

Mainstream Core Standards for all Learners Teacher Audit

Name: _____ Class: _____

Reflective checklist	Would welcome support	Embedding practice	Secure	Can provide modelling to others
I am able to create a warm, safe and empathetic ethos to support childrens' emotional well-being and learning.				
I am able to incorporate high incidence SEN (ASD, SPLD, SLCN, MLD, SEMH) within the classroom, e.g using Visual timetables, differentiation, personalised activities.				
I am able to take account individual childrens' learning styles and adjust my planning and teaching accordingly.				
I am able to be adaptive and responsive to un-predicted need by adjusting my planning and use of resources and the environment e.g. reasonable adjustments.				
I am able to implement a care plan for pupils who require one to maintain their health.				
I am able to use ICT in my planning to overcome barriers to learning.				
I am able to plan and implement short term interventions as part of a provision map to secure improved progress for children and young people.				
I am able to assess the impact of interventions delivered through a provision map.				
I am able to differentiate classroom activities to enable all children to access the same learning in the most appropriate way, including use of alternative recording methods.				
I am aware of the key requirements of the SEND Code of Practice e.g assess, plan, do, review.				
I promote a positive regard for individual difference in my teaching groups in order to better include children with learning difficulties and/or disability.				
I am able to organise peer support and sensitive grouping/pairing for practical activities.				

<p>I am able to use a range of teaching aids and techniques and can reflect on the effectiveness of these in my approach to teaching e.g visual timetables, alternative recording methods, word banks, adapted general classroom equipment, work station, task management board.</p>				
<p>I am able to modify and adapt my language and communication methods to meet the needs of all children in a reflective and objective way, e.g simplify language, use of open questioning, 'active listening' cues, awareness of information carrying words.</p>				
<p>I seek to engage parental confidence by establishing a reciprocal relationship with them as partners in their children's learning and development through good exchange of information and joint planning.</p>				
<p>I am able to give children and young people the confidence to engage positively with peers and adults by providing a variety of ways to communicate e.g use of signs and symbols, use of cue cards, use of exit cards.</p>				
<p>I am able to involve and engage children and young people to jointly plan and achieve agreed outcomes within the context of their aspirations.</p>				
<p>I am able to monitor and address the levels of Involvement and Engagement in learning of children and young people e.g. use of Leuven scales.</p>				
<p>I am able to use a range of activities to improve social engagement and the development of social skills e.g circle time; social skills, buddies, talk partners etc as well as using informal approaches throughout the school day.</p>				
<p>I am able to listen actively and use language positively to promote well-being and to de-escalate difficult situations; this includes use of body language, posture and facial expression.</p>				