

Enhanced Provision Standards Framework

A framework to be used by Primary school leaders to embed excellence in any separate, internal provision.



Authors Foreword

The number and percentage of children with SEND have increased significantly over the last ten years, and this is captured by national data published annually by the Department for Education. However, more remarkable is the increased complexity of children's SEND profiles, which is harder to quantify but which schools and settings are working hard to respond to.

For most children, high quality universal provision will successfully prepare them to meet the usual set of age-related benchmarks at an 'expected' pace and by a certain age. This prepares them to acquire the qualifications they need for further education and / or employment, as well as those broader social and executive functioning skills they need for life.

However, we know there are children whose pace and complexity of learning puts them on a trajectory of 'working towards' these benchmarks as they go through school. Adaptive teaching and specific interventions will reduce the gap for some, but for others the developmental gap between them and their peers gets ever-wider over time. Sometimes that developmental gap is already well-established from the moment they start school, with children lacking the foundational skills to learn, interact, communicate, and self-regulate. They need these skills to be broken down, sequenced and taught at school, in addition to other socio-emotional skills necessary to function well in life.

Anecdotally, the number of separate, internal provisions are increasing across the country as schools seek to maintain core educational services whilst also ensuring individuals with more complex learning profiles have appropriate provision. The term 'Enhanced Provision' is used here to describe any LA funded or non-LA funded separate provision where children:

- have severe learning needs and significant communication and interaction needs
- spend all or a majority of their time in a separate provision, and very little or no time in a mainstream classroom

- need to learn skills, knowledge and concepts aligned with their developmental stage, rather than their chronological age
- can become easily dysregulated, resulting in high frequency, high intensity behaviours that challenge us and represent a risk to the child and / or the learning of others.

I do not believe that the standardisation of Enhanced Provisions is in the best interests of children. Variation of approach provides choice to families and flex in the system, so that children can be placed where they can best flourish. However, I do believe that it is possible to propose a framework of principles that can guide the hard and deep thinking that every school leader needs to do when setting up an Enhanced Provision for children with this level of complexity; to ensure it functions well for the children being served, and the context they are in.

This framework attempts to suggest the essential components of principled, high-quality, hybrid-specialist provision in a mainstream primary school, likely to create the optimal conditions for securing the best educational outcomes for these children. Each of the eight areas of focus contains a series of statements on which school leaders can critically reflect; summarising evidence of strengths, areas for development, and the stakeholders involved in identifying priorities for improvement.

This is also only a single viewpoint into a very complicated, dynamic and emotive topic. My hope is that others will read this framework in the spirit that it is intended – as a starting point for the shaping of questions, open conversation, constructive debate, and future research.

It is my intention to provide further exemplification of these principles in future editions. You can [email me here](#) if you would like to be informed about future updates and upcoming releases.

Matt McArthur

Leadership :



Leadership of an Enhanced Provision:

The headteacher is responsible and accountable for enacting the school's vision for the Enhanced Provision. Others may lead on the day-to-day organisation and delivery of provision; teaching assistants, teachers, the SENDCo, the Inclusion lead. However, delegation does not absolve the headteacher of responsibility or accountability.

There should be clarity about the distinct purpose of the Enhanced Provision, and how this complements how the school enacts its aims and ambitions for all children. Those with strategic and corporate responsibility for a school should work together to establish that clear vision, ethos and strategic intent. There should be clarity about the function the Enhanced Provision has, and how success is measured. Governors, trustees, and executive leaders should be kept well informed of the impact that an Enhanced Provision has on children; both immediate and over time. They have an essential role in supporting and holding headteachers and school leaders to account for ensuring all children with SEND secure strong educational outcomes.

The headteacher's vision, ethos and strategic intent for children in the Enhanced Provision should be clearly understood and felt by all stakeholders; children, families, governors, school leaders, subject leaders, teachers, teaching assistants, and the wider administrative and non-teaching support staff. The Enhanced Provision should not be viewed or feel like a 'quick-fix' to put children who cannot tolerate normal mainstream classrooms. Nor should it be seen as an alternative to the hard-graft that goes into ensuring that the school has high-quality, inclusive whole-class teaching as standard. Instead, the Enhanced Provision should be an expression of the same moral purpose that the headteacher has for all children: to see them feel safe, learn, grow, succeed, thrive, and be prepared for life outside and beyond school. The school leadership should have one vision for the school - how this vision is achieved may just need to look a bit different for children in the Enhanced Provision to reflect where they are on the continuum of provision.

The role of middle and curriculum leaders is to work alongside the senior leadership and SENDCo to raise standards in teaching and learning, and to improve progress and outcomes children make at the school. As such, middle and curriculum leaders may need to learn what good teaching looks like in the Enhanced Provision, and how children achieve their goals and aspirations in the subjects they are responsible for through the delivery of a curriculum that maximises a range of educational outcomes. This distributed leadership of SEND is essential. Through it, responsibility, professional learning and expertise is shared. This creates the conditions for organisational learning; increasing the institutional knowledge the school has to meet the needs of children with SEND, whether they are in the Enhanced Provision or not.

The SENDCo will have a role in ensuring that the specific learning needs of children in the Enhanced Provision are met, working with the headteacher and governing board to set the strategic direction. They may also play a significant part in monitoring overall standards and coordinating development, depending on their level of experience. However, leadership of the Enhanced Provision should not be viewed as a purely SEND matter; nor the sole responsibility of the SENDCo. Instead, it also falls under the purview of all those with responsibilities for; teaching and learning, administration, admissions, assessment, attendance, building maintenance, data protection, finance, health and safety, human resources, out of school activities, pastoral teams, pupil premium, safeguarding, and staff-wellbeing etc. The best conditions for educational excellence are achieved when all of these people communicate and work together well, in order to make decisions in their own spheres of responsibility that are consistent with the headteacher's overall vision for the Enhanced Provision.

LEADERSHIP				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
School leaders and governors work together to establish a clear vision, ethos and strategic intent for children in the Enhanced Provision.	Leaders and governors acknowledge the need for a shared vision but it is underdeveloped or inconsistently articulated. Meetings may discuss provision but without strategic direction.	A vision and ethos are agreed and beginning to shape practice; governors and leaders work together but may still rely on individuals rather than a system of distributed responsibility and leadership..	Leaders and governors jointly articulate a clear vision that is embedded in policies, priorities, and school improvement planning. It guides decision-making by everyone involved in delivery.	The vision and ethos for Enhanced Provision are fully embedded across the school culture. Governors and leaders champion it internally and externally, with consistent evidence of impact on children's outcomes.
Governors are well informed on the impact that the Enhanced Provision has on children, which is reflected in how they both support and hold leaders to account for the effective implementation of the school's vision and strategic intent for children in the Enhanced Provision.	Governors receive basic updates but lack depth of understanding. There is limited accountability.	Governors access regular reports, ask questions about provision, and provide some support and challenge.	Governors demonstrate strong understanding through structured visits, data scrutiny, and feedback. They balance support with robust accountability.	Governors are proactive advocates for the Enhanced Provision, using evidence to challenge and support leaders. They ensure the vision translates into measurable improvements for children.
School leaders are well informed on the impact that the Enhanced Provision has on children, and this is reflected in the school's self evaluation form, school development plan and continuing professional development (CPD) plan for staff.	Leaders include basic reference to the Enhanced Provision in documents but with limited evaluation.	Leaders begin to gather and analyse impact data, feeding this into SEF/SDP. CPD includes some provision-related training.	Provision impact is clearly documented in the SEF/SDP, with targetted CPD aligned to identified staff training needs. Leaders track how improving provision drives better outcomes for children.	The Enhanced Provision drives strategic priorities. Impact is systematically evaluated and feeds directly into CPD planning and whole-school improvement.
Leaders have the expertise, knowledge and relevant qualifications to ensure provision and practice in the Enhanced Provision is effective.	Leaders demonstrate some SEND knowledge but may lack formal qualifications or experience.	Leaders undertake training and qualifications, applying developing expertise to the Enhanced Provision.	Leaders hold relevant qualifications and demonstrate strong expertise, ensuring evidence-based, effective practice.	Leaders are recognised for their expertise, contribute to wider networks, and mentor others. Their practice sets a standard beyond the school.

LEADERSHIP				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
School leaders promote a culture of high aspiration and inclusion by being actively involved to ensure that everyone places the child's aspirations at the centre of all they do.	School leaders express commitment to aspiration and inclusion, but this is not consistently modelled in practice.	School leaders encourage aspiration and inclusion through some initiatives and child voice or views, although it may not be fully embedded.	High aspirations for children are evident in curriculum, teaching, and provision. Leaders model inclusive attitudes and ensure children's goals are central.	An aspirational culture permeates the whole school. Leaders consistently champion inclusion and empower staff and children to embrace ambition.
Leaders at all levels place children in the Enhanced Provision at the heart of strategic planning, recognising that this approach benefits all children and leads to organisational excellence.	The Enhanced Provision is acknowledged but not fully integrated into strategic planning.	Leaders begin to consider the Enhanced Provision in wider plans, often through separate strands.	The Enhanced Provision is central to strategic planning. Leaders ensure priorities align with improving outcomes for these children.	Children in the Enhanced Provision shape whole-school strategy. Leaders use this inclusive approach to drive organisational excellence.
School leaders promote an inclusive culture and ethos that actively welcomes and engages with children in the Enhanced Provision, as well as their parents, carers, family members and other relevant stakeholders, ensuring that the child's voice and viewpoint remains central.	Families are engaged through basic communication with school but children's voices and views are not systematically included in decision-making.	Leaders encourage family involvement and begin to use what they have learnt from child voice in decision-making.	Leaders ensure children, parents, carers and stakeholders are meaningfully engaged. Child voice and views informs provision and planning.	Inclusive engagement is embedded as standard practice. Leaders ensure children's voices and views shape policy and provision, influencing wider school ethos.
School leaders promote a shared language and common understanding of high quality Adaptive teaching 'as standard', which is consistently applied by teaching staff in lessons across the school day.	Features of Adaptive teaching are discussed but not consistently understood or practiced.	Some staff use Adaptive teaching strategies, supported by leaders' guidance.	Adaptive teaching is a shared expectation, consistently applied across classrooms. Leaders provide resources and monitor implementation.	Adaptive teaching is embedded in pedagogy across the school. Leaders model best practice, ensuring continuous improvement and consistency.

LEADERSHIP				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
School leaders promote a shared language and common understanding of high quality Differentiation, how it can provide necessary points of access within whole class teaching, and its expanded function within a Enhanced Provision.*	Differentiation is mentioned in planning but understood as simply "simplifying work" for children with SEND.	Leaders promote a clearer understanding of differentiation. Some teachers apply this effectively in lessons, where Adaptive teaching alone is evidentially insufficient for certain children to make progress.	Differentiation is embedded in teaching practice school-wide. Staff understand its role in both mainstream and the Enhanced Provision, ensuring children's learning is aligned with their developmental stage.	Differentiation is consistently high quality, creative, and effective. Leaders foster a shared language that supports innovation and ensures every child is fully included and making progress. .
Distributed leadership of SEND applies to the Enhanced Provision, with middle and curriculum leaders understanding and monitoring how children with SEND achieve their goals and aspirations within the Enhanced Provision, through provision that maximises a range of educational outcomes.	SEND is viewed primarily as the responsibility of the SENDCo or Enhanced Provision lead.	Some middle leaders monitor outcomes for pupils with SEND in their subject areas but not systematically.	Middle and curriculum leaders take shared responsibility for SEND outcomes. They use data and monitoring to inform teaching and planning.	Responsibility for SEND is fully distributed. Leaders at all levels are proactive in monitoring, supporting and celebrating progress of children in Enhanced Provision, embedding accountability across the organisation.
School leaders ensure that clear systems are in place to support the transition of children with SEND between their usual class and the Enhanced Provision, either for parts of the day (timetabled appropriately), or as part of a longer term plan towards reintegrating the child back into their class full time.	Transition arrangements are ad-hoc and largely dependent on individual staff.	Leaders establish timetabled arrangements, although consistency and long-term planning may vary.	Transition systems are well-structured, clear to staff, children and families. Reintegration plans are carefully monitored and adapted.	Transition is seamless and fully personalised. Systems enable flexibility and are evaluated regularly, ensuring they optimise children's confidence, inclusion and progress.

* See the introduction to 'Specialist Pedagogy', on page 13.

LEADERSHIP				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Expertise in the Enhanced Provision has a high profile in staff continuing professional development, as part of broader investment by the school in developing a broad, highly skilled team with expert SEND knowledge, which acts as a resource for all staff.	CPD occasionally includes SEND content, but developing expertise in the Enhanced Provision is not prioritised.	Leaders provide SEND-focused CPD opportunities, although often optional or limited in scope.	CPD focused on the Enhanced Provision and SEND is integral to staff development. Expertise is shared across the school team.	Expertise in the Enhanced Provision is celebrated and embedded in the whole-school CPD strategy. The school becomes a centre of SEND learning for its wider community.
The impact of expenditure and resource deployment in the Enhanced Provision is evaluated effectively by school leaders.	Leaders record how funding is spent but do not evaluate impact.	Leaders monitor spending and link it loosely to children's outcomes.	Leaders rigorously evaluate the impact of expenditure on outcomes and report findings to governors and stakeholders.	Leaders use resource evaluation to refine provision, ensuring maximum value and improved outcomes. They share best practice in resource deployment beyond the school.
The school engages with, supports and leads its community and employers to understand reasonable adjustment, enabling children in the Enhanced Provision to access the community and aspire to local jobs.	School involvement with the community and local employers is minimal, with limited focus on promoting reasonable adjustments.	Leaders begin to build relationships with local community groups and employers, raising awareness of reasonable adjustments.	School actively engages with the local community and employers, ensuring children in the Enhanced Provision access opportunities, visits and pathways to employment, even from a young age.	The school is a local leader in promoting inclusion and accessibility. Community and employers actively partner with the school, embedding aspirational pathways for children.
The school ensures children's medical needs do not impact their access to the curriculum.	Medical needs are acknowledged but responses are reactive, often disrupting learning.	Systems are in place to manage medical needs, but provision is inconsistent in ensuring curriculum access.	Medical needs are effectively planned for, with staff trained and adjustments made so that learning continues uninterrupted.	Medical support is seamless, proactive, and ensures children thrive academically and socially. The school is seen as a model of inclusive practice for children with complex medical needs.

Curricular offer and support :



Curricular offer and support:

The purpose of a curriculum is to set out the skills, knowledge and concepts that children are expected to learn and achieve. It serves as a guide to teachers to ensure that learning is structured, organised and aligned with the school's vision, values, culture and educational goals. The curriculum defines subject domains and their content, and provides both a roadmap for high-quality instruction and for assessment. The National Curriculum is intended to form one part of that offer; a standardised framework that outlines the statutory subjects and content that children are expected to learn at each stage of their education. However, schools are not limited to teaching subjects in the National Curriculum, and the developmental priorities of children in the Enhanced Provision are likely to extend beyond what is contained in the National Curriculum.

There are three core subject areas likely to have greatest application, utility, transferability and impact on the learning and life outcomes of children in an Enhanced Provision: Cognition and Learning, Communication and Interaction, and Personal and Social Development.

Cognition and Learning can be considered a subject area if we codify the foundational skills and early concepts that underpin all traditional curriculum areas. These skills can be conceptualised in two ways. Firstly, in terms of how children learn-to-learn; through engagement and play, through adult models, by observing other children, and through guided learning and direct teaching. Secondly, as the simple building blocks from which more complex and abstract skills and concepts are learned later. Examples of these include; cause and effect, search strategies, visual, auditory and tactile discrimination, finer motor skills, categorisation, short-term memory and temporal sequencing.

Communication and Interaction can be considered a subject area if we codify the skills children need in order to attend to, engage and communicate successfully and purposely with other people. This may or may not be verbal communication. It is a subject area that encompasses the very earliest skills of shared attention and sustained engagement, having an effect and being affected by the world beyond the child's own internal mind-scape. Children build on these skills in order to communicate for different reasons, in different ways, and with increasing complexity and subtlety.

Personal and Social Development is a priority for children who rely heavily on others to meet their basic physical and emotional needs. It is a subject area that encompasses many of the Preparation for Adulthood from the Earliest Years outcomes; to be healthy, safe, independent, aspire to employment, and participate well in their chosen communities. Other children will acquire these skills as they progress through school, learning them quickly through their experiences. Children in the Enhanced Provision are likely to need these skills taught directly, broken down into small steps, practised regularly, and firmly embedded in order to demonstrate them consistently, independently, and in a range of contexts.

School leaders should consider how they sequence these skills in an Enhanced Provision, either through developing their own approaches or drawing on commercial packages. This will need to be balanced against opportunities for children to learn knowledge and skills across the wider curriculum, which contributes to a child's sense of identity (their interests and ambitions), and prepares them with the knowledge they need in order to make informed choices and advocate for themselves when the time comes. A love of dance, sport, music, art, technology, travel, other cultures or another time, could be the bridge through which a child connects with others, builds relationships, participates in community, and remains healthy. It could be the source of meaningful occupation and / or employment in adulthood. Children in the Enhanced Provision are likely to need longer and more support to overcome the cognitive, emotional and communication barriers to participate in the wider curriculum.

CURRICULUM OFFER AND SUPPORT				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
There is an appropriately broad, ambitious, structured and coherent curriculum entitlement, which sets out the knowledge, skills and values that children in the Enhanced Provision need for a happy and fulfilled life.	The curriculum is narrow, focussing mainly on what are traditionally considered 'core' subjects or basic needs, with limited breadth.	The curriculum includes a wider range of subjects and skills, although coherence and ambition are inconsistent.	Curriculum is broad and ambitious, structured across subjects and areas of need. Knowledge, skills, and values are explicitly planned and sequenced.	Curriculum entitlement is ambitious and inspiring. It provides every child with access to a coherent, personalised pathway towards a happy and fulfilled life, balancing academic and holistic outcomes.
The curriculum is relevant to the children in the Enhanced Provision; prioritising their Cognition and Learning skills, Communication and Interaction, and Personal and Social Development.	The relevance of the curriculum is limited. It relies heavily on traditionally mainstream content not adapted to children's developmental areas of need.	The curriculum is partially adapted to emphasise cognition and learning skills, communication, and social development.	The curriculum is consistently prioritised around cognition and learning skills, communication, and personal and social development, but only through discrete lessons.	Cognition and learning skills, communication and personal and social development are reflected in how subjects across the curriculum are planned and sequenced, balancing children's developmental priorities with their access to a broad, rich and aspirational curriculum.
Preparation for adulthood is embedded in all aspects of the Enhanced Provision curriculum in a manner that is aspirational, personalised, reflects the views of children and families, and supports children in their pathway towards increased independence and opportunities in and beyond the school.	Preparation for Adulthood is limited to discrete sessions (for example, life skills lessons).	Some Preparation for Adulthood themes are integrated in some lessons across the curriculum.	Preparation for Adulthood is threaded throughout the curriculum, personalised to children's aspirations and involving families.	Preparation for Adulthood underpins all curriculum planning. Pathways are aspirational, personalised and co-constructed with children and families, supporting independence and future opportunities.

CURRICULUM OFFER AND SUPPORT				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
The curriculum and study programmes account for differences in the pace of learning by those in the Enhanced Provision, and the necessity of learning to be presented in different ways that draw on specialist pedagogy.	Curriculum assumes children learn at a uniform pace, and specialist strategies are used inconsistently.	Some differentiation of pace and approaches is planned, but this is not consistent.	The curriculum design accounts for varied pace of learning, with specialist pedagogy systematically embedded.	Specialist pedagogy is integral. Staff skilfully adapt the pace and presentation of learning, ensuring every child makes progress appropriate to their developmental stage..
The curriculum and study programmes teach children the broad socio-emotional skills needed to function well in life and employment. This is complemented by a stable careers programme that provides encounters with a range of job roles, places of work, a routes through education.	Socio-emotional skills are only taught incidentally, and exposure to different careers is limited.	There is some structured teaching of socio-emotional skill, and careers encounters are occasionally provided.	The learning of socio-emotional skills is a planned strand of the curriculum. The careers programme is stable and varied.	The learning of socio-emotional skills is embedded across all subjects. Careers education is ambitious, progressive, and provides meaningful encounters with work and education pathways.
The curriculum encourages problem-solving and the ability to reason by generalising specifically taught skills in different learning situations.	Children are taught skills in isolation with little opportunity to generalise or combine skills in different lessons or new situations.	Children are provided some opportunities to transfer and combine skills in order to problem-solve in new situations.	Problem-solving and reasoning are taught explicitly, with structured opportunities to generalise and combine skills across settings.	Children are confident and flexible learners. The curriculum systematically promotes generalisation of skills into varied real-life contexts, fostering independence and adaptability.
Long term outcomes such as those set out in an EHC Plan are aligned to the curriculum model in the Enhanced Provision.	EHCP outcomes and curriculum planning are separate, with weak alignment.	Some links are made between curriculum targets and EHCP outcomes.	The curriculum is designed to include what children need to work towards their EHCP outcomes. Progress towards outcomes is monitored and fed back into planning.	The curriculum and EHCP outcomes are seamlessly integrated. Staff, children and families co-create pathways, ensuring curriculum is purposeful and personalised.

CURRICULUM OFFER AND SUPPORT				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
The curriculum enables children in the Enhanced Provision to make informed choices and to apply those skills in real life situations beyond the school gate.	Children have limited opportunities to apply learning outside the classroom, in other parts of the school or further afield.	Some children have opportunities to learn to learn in other parts of the school. Some real-life applications are planned, but this is not consistent.	Children learn to learn in a range of spaces around school. They are supported to make choices and practise skills in authentic community contexts.	The curriculum consistently empowers children to apply learning outside and beyond school, fostering independence, confidence, and readiness for life.
The curriculum promotes the development of independence to enable children to flourish at the next stage of education and life.	Staff do not seek ways to promote independence based on children's developmental stage. As a result, independence is promoted incidentally, often through routines.	Some structured independence goals are set, but application varies. There is limited focus on self-management and self-regulation.	Independence is a core curriculum aim, embedded across subjects. Children are prepared for next-stage transitions.	Independence is promoted at all times, in lessons, incidental times and during transition, with children taught personalised strategies that prepare them to flourish in education, employment, and life.
Curriculum development is seen as the responsibility of all subject leaders and members of the school leadership team.	Curriculum design is led by a small number of staff, often the SENCo or lead teacher in the Enhanced Pathway.	Some subject leaders contribute to curriculum development, but ownership is uneven.	Curriculum development is shared across subject leaders and SLT, with the Enhanced Provision integrated into whole-school curriculum changes.	Curriculum leadership is fully collective. Subject leaders and SLT co-develop, review and refine it regularly, ensuring all children continue to benefit from the school's curriculum.

Specialist Pedagogy :



Specialist Pedagogy

A majority of a child's learning in the Enhanced Provision should be through group learning of subjects across the curriculum. Teachers in Enhanced Provisions should know how to make effective personalised provision for those they teach, with pedagogy reflecting the nature of a more specialist setting. They will need expertise in the subjects and topics they are teaching, including the foundational Cognition and Learning, Communication and Interaction and Personal and Social Development skills that underpin and complement particular subjects and topics.

Differentiation is when a child works towards developmentally appropriate learning objectives, being challenged and achieving more without becoming anxious or unmotivated because academic tasks are too difficult for them. Differentiation is a term that has become maligned in mainstream; synonymous with low expectations, poor outcomes, and high teacher workload. However, it is an essential component of teaching and learning in an Enhanced Provision, where group-sizes are much smaller. We can call it personalised, individualised, or tailored learning, if we prefer, but it does need to happen. Teachers should differentiate intended learning objectives for each child, ensuring they are meaningful, relevant and builds on a child's knowledge. They should plan and prepare resources and activities that provide appropriate points of access and opportunities for children to learn at their developmental stage. They might plan an alternative task that has the same or a similar goal, but better suits a child's stage of learning. They might provide simpler versions of texts or materials for some children, or with greater scaffolding. Children will need to practise what has being taught in a variety of ways.

This requires a shift in both the mindset and the everyday habits of teachers and school leaders. Differentiation is not something that can be done 'live' or in the moment. It requires careful thought, planning and preparation. However, it will benefit learner engagement, reduce the frequency and escalation of behaviours, and increase the progress that children make as part of inclusive whole-class teaching in the Enhanced Provision. The teacher should deploy staff appropriately, to support children to remain on task and provide supplementary instruction and guidance in their learning. Teachers may need to present learning in the same way many times, using the same activities and resources, in order for children to learn the intended knowledge, concepts and skills. Rather than viewing a series of lessons as confined to a weekly or two-weekly block, teachers and school leaders may need to agree that lessons in the Enhanced Provision are planned half-termly or even termly; this is in order to reflect the children's pace of learning, and the amount of rehearsal and over-learning they need for skills and concepts to move securely into the long-term memory. Schools will need to develop their own approaches to lesson planning in the Enhanced Provision, as well as mechanisms for monitoring the quality of teaching and learning. Our knowledge of the child is the lens through which we judge whether good progress has been made and whether strong outcomes have been secured.

Group lessons provide children in the Enhanced Provision with opportunities to learn how to learn directly from adults, and to attend to, learn from and communicate with each other. They provide opportunities for children to learn broader socio-emotional skills, such as turn-taking, sharing, cooperating, self-control, making choices, recognising social cues, and building and maintaining positive relationships. There has to be a belief that every child in the Enhanced Provision can learn these skills, with all children given opportunity and teaching necessary to do so.

Children in the Enhanced Provision may also need learning to be presented in a more structured way, delivered one-to-one with an adult in order to work towards specific termly or annual targets. These medium term targets may need to be broken down and delivered in a staged-approach, step-by-step, gradually building on what they have already learnt until they are able to demonstrate the intended skill or concept consistently over several sessions. The teacher will need to write these individual sequences of learning carefully, ensuring that supporting staff deliver them as intended. As a principle, children should be assessed first to see what they can recall, and then provided teaching in order to demonstrate the skill with support.

SPECIALIST PEDAGOGY				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Leaders effectively oversee the delivery of the curriculum in the Enhanced Provision, and work closely with teachers.	Oversight is limited. School leaders check planning but do not actively support delivery in the Enhanced Provision. They rarely spend much time in the Enhanced Provision themselves.	Leaders monitor curriculum delivery in the Enhanced Provision through observations and feedback, offering some guidance.	Leaders work collaboratively with teachers to understand the provision, refine planning, model practice and ensure curriculum intent is enacted consistently in the Enhanced Provision.	Leaders and teachers engage in ongoing dialogue. Co-observation, coaching and joint planning create a culture of shared accountability and high-quality delivery in the Enhanced Provision.
Teachers have good knowledge of the subject they teach, and how to adapt and differentiate them for children in the Enhanced Provision.	Teachers have limited knowledge of curriculum areas that are essential in the Enhanced Provision; Cognition and Learning, Communication, and Personal and Social Development.	Teachers adapt subject knowledge to meet learners' needs, with some differentiation evident in how they draw on pre-requisite foundational skills or early communication skills to provide points of access.	Teachers demonstrate secure subject knowledge and confidently differentiate content, methods and outcomes for children in the Enhanced Provision.	Teachers expertly differentiate the curriculum while maintaining ambition, using creativity and evidence-based strategies to ensure multiple points of access for all.
Teachers create a classroom environment that all children can access, responding to their individual needs.	Classroom routines and layouts create barriers for some children.	Adjustments are made to support accessibility, although not always proactively.	The classroom environment is inclusive and responsive, enabling all children to participate fully.	The environment is flexibly designed with children's learning in mind. Spaces, resources and routines actively promote engagement, belonging and independence.
Children in the Enhanced Provision do not work disproportionately with less qualified / experienced staff.	Less qualified staff are frequently allocated to children in the Enhanced Provision, and/or to those children with the most complex SEND profiles..	Staff allocation is more balanced, but children with the most complex SEND profiles still spend most of their time being taught by teaching assistants.	Qualified teachers play a central and direct role in the learning of children in the Enhanced Provision, supported appropriately by trained assistants.	Staff deployment is carefully planned. Children benefit from skilled teacher input while support staff add value through complementary expertise.
Teachers and support staff in the Enhanced Provision engage with high quality training that supports the development of their specialist pedagogy.	Training is occasional and not linked to the classroom needs of the Enhanced Provision.	Some targetted training is accessed by staff in the Enhanced Provision, but application in practice is inconsistent.	Teachers and support staff engage in regular, high-quality CPD linked to specialist pedagogy in the Enhanced Provision.	CPD is embedded and continuous. Staff apply specialist training effectively, and expertise is cascaded across the school.

SPECIALIST PEDAGOGY				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Long term outcomes such as those set out in an EHC Plan are broken down into sequences of shorter objectives, in which skills are broken down into an ordered step-by-step approach that builds upon skills already learnt. These personalised learning plans are used to address these developmental priorities in a targeted way without compromising children's access to the broader curriculum.	EHCP outcomes are referenced but not broken into shorter, more manageable medium term objectives (such as annual targets).	EHCP outcomes are partially broken down into medium term objectives, although links to the school curriculum are limited or unclear.	EHCP Outcomes are sequenced into shorter, more manageable steps within personalised learning plans that build on prior skills every year, and align with the Enhanced Pathway curriculum.	Medium term plans are co-produced with children and families. Objectives are developmental, ambitious and woven seamlessly into the broader curriculum.
Teachers plan and deliver group curriculum lessons in the Enhanced Provision, building on children's prior knowledge and ensuring progression.				
- Teachers involve all children within learning activities.	Some children are passive or lack an entry point into activities.	Most children are engaged, although not consistently throughout lessons in the day or across the week.	All children are actively included through adapted or differentiated activities, resources and support.	Inclusion is highly effective. Every child participates meaningfully and contributes to shared learning.
- Teachers design and implement imaginative learning experiences that lead toward an understanding of the world outside and beyond school.	Learning activities are functional but lack wider-world context, and are not memorable.	Some activities connect with real-life experiences.	Lessons regularly include imaginative, relevant activities linking learning to life beyond school.	Teachers design highly creative, aspirational experiences that broaden horizons, inspire curiosity and support life-long learning.
- Lessons are made up of a series of activities, designed to capture and maintain the attention of children in order that they are engaged and motivated to persist in activities that secure strong outcomes.	Lessons include long, teacher-led tasks that do not capture the attention of children, and so there is limited engagement.	Activities are varied, but engagement is still inconsistent, which limits how much children learn.	Lessons are structured with sequenced activities that capture, sustain and recapture children's interest and motivation.	Lessons are dynamic and responsive. Teachers flex activity design to maximise engagement, based on their knowledge of the children. This leads to deeper and more memorable learning.

SPECIALIST PEDAGOGY				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
- Learning objectives are differentiated, personalised and based on a holistic assessment of children's strengths and needs.	All children have the same learning objectives, which does not reflect their different developmental stage or educational needs.	Some learning objectives are personalised, although this is not consistent across all lessons.	Learning objectives are differentiated and personalised, based on holistic assessment of children's individual stage, strengths and needs.	Objectives are aspirational, fully personalised and understood by staff, children and families. Progress is tracked and celebrated collaboratively.
- Teachers build on children's individual knowledge when designing learning tasks; they know what children cannot do, what they can do with support, and what they can do unaided (Zones of Proximal Development).	Tasks are not matched to prior knowledge, and so children may become disengaged.	Teachers occasionally adjust tasks based on what children can and cannot do with different levels of support.	Planning builds carefully on children's prior knowledge. Teachers scaffold tasks effectively within children's Zone of Proximal Development.	Teachers skilfully pitch and scaffold learning, enabling children to progress towards independence. Children demonstrate resilience and confidence in tackling new challenges.
- Shared lesson activities have different points of access, in order for children to progress towards their differentiated learning objectives.	Lesson activities are presented in a single format, with limited differentiation.	Some activities include differentiated entry points for learning, but sometimes inadvertently leaves children set apart from their peers.	Most activities offer multiple access points, enabling children to progress towards their individual objectives.	Lessons are consistently inclusive, with multiple, creative pathways into shared learning for all children.
- Differentiated learning objectives are clearly communicated, both to supporting staff and children.	Support staff and children are unclear about learning goals within lessons.	Some learning objectives are shared with staff and children.	Learning objectives are clear to children and staff, ensuring a shared focus.	Lesson objectives are visually supported. Staff and children monitor progress together, and children receive precise, ongoing feedback.
- Lesson planning outlines progression with effective learning sequences which could be across a series of lessons and / or within lessons.	Lessons appear isolated and disconnected, with unclear progression and limited opportunity for over-learning.	Some lesson sequencing is evident, but links between lessons are patchy.	Lesson planning clearly maps progression and over-learning over time, building and developing skills across lessons.	Progression is carefully mapped and flexible. Children make secure, sustained progress within and across lessons.

SPECIALIST PEDAGOGY				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Teachers in the Enhanced Provision show good subject knowledge and understanding:				
- Teachers draw on their knowledge of the Pre-key stage standards and Engagement Model in order to set learning objectives at an appropriate developmental level.	Teachers are unfamiliar with the Pre-key stage standards and Engagement Model.	Teachers reference the Pre-key stage standards and Engagement Model, but not consistently or confidently.	Teachers confidently draw on the Pre-key stage standards and the Engagement Model to set appropriate learning objectives, as necessary.	Teachers integrate the Pre-key stage standards and the skills of the Engagement Model into lesson planning, as necessary, judiciously and with precision.
- Learning includes appropriate opportunities for children to develop a range of social skills and skills for independence, as appropriate to their context. This may include foundational learning-to-learn skills, subject-specific skills, and executive functioning skills.	The focus of learning in lessons is mainly academic, with minimal teaching of life skills.	Some lessons include elements of social development and communication skills, complementing subject-specific skills.	Cognition and learning skills, communication, and social and executive functioning skills are planned and taught explicitly, alongside subject-specific skills.	Learning consistently weaves academic, social and independence skills together. Children are prepared for life and future learning.
- The teacher has a secure knowledge and understanding of the subjects/ curriculum areas being taught and their related pedagogy, including opportunities for cross-curricular learning.	Teachers rely heavily on pre-prepared materials with limited adaptation for children with complex SEND profiles.	Teachers demonstrate sound subject knowledge and attempt some cross-curricular links.	Teachers apply strong subject knowledge and specialist pedagogy confidently, making purposeful cross-curricular connections.	Teachers adapt subject expertise with creativity, embedding functional and cross-curricular opportunities that broaden children's learning.
- Subject material is appropriate for the lesson.	Lesson content and resources are occasionally mismatched to the developmental stage or needs of children.	Lesson content and resources are broadly appropriate for the lesson, although some necessary adjustments may be missed.	Content and resources are consistently relevant, adapted to children's developmental stage and context.	Subject material is precisely matched to the needs and interests of children, is highly engaging, and linked to real-world contexts.

SPECIALIST PEDAGOGY				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Facilitation of individuals' learning is high quality, specific, and empowering, and promotes independence and self-agency in learning:				
- An appropriate range of teaching strategies and resources are used, which meet children' needs, take practical account of diversity, and promote equality and inclusion.	Teaching strategies and resources are limited, with minimal adaptation for children in the Enhanced Provision.	Some differentiation and inclusive approaches are evident, although not consistently.	Teachers use a wide repertoire of strategies and resources to ensure inclusive access and progress for all children.	Strategies are expertly chosen and adapted. Creative, evidence-based approaches ensure equality and inclusion are fully realised.
- Teachers draw on knowledge of how individuals learn, working through the assess-plan-do-review cycle.	Assessment is irregular and rarely informs planning. There is limited knowledge of how children learn best, in order to inform how learning is presented.	Teachers plan with some reference to assessment and knowledge of the child, but the cycle is inconsistently applied.	The assess-plan-do-review cycle is embedded in planning and practice. Adjustments are made responsively.	Teachers continually refine practice through the cycle, involving children and families, ensuring progress is accurately tracked and celebrated.
- Children are given more time to organise their thoughts, process ideas and demonstrate their knowledge / skills before adults intervene, as appropriate to their cognition and learning needs.	Adults often step in too quickly, limiting independent responses from children.	Some wait time is given, although inconsistently applied, and not always in line with what a child needs.	Teachers deliberately build in processing time, allowing children to respond independently.	Wait time and scaffolds are expertly balanced. Children are encouraged to think, reason and demonstrate independence, as appropriate to their development.
- Teachers adapt their language and how key learning is presented to suit those they teach, introducing new ideas and concepts clearly, concisely, using developmentally appropriate visuals and familiar vocabulary, and with reference to modelling, real objects and multi-modal activities.	Teachers use complex, abstract and unfamiliar language, which is not adapted or scaffolded, leading to confusion.	Teachers make some adjustments to their language (e.g. simplified instructions), but not consistently and without visual scaffolds.	Language, visuals and modelling are adapted according to the developmental stage and communication needs of children in the Enhanced Provision.	Teachers skilfully layer language, using multi-modal strategies, visuals and real objects to ensure clarity and engagement. Abstract concepts and ideas are taught in a way that makes them concrete and relatable.

SPECIALIST PEDAGOGY				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
- The pace of learning is personalised, with opportunities for repeated overlearning and retrieval practise sustained over an appropriate time frame in order to build schema.	The pace of learning is either too fast or too slow, leading to disengagement.	The pace of learning is adapted for some children, but not all. Some repetition of learning is used but this is not always planned strategically.	The pace of learning is adapted to each child, with structured over-learning and retrieval to build schema.	Teachers personalise the pace and embed long-term memory strategies systematically, ensuring deep, sustained learning.
- Learning activities are presented in a variety of ways; 1:1, in small groups, and as a whole class.	Children are isolated in their learning, regardless of how activities are presented. Learning is not a social experience.	There are attempts to present learning as a social experience, drawing children in to learn together and from each other, but this is limited.	Children are taught to learn in community with each other around shared experiences. Activities are well-balanced across 1:1, small group and whole-class settings.	Activities are thoughtfully designed to maximise communication, interaction, collaboration and independence, across different formats. Learning is a social experience.
- Staff are thoughtfully deployed and well informed to enable learning to be successful at all stages of the lesson.	Staff deployment is ad hoc, with unclear roles and responsibilities.	Staff deployment is more structured, although communication with staff is inconsistent.	Staff roles are clearly defined, with effective deployment to maximise learning.	Staff deployment is strategic, flexible and responsive. Support staff enhance learning as co-educators.
- Children have opportunities to develop, practise and generalise their learning in a range of different contexts, in order to embed knowledge and skills in their long term memory.	Learning remains classroom-bound, with limited generalisation in lessons across the curriculum, within unstructured times, or in other contexts.	Children are provided with some opportunities for skill transfer in lessons across the curriculum, within unstructured times, or in other contexts.	Learning is deliberately reinforced within a range of lessons, contexts and settings.	Children are empowered to apply knowledge and skills in real-life situations beyond the classroom, embedding independence.
Staff in the Enhanced Provision teach positive relationships to support children to learn, work and play alongside others inside the school, teaching them the skills they need to become active members of their local community.				
- Children thrive in an environment of high expectation and positive attitudes.	Expectations of children are communicated inconsistently and can be too low.	Expectations are improving, with positivity encouraged by staff.	High expectations are consistently communicated and embedded in classroom culture.	High expectations are aspirational, co-owned by staff and children, and drive achievement.

SPECIALIST PEDAGOGY				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
A range of techniques and strategies are integrated into activities to promote the self-control, co-operation and independence of children, for example turn-taking and shared attention activities.	Co- and self-regulation strategies are rarely taught explicitly. There is limited appreciation that some children may need to learn how to effectively co-regulate with an adult.	Some lesson activities promote turn-taking and co-operation, providing children with opportunities to learn and practise co- and self-regulation strategies in low-stakes situations.	Co- and self-regulation strategies are embedded, supporting self-control and independence. Children are prepared to manage situations that challenge them, in learning and in life.	Children demonstrate strong social and self-regulation skills through consistent modelling, reinforcement and independence-building tasks.
Staff establish and sustain high expectations of behaviour for all children, built upon relationships, boundaries and routines, which are understood clearly by all staff and children.	Behaviour expectations are unclear and inconsistently applied.	Expectations are clear but vary in how different staff apply them.	High expectations of behaviour are built on positive relationships, routines and boundaries. Behavioural approaches are personalised as necessary, and consistently applied by all staff.	Behaviour culture is strong, consistent and proactive. Children take increasing responsibility for their own behaviour.
Behaviour is closely monitored, and patterns are identified that inform the development of personalised behaviour plans.	Monitoring of behaviour is reactive, lacks analysis and is carried out in isolation.	Behaviour is tracked over time, but this is not consistently used to inform planning.	Patterns of behaviour are analysed over time and used to develop personalised plans.	Behaviour is monitored holistically. Plans evolve dynamically, enabling positive long-term behavioural development.
Behavioural expectations are taught, broken down into smaller developmental steps that reflect children's developmental stage, and differentiated using personalised communication and support strategies.	Behaviour is not fully understood as a set of skills and concepts to be explicitly taught, in line with children's developmental stage.	Behaviour is taught reactively, and is still misaligned with children's developmental stage and / or communication needs.	Behavioural expectations are taught developmentally, scaffolded and differentiated with personalised strategies.	The teaching of behaviour is highly individualised, embedded in routines and reinforced positively and consistently.

SPECIALIST PEDAGOGY				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
- The effectiveness of individual learning and behaviour plans is monitored and reviewed regularly, in order to ensure they reflect the changing needs of children.	Plans are reviewed infrequently and often only when problems arise.	Plans are reviewed periodically but without consultation, with minimal adjustments made.	Reviews are systematic, drawing on the views of staff, and with adjustments made to meet evolving needs and changing presentations.	Reviews are informed by data. They are collaborative, drawing on the views of staff, families and children, ensuring continuous progress.
- Children' behaviour is managed positively and consistently by all supporting adults, in line with personalised behaviour plans.	The response of adults to children's behaviour are inconsistent, reactive, and sometimes punitive.	Positive strategies and approaches are used, but they vary between staff.	Behaviour is managed positively and consistently, aligned with personalised plans.	Positive, consistent behaviour management is embedded in culture. Children demonstrate self-regulation supported by strong relationships.
- Supporting adults develop, maintain and model positive relationships with children.	Relationships between adults and children are functional but not always warm or consistent.	Staff show positive regard towards children, but their modelling of positive communication, self-regulation and relationships is inconsistent.	Positive relationships are consistent, respectful and nurturing.	Staff actively model high-quality interactions, creating a culture of trust, empathy and mutual respect.
- Children are praised regularly for their effort and achievement.	Praise is sporadic or generic.	Praise is more consistent, although sometimes it is tokenistic.	Praise is specific, regular and encourages effort and achievement.	Praise is embedded in the culture. Children are intrinsically motivated, confident and proud of their achievements.
Teachers manage time, resources and support staff effectively to promote, support and develop independence and independent learning within and beyond the classroom:				
- Teachers ensure that staff working with them are appropriately involved in supporting and leading learning, and understand the roles they are expected to fulfill.	The role of support staff is unclear and inconsistently applied. They do know what children are supposed to be learning, or how to support them in it.	Some clarity exists, although expectations are not always communicated by the teacher, and this prevents support staff from working with precision.	Support staff understand their roles and contribute effectively to children's learning.	Teachers ensure all support staff are confident, skilled and collaborative in delivering learning that precisely meets children's needs and enables them to be successful.

SPECIALIST PEDAGOGY				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
- Time is well utilised and learning opportunities are sustained for the length of the lesson.	Lesson time is sometimes wasted due to poor planning, or low expectations of children.	Lesson time is used more effectively, but transitions may be slow, which causes children to disengage.	Time is managed effectively, sustaining children's interest and maximising learning opportunities.	Lessons flow seamlessly, sustaining high-quality learning for all children.
- A wide range of differentiated resources are used and are ready, in order for individual learning objectives to be met.	Resources are limited and not always prepared in advance.	Some differentiated resources are used, although not all children have what they need.	Resources are well-prepared, accessible and support individual objectives. Staff know how to use them to facilitate learning.	Resources are innovative, highly differentiated and promote independence.
- The pace of the lesson and the number of activities reflects what children can effectively process into schemas for long-term memory storage and future recall.	The chosen activities and the pace of lessons is not well-matched to the processing capabilities of the children. There is either too much challenge, or too little.	Adjustments to the activities and pace of lessons are made in response to children's capabilities, but not always successfully.	The activities and pace of lessons are a good match to the children, providing an appropriate level of challenge, and supporting schema building.	Lessons are finely tuned to children's needs, optimising engagement and long-term memory retention.
Children are encouraged to reflect on how they learn in order to develop metacognitive knowledge and self-regulation, as they get older and in line with developmental priorities.	There are no opportunities for children to reflect on their own learning.	Children are encouraged to reflect on their learning, but without explicit teaching on how to do so.	Children are supported and guided to think about their learning processes, and to apply strategies to make learning more effective and lasting.	Metacognitive reflection is embedded. Children demonstrate increasing self-awareness and self-regulation of their learning.
The child's voice remains central and enables unique information to be collated and contribute to their individual profile, allowing them to identify their aims to aid progression throughout the year.	The voice or views of children are rarely gathered or considered.	There are some opportunities for children to share their voice or views, although this is limited in scope. Staff are unobservant of children's perspectives.	The voice or views of children are actively sought and staff are observant of children's perspectives. This informs planning and reviews.	Staff respond to children's perspective, to create optimal conditions for success. The voice and views of children feed into learning plans. Children's aspirations and perspectives feed into their behaviour, progression and transition planning.

Assessment :



Assessment

Children in the Enhanced Provision should have their progress carefully monitored to ensure they are securing more personalised outcomes; in lessons across the curriculum, during individual interventions and learning sequences, and during less structured times of the day. This might be through careful observation by supporting adults, or through some form of coding system that tracks progress over time. The right systems support teachers to identify the sometimes granular patterns of learning children make, and to see where targetted action is necessary.

It is likely that high quality formative assessment will be qualitative, rather than quantitative, in order to capture the nuance of what a child has learnt; for example, the support or scaffolding that was required, how long it took, and the context in which they demonstrated the skill or concept. This form of assessment has far more utility to teachers and other professionals because it also provides an analysis of how a child learns best, and what might be the optimal conditions for future learning to be presented. The 'next step' in a child's learning might be to generalise and extend sideways what they have learnt, rather than moving straight on to learning the next skill in the progression sequence. Assessment records in the Enhanced Provision should therefore allow for both lateral and linear progression to be captured, which a qualitative approach may have more scope to do.

Teachers in the Enhanced Provision should draw on a range of partners and professionals to inform and support this process. They should also have dedicated systems for narrating and reporting back to families the progress that pupils make, as well as to a learner's home school if the Enhanced Provision is used as an alternative provider.

Information that is collected about what children have learned should continually feed into the communication that staff in the Enhanced Provision have with families. As a rule of thumb, the frequency, detail and personalisation of communication that is required increases in line with their child's complexity of SEND profile. We can anticipate that families will want more information, with greater frequency, once their child is accessing the Enhanced Provision. Teachers or classroom staff should expect to communicate daily, in a manner that suits the family. For some, this might be via email, an app, a home-school diary, or face-to-face at the school gate. This communication should include general information about the child's day, but also more personalised information about achievements in learning, and what the child is enjoying or interested in. This home-school communication might be incidental, but it provides essential information to both the teacher and families about how much the child is generalising learning from school to home, or vice-versa. It also keeps 'live' the conversation of the child's developing interests and aspirations. This is especially important for learners from whom it is difficult to secure their voice and perspective, on demand.

Assessment and broader information about the child's interests and aspirations should be recorded in a manner that is clear, feeds into the child's annual school reports, and provides a robust evidence base for future decision-making. The annual school report should be used to evidence progress towards the broader, long term outcomes described in the child's EHC Plan, especially if these outcomes have been written to reflect the curriculum offer provided in the Enhanced Provision.

ASSESSMENT				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Children achieve productive outcomes:				
- Concepts and processes are developed within lessons which enable children to apply knowledge, understanding and skills.	Lessons focus on surface-level activities, with little opportunity for children to learn concepts and processes, much less demonstrate or apply them.	Lessons develop concepts and processes but only weakly, making it difficult for children to learn them.	Lessons deliberately develop concepts and processes, and children apply them in a variety of ways.	Pupils apply knowledge and skills independently and flexibly across different subjects and real-life contexts.
- Children remain engaged and are encouraged to make progress throughout the lesson.	Engagement is inconsistent, and activities may not capture or sustain interest.	Children are generally engaged, although attention may lapse without adult prompting.	Engagement is strong, with lessons structured to sustain attention and promote progress.	Children demonstrate intrinsic motivation, persistence and enthusiasm throughout lessons, making strong progress.
- Child outcomes are consistent with the objectives set at the beginning.	Objectives are unclear or do not align with lesson outcomes.	Outcomes partially reflect objectives, but weakly or inconsistently.	Outcomes are closely aligned with lesson objectives, demonstrating progress towards them.	Objectives and outcomes are fully aligned. Children meet or exceed expectations, applying skills creatively.
- Children are encouraged to use resources independently, where appropriate.	Children rely heavily on adults to access resources.	There is some consideration for how children might use resources independently, and strategies to support this.	Pupils are supported to access and use resources independently, and to learn how to do so themselves.	Pupils confidently choose, adapt and evaluate resources to support their own learning.
- Children behave well, demonstrating improved levels of self-control and consistently positive attitudes to their education from their starting point.	Behaviour is variable and reliant on adult management.	Behaviour is generally positive with co-regulation and some signs of self-control.	Children demonstrate consistent self-regulation and positive attitudes, demonstrating clear improvement from their starting point.	Children show self-regulation, resilience and enthusiasm for learning, positively influencing peers.

ASSESSMENT				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Valid, reliable and proportionate approaches are used in the Enhanced Provision to assess children's knowledge and understanding of the curriculum:				
- Teachers make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as the basis for setting challenging learning objectives and monitoring children's progress and levels of achievement.	Assessment is infrequent and lacks clear purpose or sequencing. Teachers have limited understanding of how children learn best.	A range of strategies are used to assess children, such as adult observations, choosing from small choice arrays of photos or symbols, speaking or writing, but this is assessment is not always aligned with intended lesson objectives.	Assessments are systematic, formative, draw on developmentally appropriate strategies, are aligned with intended lesson objectives, and inform future planning.	Assessment is dynamic, continuous and used diagnostically to secure exceptional progress.
- Teachers differentiate how individuals are assessed, drawing on knowledge of the child's developmental stage and modes of communication.	Assessment approaches are generic and not personalised for individual children.	Some adaptation to developmental stage or communication mode is evident in the assessment process.	Assessment is personalised, reflecting children's developmental stages and preferred communication.	Assessment is robust, innovative, creative and fully aligned with each child's strengths, needs and voice or views.
- Patterns of sustained learning are identified through opportunities for regular low-stakes retrieval practice over an appropriate time-scale.	Retrieval is irregular and not systematically planned for.	There are some opportunities for retrieval in lessons, but there is a lack of consistency for some or all children.	Retrieval is regular, low-stakes and highlights patterns of sustained learning over time.	Retrieval practice is expertly embedded, allowing skills to be revisited, generalised and mastered over time. Patterns of sustained learning are evident through careful monitoring and recording.
- Teachers ensure that all children know how well they are doing and are provided with clear and detailed steps for improvement.	Feedback is vague, irregular or presented in a communication mode that would not be understood by the intended child.	Feedback is given in a mode that is understood by the intended child, but lacks clear next steps.	Feedback is clear, specific and includes actionable steps.	Feedback is personalised, empowering children to take increasing ownership of their progress.

ASSESSMENT				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Where appropriate, teachers support and guide children so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent children.	Opportunities for children to reflect are rare, and the skill of reflection-on-progress is not explicitly taught.	Some support for reflection and target-setting exists, and the skills are explicitly taught even when the outcome is initially tokenistic.	Children are guided to reflect, identify progress and set positive targets in a manner appropriate to their developmental stage.	Reflection and target-setting are embedded, fostering independence and self-directed learning in line with children's developmental stage.
The achievements of children are celebrated both in the Enhanced Provision and the wider school community.	Achievements are acknowledged occasionally.	Achievements are celebrated within the Enhanced Provision but not consistently shared wider.	Achievements are celebrated regularly within both the Enhanced Provision and school community.	Celebration of achievement is embedded in school culture, promoting inclusion and raising aspirations.
There are effective systems in place for narrating child progress against their differentiated learning objectives for lessons across the curriculum.	Progress in lessons across the curriculum is noted informally with limited structure. There are weak mechanisms for feeding into statutory reporting.	Systems are in place to narrate progress in lessons across the curriculum, but it draws on limited evidence and lacks precision and detail.	Systems clearly track progress against differentiated objectives in lessons across the curriculum, detailing the skill that was learnt, the context, and the level of support required.	Narration is precise, multi-layered and provides insights in how children learn best. It informs immediate teaching adjustments and long-term planning, and feeds into statutory reporting.
There are effective systems in place for narrating progress made along carefully planned sequences of learning objectives that make up the Individual Learning Plan (ILP) and contribute towards meeting agreed EHC Plan Outcomes.	There is weak alignment between ILP objectives and EHCP outcomes. In some instances, the EHCP Outcomes are written as ILP-type objectives, rather than describing long term, broad learning priorities.	There is alignment between ILP objectives and EHCP outcomes, but progress towards ILP targets is recorded inconsistently by different adults, and so evidence of progress remains weaker than it should be.	Adults are clear on the meaning of ILP targets and the conditions of delivery. Progress towards ILP objectives is tracked consistently, providing robust evidence that children are progressing towards their EHCP outcomes.	Progress narration is seamless, holistic and demonstrates clear impact towards long-term outcomes. It also provides insights in how children learn best, which informs long-term planning and feeds into statutory reporting.

ASSESSMENT				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
There are effective systems for reporting back patterns of learning over time, which reflect skills being embedded, generalised and independently expressed.	Reports focus on isolated achievements and the 'completion' of targets.	There is some reporting on patterns of learning, but this lacks depth or breadth of application.	Systems capture sustained learning, generalisation of skills and evidence of independence.	Reporting is comprehensive, evidencing mastery and transfer of skills across contexts and time.
The Enhanced Provision has a robust framework for review; monitoring progression, improving outcomes and celebrating achievement.	Progress reviews are irregular and lack clarity of intent or structure.	A review framework or template exists but is inconsistently applied.	Termly and Annual Reviews are structured, systematic and informative.	Review systems are well embedded and collaborative, informing medium and long term goals and celebrating children's successes
Internal and external moderation confirms teaching judgements of children in the Enhanced Provision are accurate and well informed.	Moderation is rare or informal.	Some internal moderation of teacher judgements takes place, with occasional external validation.	Internal and external moderation processes confirm accuracy of teacher judgements.	Moderation is rigorous, developmental and used to refine practice.
Reviews of the provision are carried out throughout the year to enable practitioners and children to reflect upon their own learning and progress made, in order for adjustments to be effective and live across stakeholders.	Reviews occur annually and are retrospective.	Mid-year reviews exist but with limited impact.	Regular reviews enable adjustments of provision to be timely and effective.	Reviews are continuous, responsive and co-produced with children, families and professionals.

ASSESSMENT				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
The Enhanced Provision has robust systems for capturing child voice or observing their views over time; gathering evidence of the child's interests and aspirations in coproduction with families and other professionals.	Pupil voice and views is rarely captured or is tokenistic.	There is some evidence of pupil voice or views being gathered, but children with the most complex SEND profiles are least likely to be heard.	Systems capture child voice and views regularly, either directly or via observation of the child, and this informs provision and outcomes.	Adults continuously develop children's capacity and motivation to express their views, and shape provision in response wherever possible. This is triangulated with the family and other professionals in order to set outcomes and agree long-term aspirations in full co-production.

Transitions :



Transitions

Transition represents many features of a child's experience. It can be momentary, daily, or over much longer time frames. It includes the journey children make into school, between lessons and other activities, between the Enhanced Provision and children's usual class group, between school and the community, and onward to the next stage of education. Schools should work with a range of stakeholders to support children through these transition points. Transition should not be exclusive to short periods of time, but should be a process that is embedded within the ethos and curriculum of the provision.

Co-production is at the heart of successful transition; both in the planning and implementation. The views of children and families should take priority in decision-making, drawing on knowledge of the child's strengths, needs, aspirations and interests. Families should understand what help is available in order to make appropriate and effective decisions. Children should understand what strategies and support is available to help them to transition successfully.

There is a tendency for schools to overcomplicate how we capture the voice or views of children, or to reduce it down to a list of strategies and mechanisms. Instead, school leaders should focus on building a culture where staff are proactive about finding out what children are saying about their experience of school and life, and then being responsive; to their views, preferences, strengths, areas where they might need help, and what adjustments might make them more comfortable and successful. These values and beliefs then shape the interactions staff have with children, leading to the kind of thoughtful, meaningful, child-centred provision we are seeking. It also produces a culture in which children are used to advocating for themselves, empowered to clearly communicate to others their needs, preferences, choices, interests, aspirations and ambitions for the future. This culture also teaches children that their views have worth, they will be listened to, and they are active participants in their own lives. This instils a powerful confidence in children, that they are capable and deserve the same rights and opportunities as others.

Similarly, these values and beliefs also shape the interactions staff have with families, leading to the kind of positive working relationship we are seeking. This is characterised by staff who:

- Listen hard to what families are saying, and clarify what they have understood
- Appreciate the knowledge and insights that families provide about the child
- Value family participation in a child's learning and success
- Respond to unique family dynamics
- Seek to understand differences in values, expectations and culture
- Tailor communication and personalise support to individual families, where needed

If the Enhanced Provision has a culture that is characterised by these features, then staff will be best placed to identify what support, strategies, and adjustments a child will need in order to have a really confident and successful transition, whether that transition is large or small.

TRANSITIONS				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
The skills to manage different types of transition are part of the curriculum in the Enhanced Provision, and are broken down and taught directly to children.	Transition support is reactive. Children are managed through difficult moments as they arise.	There is some direct teaching of transition skills, e.g. using a visual timetable, but this is not consistently embedded.	Transition skills are systematically broken down and explicitly taught as part of the curriculum, drawing on a range of emotional regulation approaches.	Transition management is embedded across learning, with children independently applying strategies and transferring them across different contexts.
Structure and routine underpin children' experience of the Enhanced Provision and wider school provision, wherever possible.	Routines vary. Children rely on adults for clarity about what is happening and when.	Some consistent routines exist, although occasional disruption unsettles children.	Structure and routine are well embedded and predictable across the day. Changes, when they do happen, are well-managed.	Routines are highly consistent across settings, providing children with stability and confidence to manage new experiences. Changes, when they do happen, are exceptionally well planned and managed.
There is a culture of consistent, positive and stable relationships between children and supporting adults, which is necessary for children in the Enhanced Provision to feel safe and secure.	Relationships are warm but inconsistent, and dependent on individual staff.	Children are supported by familiar adults, but consistency varies at transition points.	Strong, stable relationships underpin children's sense of safety and security.	Relationships are consistent across all staff, with a culture of trust where children thrive emotionally and socially.
Children in the Enhanced Provision are told ahead of time the series of activities and lessons they can expect at different parts of the school day, for example during morning registration.	Children are informed only when activities change, often at the last minute.	Children are given some advance notice, e.g. reminders during morning registration.	Daily schedules are shared predictably (visuals/ timetables), helping children prepare.	Children anticipate transitions independently, using visuals or schedules with minimal prompting.

TRANSITIONS				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Staff prepare children to be emotionally ready for the end of an activity or event that is soon to 'finish', and what they can expect 'next', drawing on familiar and / or individual communication strategies as appropriate.	Transitions are abrupt and without warning, and some children become anxious or unsettled.	Staff use cues or prompts to help some children anticipate what is next, with more notice.	Staff consistently use communication strategies (timers, countdowns, visuals) to prepare children.	Children use these strategies themselves, showing resilience and emotional readiness for change.
Staff prepare children for new or unfamiliar events or routines ahead of time, sequencing visuals such as photos or symbols or using social stories to explain what will happen step by step.	New events are introduced without preparation or attempt at pre-teaching.	Some preparation (e.g. photos of a trip) is provided for selected events.	Social stories and sequenced visuals are used regularly to prepare children for new or challenging experiences.	Preparation is personalised and proactive, empowering children to embrace new or challenging events confidently.
Staff observe and record how children present at different transition points in the day, such as between activities, moving between places, when supporting adults change, or when arriving / leaving school.	Observations are informal but rarely recorded or discussed.	Some notes are kept about children's responses at transitions.	Observations are systematic and more robustly recorded, used to inform individual support strategies.	Information is analysed to identify patterns in success, informing continuous improvement in how a range of types of transitions are managed, in a variety of contexts.
Staff draw on their knowledge of the individual in order to ensure communication and behaviour plans appropriately support children during different transition points in the day. These are reviewed and updated regularly.	Generic communication and emotional regulation strategies are used for all children.	Some individual strategies are in place but inconsistently applied or updated.	Plans are personalised and regularly reviewed, reflecting children's changing needs.	Plans are dynamic, child-led and co-produced with families. Transitions are managed smoothly with personalised support.

TRANSITIONS				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Staff understand the range of other factors that can affect a child's ability to manage transitions well, and which can cause them to present in different ways and require additional or different types of support, such as illness, tiredness, hunger / thirst or other bodily sensations.	Behaviour at transitions is attributed only to compliance or non-compliance.	Staff recognise some external factors such as tiredness, but responses vary.	Staff anticipate and adjust for a range of factors affecting transitions, drawing on their knowledge of how they may impact specific children differently, adjusting high-expectations	Staff use holistic understanding of children and their circumstances to pre-empt challenges, reducing stress and supporting emotional regulation.
Staff are specific and generous in their praise to children for the manner in which they manage transitions, in order to reinforce and promote behavioural expectations. This may be followed up with a reward if appropriate.	Praise is general or inconsistent.	Praise is linked to transitions but is not always specific, and children may not know what they are being praised for.	Praise is specific and reinforcing, with extrinsic rewards used as a scaffold when necessary.	Children internalise praise, demonstrating pride and confidence in managing transitions.
Staff talk positively and openly about change, modelling and naming the emotions children are presenting with in order that feelings can be better understood and self-managed.	Change is described neutrally or procedurally, without reference to emotions.	Staff occasionally model emotions, e.g. "I feel nervous too."	Staff consistently model positive talk and name emotions to build children's understanding of change.	Children use the language of positive talk and naming emotions themselves, demonstrating emotional literacy and resilience.
Children who spend time in the Enhanced Provision have positive long-term outcomes and support in their progression pathway at every step. Short term objectives are set to help long term goals be achieved.	Long-term goals are written but not broken down into steps. There is no attempt to include children in this process.	Some short-term objectives are linked to long-term goals, with some planning for how they will be accomplished. This is presented to children and families, but as a fait-accompli.	Goals are sequenced into achievable short-term targets, aligned to pathways, with a clear sense of how they will be accomplished. This plan is co-produced with families, with the children's voice or views at the heart of decision-making.	Children and families co-produce short- and long-term goals, celebrating success along the pathway.

TRANSITIONS				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
The school has a culture of support that allows children in the Enhanced Provision to be able to share their thoughts throughout all aspects of transition.	Pupil voice on transitions is rarely sought.	Children are occasionally asked how they feel about transitions.	Systems capture children's views on transitions and inform practice.	Child voice is central. Children feel empowered to shape how transitions are managed.
The school has strong and productive partnerships with local younger settings so that appropriate information is transferred between establishments at the appropriate time.	Transition information is limited and dependent on individual staff.	Some information is shared between settings, although gaps remain.	Strong partnerships ensure timely, comprehensive information transfer.	Transitions are seamless, with joint planning between settings ensuring children settle quickly.
The school has a strong relationship with other schools that are likely destinations for the children in the Enhanced Provision.	Transition to new schools is largely left to families.	Some liaison with receiving schools occurs, often late in the process.	Leaders work closely with destination schools to plan transition effectively.	Relationships are highly collaborative, ensuring continuity of provision and full preparation for the child and family.
Children in the Enhanced Provision have lots of opportunities to learn about different jobs, hearing from people in different types of work and visiting places where people work.	Careers learning is rare or tokenistic.	There is some exposure to job roles, e.g. guest speakers, but this is not yet part of a structured careers programme.	A structured careers programme provides regular encounters with different jobs and workplaces, linked to potential educational pathways.	Careers learning is aspirational and personalised, building ambitions and practical knowledge of educational pathways.
Children in the Enhanced Provision learn to connect different educational routes to types of work and occupations, in order to develop aspirations for the future.	Careers learning is disconnected from education.	Some links are made between subjects children learn and jobs.	Children make clear connections between education, pathways and future employment.	Children are aspirational and can articulate their own pathways, supported by personalised planning and family engagement.

Child experience and opportunities :



Child experience and opportunities:

Children within Enhanced Provisions should still experience inclusive learning and development through the school's wider culture and ways of working. This should include opportunities to take part in lots of different and regular activities and events, both in school and the wider community. These may include student groups, societies and associations, reflecting the diversity of modern society. These opportunities contribute to the development of soft skills that include but are not limited to; communication, confidence, independence, participation, resilience and social interaction. All members of the school community should celebrate the success and achievements of children in the Enhanced Provision. As a result, children can take pride in their school, where learning within and beyond the Enhanced Provision has been designed with them in mind and school staff provide a holistic and inclusive approach to their education. This includes academic, social and emotional supports; differentiated curriculum and teaching methods; and advocating, coordinating and advising on transitions to the next stage of education or life.

While children in the Enhanced Provision are likely to need more structure, routine and predictability than their peers, exposing them to learning beyond the classroom is an essential component of preparing them for life outside and beyond school. Children within the Enhanced Provision need more frequent opportunities than their peers to learn in different curriculum spaces inside the school building and grounds, in local community spaces, and during class day trips and residential trips further afield. This teaches them to appreciate places they may not have visited before, to be supported to access environments they may otherwise find difficult, to communicate and interact with people who are unfamiliar to them and their needs, and to contextualise what they have learnt in practical, engaging and memorable ways.

High standards should be reflected in all aspects of the Enhanced Provision, but especially those times that most matter to children. For example, adults who are required to meet a child's intimate care, medical or physical needs should be trained to do so in a manner that is child-centred, alert to the child's feelings, and promoting independence as much as possible. They should seek to maintain the child's dignity and privacy with compassion at all times.

Playtime can be easily overlooked and undervalued by adults, yet for children this is a key moment when the usual structures and expectations we place on them are relaxed. Children in the Enhanced Provision still need playtime, but may need a higher level of adult support in order to make the most of it. They may need closer supervision than others, and for adults to model and guide how to play with others successfully; to make meaningful choices, negotiate, take turns, build successful relationships with others, self-regulate, and enjoy their play. Children's playtime is not a break for adults - it is a highly valuable teaching moment.

There should be positive, shared values towards behaviour; nurturing self-confidence, sensitivity and respect towards others through an understanding of rights and responsibilities. There will be times when children experience moments of high-emotion, and staff are required to maintain clear boundaries or apply consequences in order to teach the social conventions that will maximise children's participation in learning and life. Adults should be tuned into the range of physical and emotional responses that this evokes in the child. Children thrive when they know what is expected of them, and adults should seek to foster positive and trusting relationships which enable children to feel safe and make progress.

CHILD EXPERIENCE AND OPPORTUNITIES				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
The school has an inclusive culture, where individuality, diversity, and uniqueness are celebrated by all. Children with SEND are confident and have the freedom to be themselves, both in the Enhanced Provision and as part of the wider school community.	Children with SEND are tolerated but not actively celebrated. Inclusion depends on individual staff.	Some events and displays highlight diversity, but everyday practice does not always celebrate individuality.	Inclusive culture is visible and consistent. Children with SEND are confident to be themselves in both the Enhanced Provision and wider school.	Inclusion is embedded in all areas of school life, with children's individuality embraced by peers and adults. Children are role models of diversity.
The school's culture, ethos and values are understood by children with SEND, who take pride in the school and are committed to learn in the Enhanced Provision in line with the school's wider community.	Children with SEND are less aware of or connected to school values. Their sense of belonging is limited.	Children with SEND know some aspects of the school's ethos and values but may not fully identify with them.	Children with SEND understand and reflect school values in their behaviour and learning, both in the Enhanced Provision and in the wider school.	Children with SEND actively promote and champion the school's ethos, showing pride and ownership as part of the wider community.
There is outstanding external liaison and working relationships between professionals and stakeholders that maximises the school experience of children with SEND, especially those who spend some or all of their time in a Enhanced Provision.	Links with external professionals are limited or ad hoc.	Some collaboration exists, but it depends on specific cases, and it results in very little dissemination of expertise.	Strong working relationships are in place with external professionals, supporting children consistently.	External partnerships are strategic, proactive and multi-agency, maximising opportunities and ensuring seamless provision.
There is evidence of cohesive, positive experiences shared by children with SEND, both in the Enhanced Provision and as part of the wider school community.	Children with SEND are more included in one setting than another, and their experiences vary in quality.	Some joint activities promote inclusion but these remain occasional and incidental.	Children share positive, cohesive experiences across the Enhanced Provision and whole school activities.	Children thrive equally in both contexts, confidently moving between and enjoying a fully integrated school experience.

CHILD EXPERIENCE AND OPPORTUNITIES				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Learning is enjoyable, interactive, and enables children in the Enhanced Provision to explore different subjects and discover their interests. Learning feels exciting, rather than stressful.	Some children experience unnecessary stress during lessons and their engagement varies.	Lessons are occasionally interactive and enjoyable but this is inconsistent.	Learning is consistently interactive, stimulating and adapted, leading to positive engagement from children. Children are supported by adults to manage and learn from situations they find challenging.	Children are highly motivated, actively exploring interests and showing excitement in their learning.
Children with SEND, both in the Enhanced Provision and as part of the wider school community, have the same equal opportunities to meaningful, visible participation in school life as their peers. Opportunities are differentiated where necessary, which enables all children to confidently explore passions and interests and to maximise their social, emotional and communication development.	Children with SEND are occasionally included in school activities, but often in tokenistic ways.	Some differentiated opportunities exist, enabling limited participation, but children with the most complex SEND profiles are most likely to miss out.	Children with SEND participate meaningfully and visibly across school life, with appropriate differentiation to support them to meaningfully participate in clubs, councils, assemblies, and teams.	Children with SEND confidently lead, contribute and inspire across the wider school, with peers recognising and valuing their participation in clubs, councils, assemblies and teams.
A focus on wellbeing is fully integrated into the culture and practices of the Enhanced Provision, with a well-developed range of differentiated services, support and information that children with SEND know how to access, and which enable them to feel happy, healthy and safe.	Wellbeing support is limited or reactive.	Some wellbeing services are available but not consistently accessed by children with SEND, especially if they have more complex SEND profiles.	Wellbeing services are clearly available and regularly used by children with SEND, supporting them to feel happy and safe.	Wellbeing is a lived culture. Children access differentiated support confidently, and wellbeing visibly drives positive outcomes.

CHILD EXPERIENCE AND OPPORTUNITIES				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
The school ensures all children, and especially those within the Enhanced Provision, can enjoy school life free from bullying of any kind, whether physical or emotional, direct or distance (cyber bullying).	An anti-bullying policy exists but is inconsistently applied for children with SEND.	Adults respond promptly to bullying incidents, but prevention is limited. There is awareness that bullying is behaviour that is deliberately harmful, and repeated over a period of time.	Children with SEND feel safe. Systems prevent and address all forms of bullying effectively, taking account of the developmental stage and communication of both the victim and perpetrator.	The culture is one of mutual respect. Children with SEND act as peer advocates, with a school-wide intolerance of bullying. They review their own accessible definition of bullying.
Alumni children with SEND promote the Enhanced Provision, drawing on their positive experiences and describing how they were prepared for their next steps.	Alumni contact is rare or incidental.	Some alumni occasionally share experiences but there is no way to capture this information systematically, nor any mechanism to feed what is learnt back into school development.	Alumni and their families promote the Enhanced Provision, celebrating how it prepared them for next steps in learning and life.	Alumni and their families are ambassadors, inspiring current children and shaping school development with their lived experience.
Children with SEND are supported to develop friendships and relationships with peers beyond just those in the Enhanced Provision, and to maintain and develop these beyond school.	Friendships are mostly contained within the Enhanced Provision.	Some children with SEND form friendships across school but with limited support.	Systems actively support friendships beyond the Enhanced Provision, extending into the wider school.	Friendships flourish naturally across settings and continue beyond school, supported by peer mentoring and social programmes.
Children in the Enhanced Provision are supported to step beyond their comfort zone, and exposed to less and unfamiliar places and people in school, the immediate community, and beyond.	Children stay mainly within familiar settings.	Children are occasionally exposed to new settings, such as to do Music in the music room, or PE in the school hall, but without additional support, this can cause distress.	Children are gradually and successfully supported to engage with new environments and people, within school and beyond.	Children confidently embrace unfamiliar settings, showing resilience and independence.
Children in the Enhanced Provision learn to solve problems, make decisions, and advocate for themselves in line with their developmental stage.	Adults make most decisions for children.	Children are given limited opportunities to make choices.	Children learn structured problem-solving and decision-making, practising self-advocacy in lessons and non-structured times.	Children confidently make decisions, solve problems and advocate for themselves with growing independence.

CHILD EXPERIENCE AND OPPORTUNITIES				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Individual learning plans support the acquisition of essential skills and behaviours within the Enhanced Provision, but also generalisation and consolidation of these skills within learning activities with their wider peer group.	ILPs focus narrowly on skills within the Enhanced Provision.	Some opportunities exist for skill generalisation in wider contexts.	ILPs systematically support acquisition and generalisation across settings.	ILPs drive meaningful independence, with children transferring skills seamlessly into wider life outside and beyond school.
The school has a school council or representative body that enables the voice of children with SEND to be heard, including those within the Enhanced Provision.	Children with SEND are rarely represented in pupil voice forums.	Some SEND representation exists but is limited in influence.	Children with SEND, including those in the Enhanced Provision, are active and influential in school council/voice structures.	Children with SEND lead initiatives, shaping policy and practice. Their voice is central to school improvement.
There is open collaboration and communication between children, staff, parents, leaders and Governors and other interested stakeholders, characterised by clarity and transparency.	Communication is basic and sometimes unclear.	Information is shared, but collaboration is inconsistent.	Communication is open and transparent, with strong collaboration between staff, families, leaders and governors.	Communication is proactive, collaborative and transparent, building trust. All stakeholders work as true partners, striving for excellence in the Enhanced Provision.

The classroom environment :



The classroom environment

There can be a temptation in Enhanced Provision classrooms to create environments dominated by non-learning resources such as sensory lights, ball pits, beanbags, balance boards, dark dens, lava lamps and plants. While this often stems from a genuine desire to make the space enjoyable and to satisfy children's sensory interests, such environments are rarely conducive to learning and risk reinforcing low expectations.

It is important to recognise, however, that sensory resources may have a valid and valuable place in the Enhanced Provision. Some children may require opportunities for regulation throughout the day in order to access learning effectively. The key is that these tools are used with clear intent and structure, and are regularly reviewed and evaluated, rather than forming the dominant feature of the classroom. For example, movement breaks with balance boards or trampolines can be scheduled as purposeful opportunities to support self-regulation, rather than left as open-ended choices that risk displacing learning time. Used in this way, sensory resources reduce barriers to engagement, increase children's readiness to learn, and contribute to overall wellbeing. Crucially, they serve as enablers rather than replacements for learning.

Continuous provision represents a greater ambition for children to learn, but it is also unlikely to succeed without careful preparation. For children to use learning stations effectively, they must first acquire the prerequisite 'learning-to-learn' skills. Without these foundations, even the highest-quality, most inviting resources risk becoming little more than distractions. Children may simply flit between items that satisfy immediate sensory preferences, while ignoring invitations from adults to engage and progress in their learning.

Instead, the teacher's role is to capture and sustain children's attention in order to teach the skills, knowledge and behaviours that have high utility for both learning and life. The teacher must guide and control children's focus so that the most engaging, stimulating element in the room is always aligned with the intended learning objectives. Anything that competes with or distracts from this purpose should be stored away.

The classroom environment should be structured around spaces designed for purposeful teaching and interaction. One effective arrangement is a semi-circle, spanning 90°–120°, with the teacher positioned centrally. This allows all children to see the teacher clearly, and vice versa, without straining. The set-up works with or without tables, and gives the teacher freedom to position themselves directly in front of individual children as needed to hold their attention. Initially, children may need explicit teaching on how to sit and remain in place, as part of establishing strong learning routines. Sitting in a circle around grouped tables can also be effective, particularly as children develop the ability to sustain focus for longer periods.

In this position, the teacher can present one learning stimulus at a time, ensuring all children engage with it individually, in pairs, and as a group. The stimulus should be carefully chosen to motivate all learners, especially those with fleeting attention or lower engagement. This might be an appealing object, a favourite song, a piece of P.E. equipment, or a musical instrument - something tangible that children can see, feel, smell or hear, which illustrates the concept being taught.

Focus is more easily maintained in a pared-back environment where children are suitably positioned. Supporting adults can then make the most of group lessons to teach essential vocabulary, model target skills, and promote communication and interaction. Once the routine of 'adult as focus' is firmly established - and children come to expect enjoyment from these lessons - the duration of lessons can be gradually extended from just a few minutes to as long as an hour, broken into a series of structured, motivating activities.

THE CLASSROOM ENVIRONMENT				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Practice in the Enhanced Provision seeks to avoid overwhelming children with unnecessary sensory elements, while purposefully using sensory experiences to support those who need concrete, hands-on learning to grasp complex or abstract concepts.	Classrooms are dominated by sensory items (ball pits, lava lamps, beanbags, etc.), which children use freely. These resources provide comfort but often displace learning time.	Sensory resources are available but used inconsistently. Adults sometimes link them to emotional regulation but not always with clear intent or evaluation.	Sensory tools are scheduled with structure (e.g. planned movement breaks, calm-down stations) and used to reduce barriers to learning. Staff monitor and evaluate how they help readiness to learn.	Sensory resources are fully integrated into the curriculum as purposeful enablers of learning. Their use is reviewed regularly and flexibly adapted. Children learn how to self-regulate with tools to maximise focus and engagement, and then without them.
The Enhanced Provision prioritises developing children's essential readiness-to-learn skills and behaviours, laying the foundation for successful engagement in future learning.	Many children arrive dysregulated, and lessons begin before readiness is established.	Regulation routines (movement breaks, calm zones) are interventions that prepare children for engagement, but these draw children away from their peers.	Adults seamlessly prepare children emotionally or physically to start learning, alongside their peers, as part of the provision.	Children recognise and use strategies independently to be learning-ready.
Practice in the Enhanced provision centres on structured learning rather than continuous provision, intentionally teaching key learning-to-learn skills through guided and direct teaching in group lessons, providing children opportunities to learn from both adults and peers.	The class teacher introduces simple structured learning opportunities within the Enhanced Provision. They begin to guide children towards learning alongside peers and with adult support.	The teacher plans and delivers structured learning experiences more consistently. They encourage children to learn from their peers through shared play and group activities. They establish clear routines that promote emerging learning-to-learn skills.	The teacher delivers a balanced approach, integrating structured play, direct teaching, and peer learning opportunities. They model effective learning strategies and support children to apply them independently. They adapt provision to strengthen children's learning-to-learn skills across a range of contexts.	The teacher embeds structured learning seamlessly within the Enhanced Provision to ensure progression in learning-to-learn skills. They create a rich culture where children confidently learn from adults, peers, play, and direct teaching.

THE CLASSROOM ENVIRONMENT				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
The teacher in the Enhanced Provision positions themselves as the central focus, intentionally capturing and sustaining children's attention in order to deliver purposeful teaching and maximise learning opportunities.	The classroom is resource-led, and children's attention is fragmented. Adults struggle to capture and sustain focus on learning activities.	Teachers guide attention for short bursts using motivating objects, songs or equipment, but distractions in the environment remain.	Lessons are structured around a single stimulus at a time, chosen to motivate all learners. Children are taught to attend to the teacher as the main focus, individually and in groups.	The teacher is consistently the central, most engaging element in the room. Children expect to enjoy lessons, sustaining focus for extended periods, with attention transitioning smoothly between adults, peers, and resources.
The classroom in the Enhanced Provision is deliberately organised with tables and chairs arranged to maximise peer communication and interaction, while ensuring the teacher can effectively direct children's focus to support learning.	Classroom layout prioritises comfort and sensory appeal rather than teaching and interaction. The visibility of the teacher is inconsistent.	Some structured seating (e.g. small groups around tables) is trialled, but children struggle to remain in place or sustain attention.	Spaces are deliberately arranged for purposeful teaching (e.g. semi-circle formation) so that all children can see and engage with the teacher clearly.	Classroom set-up maximises attention and interaction, with flexible seating (semi-circle, grouped tables) used as children develop. Teachers and supporting adults adapt positioning dynamically to sustain engagement.
The classroom environment is intentionally pared back to reduce cognitive load and minimise unnecessary distractions, enabling children to focus on and engage fully with their learning.	The environment distracts more than it supports learning.	Some adjustments to the environment reduce distraction but inconsistencies remain.	The environment is pared back and structured to minimise distractions to learning.	The environment actively promotes learning, independence, and communication, with every element serving a clear purpose.
Teaching practice is intentional in developing children's ability to sit, attend, and focus on learning, guiding them to follow shared learning rather than habitually pursuing their own agenda.	There is no explicit teaching of how to sit or stay in place.	Adults encourage sitting but children rely on constant prompting.	Children are explicitly taught routines for sitting, waiting, attending and focussing.	Children sit and focus independently, transferring these skills across contexts.

THE CLASSROOM ENVIRONMENT				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Learning resources are multi-modal, capturing children's attention, making abstract concepts 'real' and meaningful and targeted skills accessible and meaningful.	Multiple stimuli compete for children's attention at once.	Teacher presents one stimulus at a time but without full clarity.	Stimuli (e.g. object, instrument, picture) are chosen carefully to illustrate learning points.	Stimuli are multi-sensory, multi-modal, motivating, and linked directly to learning goals, ensuring deep engagement.
Lesson duration is carefully structured to be of appropriate length, allowing sufficient time to develop concepts in depth while maintaining children's engagement and focus.	Lessons last only a few minutes before children disengage or teachers release them to play.	Short lessons extend gradually with motivating activities.	Structured sessions sustain children's focus for up to 30–40 minutes in short activities.	Children maintain focus for up to an hour with structured, sequenced learning.
Learning is thoughtfully designed and delivered so that activities are well-sequenced, engaging, and adapted to sustain the motivation and progress of all learners.	Lessons rely on one mode (e.g. talk or play) with limited success.	Adults attempt some variety but without careful sequencing.	Lessons include short, varied activities (e.g. pair work, group response, individual turn-taking).	Activities are expertly sequenced, motivating and adapted to sustain engagement across abilities.
Support staff work closely and attentively with children, providing highly effective, compassionate, and responsive support for their learning, behaviour, and interactions, enabling them to participate more confidently, engage more fully, and flourish more positively within lessons.	Supporting adults focus on behaviour management rather than learning.	Adults prompt participation but inconsistently. They have little understanding of children's learning objectives, and have low expectations about how much attention children give to their teacher, their peers and their learning.	Adults reinforce learning objectives, vocabulary and social, communication and interaction skills during lessons.	Adults maximise every learning opportunity, integrating communication, modelling, and interaction.
Teachers connect learning to children's interests and model enthusiasm, helping children feel confident, valued, and excited to learn.	Children see learning as stressful or disconnected from their interests.	Children sometimes enjoy adult-led activities but need coaxing.	Children anticipate fun and engagement in structured sessions.	Children consistently look forward to learning, sustaining motivation and positive attitudes across contexts.

Safeguarding :



Safeguarding

It is an uncomfortable truth that children with complex SEND profiles are at an increased risk of being abused compared to their non-SEND peers. They may not have the cognitive capacity to understand when they are being abused, or if they do have that awareness, they may not have the language to articulate this abuse.

Safeguarding training in schools focusses on the typical signs and symptoms of abuse, for all children. While useful as a starting point, training content should also reflect the growing number of children who present atypically. Otherwise, there is a risk that professionals fail to identify safeguarding concerns, either because abuse does not present in the manner they have been trained to expect, or because they are unable to distinguish SEND traits from safeguarding concerns.

For example, common signs of abuse include a child becoming withdrawn, seeming anxious, or lacking social skills. However, a child's SEND profile may explain this type of presentation. This risks supporting adults jumping to erroneous conclusions; either wrongly assuming abuse when there is none, or dismissing genuine abuse as normal for the child.

There is also a risk that supporting adults wrongly dismiss injuries that are typically accidental. For example, children regularly bruise their knees, shins and elbows when playing. We might be used to explaining away these injuries when a child presents with them. However, if we know that this is an unlikely outcome from the type of play that a child with a complex SEND profile usually engages in, then we would need to respond with a greater degree of concern, especially if the child lacks the cognitive capacity or vocabulary to explain the bruises themselves.

Professionals need to demonstrate a greater degree of discernment, professional curiosity and open-mindedness, and learn to interpret these indicators through their knowledge of the child and their family context. If a child with a complex SEND profile arrives at school with bruising to the soft tissue of their cheeks, is that an indication of abuse or is it self-inflicted? Is it an indication that the family needs greater support to help their child co-regulate when distressed?

An Enhanced Provision that best safeguards children is characterised by:

- Supporting adults who know the children really well, know what is normal for them as individuals, and are alert and responsive to any change in a child's presentation or behaviour. They have trusting relationships, and provide a safe space where children feel they can express themselves.
- Safeguarding practices are underpinned by professional curiosity. Staff feel confident to escalate concerns, however small, and never dismiss a 'gut feeling'. Clear pathways for escalation, supervision and safeguarding discussions support staff in making sound judgements.
- A culture of close and regular communication with families, in order to support and understand their lived experience.
- A strong Personal and Social Development curriculum, which covers themes such as awareness of the body, public vs private, body autonomy, consent, healthy and unhealthy relationships, labelling of emotions, and protective behaviours. Timetable allocation reflects PSD as a priority, and themes are revisited regularly in order to ensure knowledge, skills and behaviours are embedded.
- Essential vocabulary is explicitly taught to children, and is always included in Augmentative and Alternative Communication (AAC) devices and communication books. There is consistency in how children are asked questions, as part of embedding protective behaviours into everyday routines.

SAFEGUARDING				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Staff recognise that children in the Enhanced Provision are at increased risk of abuse compared to their non-SEND peers. It is understood that safeguarding must be tailored to an individual child's profile, not applied generically.	Staff are generally unaware that children with SEND face heightened safeguarding risks.	Some staff recognise the increased risks children face, but do not adapt practice.	Staff routinely consider the heightened vulnerability of children in decision-making.	Safeguarding culture fully acknowledges SEND-specific risks, shaping proactive strategies, especially for children with complex SEND profiles.
Staff acknowledge the heightened dependency of children in the Enhanced Provision on supporting adults, and the safeguarding implications this presents. It is understood that this dependency may limit a child's ability to protect themselves or disclose harm.	Children's dependency on adults is not considered a safeguarding factor.	Adults recognise dependency on adults is a safeguarding factor; but do not adapt systems accordingly.	The school takes account of increased adult dependency in the Enhanced Provision in routines and safeguarding checks.	Adults empower children to express themselves while maintaining high vigilance around dependency.
Staff understand that some children may lack the cognitive capacity to recognise abuse, or the language to articulate it. Safeguarding practices account for children's varied levels of awareness and communication, including non-verbal indicators.	Staff assume children will disclose if something is wrong.	Adults recognise that some children cannot disclose, but strategies are inconsistent.	Staff adapt approaches, using Augmentative and Alternative Communication (AAC) devices and close observation.	Staff systematically anticipate barriers and create robust communication routes for disclosure to happen.
Safeguarding training includes both typical and atypical signs of abuse, with specific reference to SEND presentations. Staff are equipped to identify safeguarding concerns that may not conform to standard training examples.	Training covers only generic signs of abuse.	Training references SEND but lacks depth.	Training explores how abuse may present atypically in complex SEND profiles.	Ongoing specialist training ensures all staff distinguish between SEND traits and safeguarding indicators.

SAFEGUARDING				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Staff are trained to distinguish between behaviours arising from a child's SEND profile and those that may indicate abuse. Adults avoid assumptions, neither dismissing genuine concerns as 'normal for the child', nor misattributing SEND traits as abuse.	Staff often misinterpret or dismiss behaviours as 'normal for the child' (e.g. withdrawal, anxiety).	Staff sometimes question whether traits are SEND or safeguarding-related.	Staff weigh traits and concerns against individual child profiles before making judgments.	Staff demonstrate high discernment, consistently using knowledge of the child and context to guide response.
Staff critically assess injuries in light of the child's typical play and physical capabilities. Injuries inconsistent with expected activity prompt further scrutiny, especially when the child cannot explain them.	Injuries are routinely dismissed as accidental without reflection.	Adults show some caution but do not robustly question what may be happening.	Staff recognise when injuries are atypical for a child's developmental profile or activity.	Staff respond with heightened concern where injury patterns are inconsistent with known behaviours.
Staff demonstrate discernment and professional curiosity when interpreting physical indicators. Injuries are considered within the context of the child's developmental profile, family circumstances, and ability to self-regulate.	Injuries are explained away without deeper consideration.	Staff occasionally reflect on possible safeguarding implications.	Staff investigate injuries thoughtfully, considering self-infliction, co-regulation needs, or abuse.	Professional curiosity drives reflection and escalation where necessary.
Staff are alert to changes in a child's presentation or behaviour, recognising these as potential safeguarding signals.	Relationships are functional but not deeply trusting, or well-developed.	Some adults build strong bonds, but practice is inconsistent, and potential safeguarding signals may be missed.	Most staff know children well and can detect subtle changes in behaviour or presentation.	All adults have trusting relationships with children. Children's mode of communication is well-understood, and they feel safe to express themselves.
Behavioural shifts are never dismissed without exploration, especially in children with limited communication.	Subtle changes in behaviour are often overlooked.	Staff notice changes but do not always act.	Staff are alert and responsive to shifts in presentation.	Changes are systematically tracked, discussed, and acted upon quickly.

SAFEGUARDING				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Staff are encouraged to act on instinct and escalate concerns, however minor. A culture of professional curiosity ensures safeguarding is proactive, not reactive.	Staff hesitate to raise safeguarding concerns without 'proof'.	Some safeguarding concerns are escalated, but inconsistently.	Staff confidently escalate safeguarding concerns, including 'gut feelings'.	Professional curiosity is embedded. Staff escalate early, supported by clear structures.
Clear pathways for escalation, supervision, and safeguarding discussions support confident decision-making. Staff are regularly supervised and supported in making sound safeguarding judgements.	Pathways for escalation are unclear or unused.	Pathways exist but staff lack confidence in using them.	Clear escalation routes and safeguarding supervision support decision-making.	Escalation, supervision and safeguarding dialogue are proactive and routine.
Regular, open communication with families helps staff understand the child's lived experience. Family insights are valued as part of holistic safeguarding practice.	Communication with families is limited to formal meetings.	Families are consulted reactively when issues arise.	Close and regular communication with families helps staff to understand the family context.	School-family partnership is strong, transparent, and preventative in safeguarding.
PSD curriculum includes body awareness, public vs private, body autonomy, consent, relationships, emotional literacy, and protective behaviours. PSD is prioritised in the timetable and revisited regularly to embed knowledge and skills.	PSD themes (body autonomy, consent, protective behaviours) are absent from the curriculum.	PSD is delivered but it is irregular or superficial.	PSD is timetabled, prioritised, and themes revisited regularly.	PSD is fully embedded, shaping children's knowledge, skills, and protective behaviours.
Essential vocabulary is explicitly taught and integrated into AAC devices and communication books.	Vocabulary around body autonomy and safety is not taught.	Vocabulary is introduced but inconsistently reinforced.	Essential safeguarding language is explicitly taught and modelled.	Vocabulary is consistently embedded, personalised, and generalised across communication systems (AAC, communication books).

SAFEGUARDING				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Protective behaviours are embedded into everyday routines through consistent questioning and language use.	Adults ask safeguarding-related questions inconsistently.	Some staff use consistent phrasing, but not universally.	Consistency in how questions are asked ensures children can respond predictably.	Safeguarding communication is embedded in everyday routines with clarity and sensitivity.
In the Enhanced Provision, safeguarding is a lived culture, embedded in daily practice, driven by vigilance, trust, and proactive protection. Every staff member plays a role, every day.	Safeguarding is treated as compliance rather than culture.	Some safeguarding principles influence daily practice.	Safeguarding is visible in routines, environment, and staff interactions.	Safeguarding is a lived culture, deeply embedded in every aspect of practice, underpinned by vigilance, trust, and proactive protection.



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Matt enjoys cooking, keeping fit and reading, and is a committed life-long learner. He has a Masters degree in Schools Based Leadership and Management from the University of Buckingham.

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