e.g., meet and greets, personalised/adapted transition visits, visual aids, and support staff details
- Risk Indicator Primary to Secondary
- Transition Passport Secondary Post 16.

Section 1: Definitions of Provision

'Ordinarily Available Provision'

The SEN Code of Practice, 2015 defines this term as the support that post 16 or setting should provide for pupils through their agreed funding arrangements.

Quality First Teaching

High quality, inclusive teaching ensures that planning and implementation meets the needs of all students, and builds in high expectations for all students, including those with SEND. It is about the different pedagogical approaches that tutors use to engage and motivate students which ensure good learner progress.

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people". (CoP 2015)

The characteristics of quality first teaching are:

- Clear Scheme of work (Curriculum Plan) / effectively sequenced curriculum

- Opportunities to involve and engage with all learners

- Appropriate use of modelling, explaining, and questioning for students to engage with higher levels of critical thinking skills

- Providing students with the chance to talk both individually and in groups

- An expectation that students will accept responsibility for their own learning and work independently

- Regular encouragement and (authentic) praise to engage and motivate learners

- Feedback formative and summative assessment

- Clear target setting and reviewing of learner progress

- Individualised planning to support meeting individual learner needs.

Reasonable adjustments

Under the Equality Act 2010, schools are required to make 'reasonable adjustments' so that all children can access their facilities and services.

7.21 Further Education providers should also keep under review the reasonable adjustments they make under the Equality Act 2010 to ensure they have removed all the barriers to learning that they reasonably can. FE providers should also ensure that students with SEN or disabilities know who to go to for support.

What is a special educational need?

A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A young person has a learning difficulty or disability if he or she:

• Has a significantly greater difficulty in learning than most others of the same age, or

• Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

• Colleges should be involved in transition planning between school and college so that they can prepare to meet the student's needs and ensure a successful transition into college life. Colleges should give all applicants an opportunity before or at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition which will affect their learning. If a student makes a declaration the college should discuss with the student how they will provide support. Any screenings and assessments should be differentiated and proportionate to the likely level of SEN. (CoP 7.10)

Identification of Need

7.11 Some needs may emerge after a learner has started a programme. Teaching staff should work with specialist support to identify where a student may be having difficulty which may be because of SEN.

7.12 Learners who fell behind at school, or may have been out of education for an extended period, or who are studying below level 2, or learners where early identification and intervention has been missed should have their needs identified, and appropriate support should be provided. It should not be assumed that they have SEN just because they have lower attainment levels than most of their peers. They may do, but this should be identified specifically and supported. Equally it should not be assumed that students working on higher level courses do not have any learning difficulty or disability that may need special educational provision.

7.13 Where a student has a learning difficulty or disability that calls for special educational provision, the provider must use its best endeavours to put appropriate support in place. Young people should be supported to participate in discussions about their aspirations, their needs, and the support that they think will help them best. Support should be aimed at promoting student independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participating in the community.

7.14 The identification and assessment of support needs should be evidence based. This means that FE colleges should be aware of effective practice in the sector and elsewhere and personalise it for the individual. They should keep the needs of students with SEN or disabilities under regular review. Colleges should take a cyclical approach to assessing need, planning and providing support, and reviewing and evaluating that support so that it can be adjusted where necessary. They should involve the student and, particularly for those aged 16 to 18, their parents, closely at all stages of the cycle, planning around the individual, and they should ensure that staff have the skills to do this effectively

What is special educational provision?

For children aged two or more, special educational provision is educational or training provision that is 'additional to' or 'different from' that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

> "Settings must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less." (Code of Practice, 2015).

Section 2: Definitions of Funding

Definitions

Element 1 funding

Element 1 funding is provided for all eligible learners on study programmes at that institution. The funding is provided direct to the institution. The majority of post 16 providers are funded on a lagged student basis using the national post 16 funding formula; i.e. the total allocation of element 1 is based on the numbers of learners at that institution the previous academic year. Post 16 providers within this group (for example FE providers; CCP's, maintained settings; academies and SPI's) should not seek funds from local authorities for any shortfall in element 1 as this shortfall would be rectified in the lagged allocation the following year.

Element 2 funding

Element 2 funding providers the first £6,000 towards the additional support costs for high needs learners directing from ESFA to the institution. This element is not intended to meet the needs of learners with support costs lower than £6,000. Allocation of place funding is made well ahead of the beginning of the academic year to allow institutions time to plan and manage resources and provision. Allocations of place funding do not always reflect subsequent commissioning and placement decisions by local authorities. Local authorities have the opportunity to request changes to place numbers during the previous academic year (November).

Element 3 funding

Also known as 'top up' funding - this is any funding the individual student requires above the first two elements and is negotiated and agreed with the student's home local authority. This is paid directly to institutions by the local authority.

Further information

Can be found on the ESFA website and within the DCC fair pricing framework and High Needs Funding application form.

Section 3: Post 16 Ethos and Practice

This section describes the expectations of the inclusive ethos that must be promoted in all mainstream Post 16 providers. It reflects the vital role that all staff, leaders and governing bodies play in terms of early identification of need, providing accessible learning and reflective practice that are the foundations of 'Assess, Plan, Do, Review' (also known as 'The Graduated Approach') for learners with SEND and, indeed, all learners.

Providers should:

• Create an inclusive ethos, where high achievement for all is expected, valued, and celebrated

• Provide high quality learning to enable learners to acquire the skills, knowledge, and concepts relevant to their future

• Be caring and committed to providing the best for the learner and strive to make sure that they are happy, secure, and successful.

• Promote an ethos of care, mutual respect, and support, where effort is valued, and success celebrated

• Develop inclusive quality first teaching throughout the school and ensure all teaching is consistently good/outstanding to improve outcomes for leaners and further raise attainment

• Ensure a positive behaviour policy exists and staff model staff expectations inside and outside of the FE College. Expectations for learner behaviour are high and the atmosphere is calm yet purposeful

• Ensure that they appoint a SENCO who is a qualified teacher, and ensure they are suitably experienced or qualified

• Include CPD for all staff in SEN to ensure that all staff members can teach and manage the range of learning needs of all learners included in mainstream settings

• Inform parents/carers when special educational provision is made for a pupil, and they are placed on the school's SEN register

• listen and respond to the concerns of learners and their parents/carers and use person-centred approaches

• Provide learners and their parents/carers with the information and advice necessary so that they are actively involved in decisions from the start

• Cooperate with the local authority in the development of the Local Offer and must publish on their website a SEN Information Report, with links to the Local Offer(s)

• Provide their local authority with information about all their learners who have SEND

• Articulate the strategy and approach to provision for SEND learners and the rationale behind these

• Demonstrate commitment to support SEND learners in home-school agreements and partnerships

- Ensure that learners with SEND engage with provider activities alongside their peers who do not have SEND

- Have respect for diversity. make effective use of resources

- Provide high quality Careers and Careers Education Information Advice and Guidance (CEIAG) support.

The Governing Body should:

- Receive appropriate training and development to ensure they can support SEND learners

- Support the Principal, the senior leadership team, and the SENCO in promoting inclusive practices in the setting

- Have regard to the SEND Code of Practice 0-25 years and provide strategic support to the Principal, Service Leader or Manager.

The Principal and Executive Team should:

- Advise the governors or trust of the school's policies to meet their SEND responsibilities

- Review progress made by Learners with SEND as a core part of the performance cycle and professional development of all teaching staff

- Ensure that the SENCO has sufficient time and resources to fulfil their role. This should include sufficient administrative support.

The SENCO should:

- Receive appropriate and updated training and development to ensure they can support SEND learners

- Provide professional guidance, advice and continuing professional development to all staff, as well as working closely in partnership with staff, parents/carers, and other agencies. This can include guiding and advising staff on the graduated approach and the practicalities of what this means in terms of provision for a student

- Support staff to identify learners who may need extra help and agree plans to ensure this is actioned

- Continue to successfully implement the SEND Code of Practice

- Focus on the strategic development of SEND policy and provision in the school while also having day-to-day responsibility for SEND provision in practice, coordinating this aspect of what the school offers for its learners

- Provide generic advice in terms of how to meet a particular area of need, and specific advice in terms of bespoke guidance for each individual student.

- Ensure that all records of and information about learners with SEND are up to date.

Tutors should

- Receive appropriate up to date training and development to ensure they can support SEND learners

- Ensure a graduated approach (assess, plan, do, review) cycle of support with guidance from the SENCO, senior leadership, and specialists

- Focus on outcomes and provision for the learners and be clear about the outcome wanted from any SEND support

- Be responsible for meeting special educational needs and use the SENCO in an appropriate way to support the quality of teaching and evaluate the quality of support.

- Have high aspirations for every student and set clear progress targets, being clear about how the resources are going to help achieve this.

- Involve parents/carers and learners in planning and reviewing progress by seek their views and providing regular updates on progress towards outcomes.

- They should work closely with staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching (SEND Code of Practice 0-25 years)

- To have input to the overall responsibility of student progression and achievement

- To have a sound understanding of how to respond to the diverse needs of learners, such as approaches used to support learners with communication and interaction difficulties, or those that may have a specific learning difficulty.

Learning Support, Mentors and One-to-One professionals should:

- Receive appropriate up to date training and development to ensure they can support SEND learners

- Have high aspirations for every student

- Develop professional relationships with learners

- Contribute to graduated approach (assess, plan, do, review) cycle of support with guidance from the tutor

- Continue to develop and deliver specific and precise intervention suitable to everyone

- Have a sound understanding of how to respond to the diverse needs of learners, such as approaches used to support learners with communication and interaction difficulties, or those that may have a specific learning difficulty.

Learners with SEND should be:

• Fundamental to the teaching and learning policy and reflected in all other school policies.

• Enabled to become active, responsible, and caring members of the school and wider community.

• Provided with a curriculum that is sufficiently flexible to fully match their individual learning needs.

• Given opportunities to develop independence and resilience.

Section 4: Ordinarily Available Provision

This section provides descriptors and examples of provision which provides tailored approaches for individual young people within quality first teaching. The descriptors have been aligned to the Professional Standards. A tutor/trainer must set high expectations which inspire, motivate and challenge learners.

Professional Values and Attributes

1. Critically reflect on and evaluate your practices, values, and beliefs to improve student outcomes.

2. Promote and embed education for sustainable development (ESD) across learning and working practices. E.g., promote, embed, and apply transferable skills in learning and working practice

3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning using suitable enrichment actives, e.g., Travel Training, Enterprise

4. Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs, and starting points. E.g., differentiate tasks into manageable chunks to build up to the overall outcome, use of additional respires like visual aids

5. Value and champion diversity, equality of opportunity, inclusion, and social equity.

6. Develop collaborative and respectful relationships with learners, colleagues, and external stakeholders.

7. Engage with and promote a culture of continuous learning and quality improvement

Professional Knowledge and Understanding

8. Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.

9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.

10. Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.

11. Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.

12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional, and ethical contexts.

Professional Skills

13. Promote, support and develop positive learner behaviour, attitudes, wellbeing and personal development

14. Apply motivational, coaching and skill development strategies to help student's progress and achieve

15. Plan and deliver learning programmes that are safe, inclusive, stretching, and relevant to student's needs

16. Select and use digital technologies safely and effectively to promote learning

17. Develop learners' mathematics, English, digital and wider employability skills

18. Provide access to up-to-date information, advice, and guidance so that learners can take ownership of their learning and make informed progression choices

19. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement

20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education, specialist and/or community groups.

Teacher Standards (to be moved into Post 16 standards where possible)

1. A teacher must set high expectations which inspire, motivate and challenge learners

Quality First Teaching

- A safe, stimulating, and nurturing environment for learners, rooted in mutual respect

- Suitable approaches for eliciting the student's views and taking them into account

- Specific cues for changes/instructions e.g., visual, use of name, warning in advance. Keeping notification current and appropriate to learners need, e.g., electronic timetable, text messages, voice notes

- Arrangements for appropriate seating position in class (also applies to those with additional Visual Impairment or Hearing Impairment)

- Work in small, structured, and adult facilitated group situations, where distractions can be minimised, and learning can be consolidated and moved on

- Individually planned and agreed consistent expectations from all adults involved

- Consideration of preferred learning styles and motivational levers

- Predictable, structured routine using suitable resources when required e.g., visual timetables, cue cards

- Teaching approaches which place emphasis on direct teaching, differentiation, and practical tasks

- Develop resilience, it is OK to make mistakes, adopt a fresh start and 'can- do' approach. Teaching approaches which place emphasis on direct teaching, finely graded tasks, structured multi-sensory techniques, practical tasks

- Small group structured teaching of appropriate social interaction, including managing anger, negotiation, understanding of own feelings and those of others

- A predictable and structured management regime using explicit rewards and sanctions with emphasis on encouraging self-organisation, attention to tasks, negotiating help, accepting whole class conformity and management of "free" time

- Oversight when moving between locations/classrooms

- Adult to guide and coach interaction to allow positive experiences and increase confidence.

Examples

The tutor stands by the door and greets Ryan with positive and professional body language "Hello, how are you?" making him feel welcome. Also, it gives them an opportunity to assess his emotional state and readiness to learn and plan his response.

The tutor can reduce Ryan's stress coming into the room by having a pre agreed seating arrangement. Ryan could be reminded where he will need to sit as he comes in or he could have a visual to support him with this.

The tutor to support Ryan's independent learning by pre-paring individualised tasks and outcomes discretely adapted for his needs

2. A teacher must promote good progress and outcomes by learners

Quality First Teaching

- Regular monitoring and evaluation of learners' progress through reviews, changing and adapting to match learners needs

- Be accountable for learners' attainment, progress, and outcomes

- Demonstrate knowledge and understanding of how young people learn and how this impact on teaching

- Guide learners to reflect on the progress they have made, their needs and development of strategies to manage them

- Teaching approaches should be regularly monitored for their effectiveness in supporting appropriate student progress for all

- Ensuring access arrangements are available for internal assessments, public examinations, and statutory assessments so they are accessible to all learners

- To be aware of external support services that will enable learners to achieve realistic achievable progression e.g., CV writing including the completion of application forms, turn to us calculation, reviewing payslips and tax contributions, setting up a suitable email address, working with community groups such as community action and well being for life

- To have an awareness of and preparation for adulthood

- When under achievement is identified from data and next steps and interventions are planned and implemented

- A tutor planning that considers formative and summative assessment information about student's outcomes to ensure learner's progress

- Preparation for changes to activities/routines/staffing

- Programme of study appropriate to a student's levels of attainments, which is regularly overseen, monitored, and evaluated by a qualified tutor

- Specific teacher planned modification of learning outcomes (e.g., alternative methods of response) including alternative recording strategies to access most of the curriculum (e.g., diagrams, mind maps, enhanced use of ICT with appropriate software) and/or frequent support for written tasks, and/or LSA

- Encourage learners to take a responsible and conscientious attitude to their own work and study, for example use of Pupil Profiles so learners are involved in how they like to learn/be supported

- Organise appropriate support e.g., reader, scribe, ICT linked to the pupil's level of need.

3. A tutor must demonstrate good industry, vocational and curriculum knowledge

Quality First Teaching

- A broad and balanced curriculum which meets all awarding body requirements

- Programmes or resources suitable for a range of learners

- Good use of industry and vocational examples and personal experiences.

4. A tutor must plan and deliver well-structured teaching

Quality First Teaching

- Encourage a student's learning and personal development

- Individually planned and agreed consistent expectations from all professionals involved

- Ensure learners experience success and develop self-reflection

- Suitable approaches for eliciting the student's views and taking them into account

- Frequent checking and use of additional cues about understanding of instructions and tasks

- Opportunities for repetition and reinforcement

- Actively plan lessons related to specific strengths, interests the learners may have

- Appropriate resources to support learning such as the use of concrete materials

- Differentiated activities

- Additional time for individuals to complete their given tasks, including processing time, if necessary

- Lessons broken up into manageable sections

- Lessons represented in a range of accessible ways. For example, use of visual prompts or checklists to aid learners with poor working memory

- Increased differentiation to include more individualised approaches. For example, large print materials, overlays, talking pads

- Use up to date technology to aid learning

- Effective deployment of staff to intervene at the appropriate moment to support a student's learning.

5. A tutor must adapt teaching to respond to the strengths and needs of all learners

Quality First Teaching

• Use the advice of professionals to respond to the needs of all learners

• Be able to use and evaluate distinctive teaching approaches to engage and support all learners

• Understand how a range of factors can inhibit learning

• Regular monitoring, review, and evaluation of the provision to ensure the progress of learners

• Comply with the Equality Act (2010) and provide suitable and appropriate responses to an individual student need such as:

    − individual provision and planning

    − flexible grouping

    − adaptations to policies and ensuring disability access

    − inclusion in the range of learning experiences

• Support to prepare for any changes to the daily routine.

• Recognise achievements and appropriate conduct

• Information advice and guidance on successful strategies and individual outcomes

• Adjust the length of activities to maintain listening and attention

• Be aware of environmental changes and instigate movement breaks for learners

• Collate and appropriately share the information about the medical conditions of learners with relevant staff. For example, to complete an individual healthcare plan, risk assessment, PEEP, taking into consideration those leaners who may need sight guiding to exit the building, etc.

• Ensure the environment is safe for the movement of those learners with medical and sensory conditions.

• Referrals to a range of universal services to support learners needs e.g., NHS, National Careers Service, Occupational Therapy services.

• College staff use individual healthcare plan to adjust the environment or teaching approaches to take into consideration potential triggers to medical conditions or special educational needs.

6. A teacher must make accurate and productive use of assessment

Quality First Teaching

- Give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback

- Use regular monitoring and evaluation of pupil progress, including relevant data, to set targets and plan subsequent lessons

- Regularly monitor, review, and evaluate the effectiveness of interventions and support to ensure impact and progress of SEND learners

- Consider formative and summative assessment information about pupil outcomes to ensure pupil progress

- Arrangements to identify and assess learners with SEND, to draw up and resource individual or group plans for interventions for learners with a range of high incidence learning needs, such as: dyslexia, moderate learning difficulties, speech and language needs, social communication needs and behavioural needs

- Ensure learners can access a modification of arrangements for examinations (Access Arrangements)

- Involve universal services to support the accurate assessment of all learners

- Plan a programme of study appropriate to the learner level of attainment, rather than Key Stage, which is regularly overseen, monitored, and evaluated by a qualified teacher/SENCO

- Frequently check learner understanding of instructions and tasks.

Example

A tutor plans a specific appropriate process of assessment that measures progress against targets identified on a support plan which the student can complete themselves to show progress (possibly with increased time).

7. A tutor must manage behaviour effectively to ensure a good and safe learning environment

Quality First Teaching

- A predictable and structured approach using explicit rewards and sanctions with emphasis on encouraging self-organisation, attention to tasks, negotiating help

- All staff are aware of appropriately modified application of expectations for behaviour

- Suitably adapted approaches for managing learner behaviour effectively including adjustments to rewards/ consequences/behaviour systems

- Support learners to develop their resilience, it is OK to make mistakes, adopt a fresh start and 'can- do' approach

- Pastoral Support Plans and Behaviour Management Programmes are frequently monitored, evaluated, and reviewed

- Non-verbal cues to deal with minor behaviour, e.g., raised eyebrows, being silent, making eye contact and using symbols

- Appropriate methods to deal with minor behaviour concerns for learners with vision impairment – use of sound cues, a quiet word, cards brought to desk for access

- Individually planned and agreed consistent and clear expectations from all teaching staff

- Predictable, structured routine

- Maintain good relationships with learners by valuing them as individuals

- Ensure frequent opportunities to experience success and to receive praise from staff

- Be a model for good behaviour for learning and provide opportunities to pair the learners up with a positive peer role model

- Student's social and emotional wellbeing is a priority

- Opportunities to work in small group situations to facilitate the development of social interaction, turn taking and cooperation with peers

- Specific cues for changes/instructions e.g., visual, use of name, warning in advance

- Advice can be sought from professionals or panels

- Learners to independently access or request access to an environment with reduced social demand, access a personalised workstation/quieter area etc.

8. A tutor must fulfil wider professional responsibilities

Quality First Teaching

- Take joint responsibility for safeguarding and provide care to vulnerable student's, including taking part in statutory Child Protection training

- Take responsibility for improving teaching through appropriate Continuous Professional Development, responding to advice and feedback from colleagues

- Be pro-active in terms of their own professional learning associated with SEND needs

- Engage in SEN & Additional Needs CPD opportunities to be able to teach and manage the range of learning needs of learners

- Communicate effectively and work collaboratively with student's, colleagues, parents/carers

- Teaching staff engage with parents and carers (support is offered to hard-to-reach parents/carers) by:

  - Inviting them to give their views about their child's SEND including their strengths and interests, outcomes, and provision

  - Involving them in reviews of progress and target setting

  - Giving them information about national organisations, local networks, and resources, including sports associations, term time clubs and classes

- Enhanced teacher planning for key stage transfers and enhanced support plans for year-on-year moves

- Effective transition arrangement. Teaching and support staff would be used to facilitate an extended transition

- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil

- Liaise with SENCO

- Set coursework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners have acquired

- To follow an inclusive approach so that the provision can accommodate learners with additional needs in its breakfast club and enrichment activities

- Accompany learners from and to transport if required

- Liaise with relevant staff and share information regarding the management of a student's medical needs

- Take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to learners with individual needs

- Value the feedback they receive from more experienced colleagues and professionals and use it to further develop their own practice.