**Complex Needs: Good Practice Checklist for Education**

|  |  |  |  |
| --- | --- | --- | --- |
| **\***Self-Evaluation scoring:  *3 = secure – in place across the setting*  *2 = developing – in place in some parts of the setting*  *1= emerging – not yet in place* | **Self- Evaluation\***  **(score 1-3)** | **Agreed Priority Areas for development**  **(date)** | **Review of Progress**  **(date & comment)** |
| Leadership | | | |
| The school has a culture of inclusion. |  |  |  |
| Staff attitudes and practice treat pupils with complex needs as individuals who have needs common to all pupils in the setting, as well as having distinct needs relating to their complex needs/ diagnosis/ diagnoses. |  |  |  |
| Additional Support | | | |
| An up to date EHCP is in place. |  |  |  |
| Use of support staff and resources are planned and deployed to meet the support needs of pupils with complex needs. |  |  |  |
| School accesses appropriate external specialist services for support to enhance practice in school, including training. |  |  |  |
| Arrangements | | | |
| Pupils with complex needs have a full-time placement and are taught in the same classes as typically developing peers. |  |  |  |
| Pupils with complex needs are placed with pupils who provide good role models of learning and behaviour and peer support. |  |  |  |
| Key transitions are effectively planned. |  |  |  |
| Organisation of the Learning Environment and Support | | | |
| Pupils spend the majority of their time in class, with access to groups. |  |  |  |
| One-to-one support is only used to support specific learning goals for the pupil. |  |  |  |
| Appropriate workstations are available as needed for individual learning and are situated in typical work environments e.g. library, classroom. |  |  |  |
| Collaboration and peer support is used. |  |  |  |
| Differentiation of the Curriculum and Learning Activities to Support the Acquisition of New Skills | | | |
| Pupils with complex needs follow the same curriculum as their typically developing peers, including a modern foreign language if relevant, with adaptations as needed. |  |  |  |
| Differentiation includes individual learning objectives, content within topics/ subjects, learning activities, alternative forms of recording and learning resources. |  |  |  |
| The class/ subject teacher takes ownership of the pupil’s learning plan – using specialist advice, additional support, the individual’s strengths and interests and specific strategies to design and implement this. |  |  |  |
| Progress and achievement is measured, used to inform planning and included in Annual Review reports. |  |  |  |
| Curriculum mapping is used for every subject to identify appropriate content and learning objectives for each topic/ subject – matched to the child’s current skills and attainment. |  |  |  |
| There are timetabled opportunities for teachers and teaching assistants (TAs) to meet and plan differentiation for the pupil with complex needs, and time for the TA to prepare resources, as directed by the teacher. |  |  |  |
| TAs have access to curriculum plans, provided by teaching staff. |  |  |  |
| Extra-curricular activities are planned for e.g. school trips, residentials. |  |  |  |
| Appropriate mechanisms for exploring student’s views are in place, tailored to the individual’s communication skills. |  |  |  |
| Implementation of Specific Strategies to Support Learning, as appropriate to a child’s needs and learning profile. | | | |
| Children with complex needs have access to a computer and targeted learning activities that develop skills in using computers, associated programmes and digital technology, using appropriate software for the individual. |  |  |  |
| Visual images and kinaesthetic strategies are used to teach **number and the number system**. |  |  |  |
| **Reading** is taught using a whole word approach to match, select and name, until the pupil is skilled at decoding words through phonics. |  |  |  |
| Reading teaching includes **comprehension** of words and sentences. |  |  |  |
| **Phonics** teaching is used alongside a whole word approach. |  |  |  |
| Phonic lessons support word learning and speech clarity as well as reading and spelling skills later on. |  |  |  |
| **Language skills** are directly taught, with extensive use of visual supports to scaffold language skills e.g. teaching vocabulary, language skills, phonic and speech skills and social communication skills. |  |  |  |
| **Signing** is used, where appropriate, alongside visuals, to support communication and understanding. |  |  |  |
| High quality **visual supports** (pictures, print, symbols) are in place to support learning. |  |  |  |
| Staff are aware of possible underlying reasons for observable **behaviours,** including possible sleep issues and make appropriate adaptations to a pupil’s individual timetable e.g. work breaks. |  |  |  |
| **Functional behaviour analysis** is used to analyse and interpret behaviours that individuals may employ to get their needs met, particularly when they are unable to express these through verbal means using language. |  |  |  |
| School staff know preventative behaviour strategies, as well as responses that avoid sanctions. |  |  |  |
| Strategies and advice from other professionals are incorporated into plans/ adaptations e.g. hearing, vision, physical needs |  |  |  |
| Meeting Personal Support Needs, including Health | | | |
| Reasonable adjustments have been made to support with eating, drinking, toileting, washing and dressing, using strategies that maintain the dignity of the pupil and promote skill development and independence, while minimising impact on social inclusion and learning. |  |  |  |
| Where appropriate, healthy eating and exercise is in addition to curriculum subjects such as P.E. |  |  |  |
| Hearing apparatus is worn, if required. |  |  |  |
| Key staff know why glasses are being worn and ensure they are worn appropriately, if required. |  |  |  |
| Pupils are included and take part in all activities of the school community, including the full curriculum, break/ lunchtimes, after school activities, extra-curricular activities and school trips, and other communal and social activities of the school community (e.g. tutor group/ mentor time, religious worship), with adaptations as needed to accommodate individuals. |  |  |  |
| School are aware of possible sleep issues. |  |  |  |
| Schools have up to date copies of most recent reports from health professionals e.g. paediatric. |  |  |  |
| Developing Age Appropriate Behaviour | | | |
| Expectations for behaviour are the same as the child’s chronological age. |  |  |  |
| The class has positive behaviour role models. |  |  |  |
| Social skills are directly taught. |  |  |  |
| Sex and Relationship Education is differentiated to the level of understanding of individual pupils with complex needs. |  |  |  |
| Visuals are in place to support transitions e.g. individual visual timetable, Now and Next board. |  |  |  |
| Becoming Independent | | | |
| Learning activities, support and the deployment of TA support facilitate appropriate levels of independence. |  |  |  |
| Developing and Maintaining Friendships | | | |
| Planning provides opportunities to foster friendships and to develop appropriate skills. |  |  |  |
| Working with Families | | | |
| Communication between parents/ carers and school is open, timely and effective, with at least 3 review meetings per academic year and a named key contact who is responsible for co-ordinating support for the pupil. |  |  |  |
| Achievements, concerns, priorities and strategies are shared. |  |  |  |
| Pupils are supported to give their views and to share information between settings. |  |  |  |