**The role of our Teachers at Larwood Academy Trust**

**Our Aim:** Create an inclusive and supportive environment where students with SEMH thrive. Students achieve personal excellence as they overcome obstacles, develop resilience and become successful learners. Students leave as responsible citizens who lead happy, safe, healthy and fulfilling lives.

**Creating a Supportive Learning Environment:**

Establish a safe, inclusive, and nurturing learning environment where students feel valued, respected, and supported. Create structured routines, clear expectations, and positive behaviour reinforcement strategies to promote a sense of security and belonging for all students.

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| Involved: Teachers, Leaders, Class team | Evidence/ outcomes: Incident data, Surveys, CPOMS, progression booklets, EoYR |

**Teaching Standards:**

Adhere to the Teachers' Standards, which outline the expectations for professional conduct and practice and demonstrate high standards of ethics, integrity, and professionalism, while also meeting the diverse needs of learners.

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| Involved: Teachers, Leaders | Evidence/ outcomes: Observations, feedback |

**Adaptability:**

Adapt instructions and work expectations to meet the diverse learning needs of students with SEMH challenges and further adapt teaching strategies, materials, and assessments to accommodate students' varying abilities, interests, and learning styles, ensuring that all students can access the curriculum and succeed academically.

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| Involved: Teachers/leaders/CT | Evidence/ outcomes: Lesson obs/book scrutiny, progression booklets, intervention referrals and trackers |

**Behaviour Management:**

Implement evidence-based behaviour management strategies to support students in managing their emotions, behaviours, and social interactions and establish clear expectations, teach self-regulation skills, and provide positive reinforcement and restorative feedback to promote positive behaviour and prevent escalation of challenging behaviours. Effectively support students in crisis or exhibiting challenging behaviours. Provide guidance and support to staff in de-escalating situations, implementing behaviour strategies, and ensuring the safety of students and staff in line with out behaviour management system- STEPS

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| Involved: Teachers/leaders/CT / intervention team/BST | Evidence/ outcomes: CCC/progression booklets/BW write ups/intervention referrals |

**Training and Professional Development:**

Be a reflective practitioner and engage in ongoing professional development to enhance their skills and knowledge in working with students with SEN needs. Participate in teacher workshops, attend CPD training sessions covering all aspects of education , and seek out resources to stay informed about best practices and emerging trends in the field of special education and mental health support.

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| Involved: Teachers/leaders | Evidence/ outcomes: attendance and feedback to ML clinics/CPD/Blue Sky targets |

**Collaboration and Teamwork:**

Collaborate with other professionals, including teaching assistants, behaviour and intervention teams and leadership, to support the holistic needs of students. Participate in multidisciplinary team meetings, share observations and insights, and contribute to the development and implementation of progression booklets.

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| Involved: Teachers/leaders/CT / intervention team/BST/external agencies | Evidence/ outcomes: teacher meetings/team planning/ML clinics/contribute to CCC |

**Curriculum Adaptation:**

Adapt the curriculum to meet the diverse needs and learning styles of students with SEN challenges and modify instructional materials, assignments, and assessments to make them more accessible, engaging, and relevant to students' interests, abilities, and social-emotional goals. Develop personalised learning journeys for students, tailoring the curriculum to address their individual strengths, challenges, and interests. Work together with students, families, and students to identify learning goals and enrichment opportunities that meet each student's unique needs and aspirations which may conclude as academic or skill based outcomes.

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| Involved: Teachers/leaders/CT / intervention team | Evidence/ outcomes: team planning/lesson obs/book scrutiny/use of whole school resources including widgets/progression booklets |

**Transition Planning:**

Support students during induction and transitions between key stages, classes, or educational settings and develop transition plans that address students' academic, social, and emotional needs, ensuring continuity of support, whist collaborating with other transition leads.

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| Involved: Teachers/leaders/CT / intervention team/BST | Evidence/ outcomes: transition booklets/EHCP and progression booklet updates/ADPR/ team planning/home visits/weekly parent communication/new setting visits |

**Inclusive Practices:**

Promote inclusive practices within the school community to create a supportive and welcoming environment for all students and advocate the inclusion of students in activities and be actively involved in developing new, focused activities that will improve outcomes for all learners. Focus on trauma-informed practices to create a compassionate and understanding classroom environment for students who have experienced trauma. Recognise the impact of trauma on students' behaviours and learning, and implement strategies to promote safety, trust, and healing.

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| Involved: Teachers/leaders/CT / intervention team/BST | Evidence/ outcomes: progression booklets/mid-term planning/lesson obs/learning walks/ pupil and parent surveys |

**Family and Community Engagement:**

Communicate regularly with parents and caregivers to share student progress, discuss concerns, and promote input on support strategies. Collaborate with families to reinforce learning goals, promote consistency between home and school environments, and connect families with community resources and support services as needed.

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| Involved: Teachers/leaders/CT / intervention team/BST | Evidence/ outcomes: contact logs/class dojo/parent teacher evenings/ parent events/ parent survey |

**Flexible and Responsive Teaching:**

Adapt teaching approaches to accommodate the changing needs and readiness levels of students and provide opportunities for hands-on, experiential learning, incorporate movement breaks and sensory activities, and modify assignments to meet students where they are academically and emotionally in their development.

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| Involved: Teachers/leaders/CT / intervention team/BST | Evidence/ outcomes: intervention referrals/progression booklets/intervention trackers |

**Safeguarding and Child Protection:**

Take responsibility for promoting the welfare and safety of all students, including identifying and responding to concerns about abuse, neglect, or exploitation. Focus on training on safeguarding policies, procedures, and indicators of abuse, and follow reporting protocols to ensure that any safeguarding concerns are addressed promptly and appropriately. Work with designated safeguarding leads to address safeguarding concerns and provide appropriate support to students and families.

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| Involved: Teachers/leaders/CT / intervention team/BST | Evidence/ outcomes: CPOMs/external and internal SG audits/staff quizzes/CPD responses/assemblies |

**EHCP’s based Outcomes:**

Develop and monitor progression booklets, class at a glance summary, target setting and outcomes based on information from individual EHCPs and use assessment data to inform the creation of quantifiable goals and interventions tailored to each student's unique strengths, challenges, and learning style.

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| Involved: Teachers/leaders/CT / intervention team/BST | Evidence/ outcomes: Progression booklets/EoYR/PEP reports/Annual reviews/SMART targets |

**Progress Monitoring:**

Regularly monitor students' progress towards their academic, skills and social-emotional goals, using a variety of assessment methods and track student performance, collect data on outcomes, and adjust teaching strategies and interventions based on ongoing assessment results to ensure that students are making meaningful progress.

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| Involved: Teachers/leaders/CT / intervention team | Evidence/ outcomes: DOL/assessments for reading and phonics/moderation/BW trackers/book scrutiny/progression booklets. |

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| **SLT -** Senior Leadership Team | **SLT BL –** Senior Leadership Team Behaviour Lead |
| **MHL -** Trust Mental Health Lead | **CCC –** Children Causing Concern |
| **BW -** Behaviour watch | **SEMH –** Social Emotional Mental Health |
| **BST –** Behaviour Support Team | **BSP –** Behaviour Support Plan |
| **BSTL –** Behaviour Support Team Lead | **MHST –** Mental Health Support Team |
| **FSW –** Family Support Worker | **CPOMS –** Child Protection Online Management System |