



## **Inclusive Improvement Visit Notes**

xxxxxxx

**Date of Visit:** xxxxxx

### **Context of Visit**

The visit was arranged through the Regional Director, xxxxxxxxxxxxxx. An agenda was agreed with the Interim Headteacher, xxxxxx, with a specific focus on pedagogy in the primary phase and use of additional adults. Unfortunately on the day of the visit, xxxx was unable to attend. The day was led by xxxx (AHT) and xxxxx (Head of Primary).

### **Leadership, Ethos and Culture**

There is a calm, purposeful culture across the primary phase. xxxx and xxxx modelled a measured, assured leadership style that radiates calm to staff and in turn, permeates to pupils. The team ethic is strong; adults are aligned around a shared purpose and go above and beyond to meet pupils' needs. Relationships observed between pupils and adults were appropriate, nurturing and consistently caring.

Crucially, pupils at xxxxx are happy, safe and well cared for. The overall experience observed indicates that children are receiving an exceptionally good diet; provision is designed around their needs, and staff interactions are warm, respectful and attuned.

### **Curriculum and Provision (Primary Phase)**

The curriculum is well planned and tailored to the learners, with clear structures and routines that reduce cognitive load and support regulation. Leaders showcased vocational and practical elements, including animal care, which provide meaningful, motivating contexts for learning and personal development. There is a range of well-resourced sensory spaces and breakout areas. These are used responsively when pupils require regulation or a lower-demand environment, helping sustain readiness to learn. Classrooms were purposeful and orderly. A next step is to increase consistency in classroom environmental cues (e.g., predictable layouts, shared signage/visuals (although there are visual timetables consistently in place), common storage conventions) to support smoother transitions for pupils who move between spaces. Leaders articulated the principle that regulation comes first but this could be built upon

by codifying classroom routines so that when one pupil requires nurture away from the main task, the rest of the class continues purposeful learning

## **Teaching, Learning and Assessment**

### **Strengths observed**

Staff manage emerging needs calmly and skilfully, placing the child's welfare at the heart of decision-making. De-escalation and co-regulation were handled with high levels of expertise. Lessons were structured and pupils were supported to access learning pathways suited to their profiles. Children were enthusiastic about their learning and engagement in the learning was generally high. In KS3 and 4, learning was purposeful and focused. Assessment of emotion in the moment that could impact learning for that individual and others within the class was highly skilled and managed effectively. 1:1 feedback and scaffold was seen to be effective and classrooms environments were purposeful and engaging.

### **Developmental considerations**

An increase in consistency expectations for classroom environments could aid movement and transition of pupils. There are opportunities to extend pedagogical repertoire (alongside specialist SEND expertise) so that everyday instruction is as impactful as possible. This could be in the form of a Pedagogical Playbook. This could include research based approaches focusing on what works for xxxxx from a variety of approaches – TLAC for example. Examples could be:

- Explicit instruction and modelling (think-alouds, worked examples, micro-steps).
- Checking for understanding at high frequency and adjusting task demand in the moment.
- Scaffolded practice that fades to independence, with careful use of prompts.
- Planned opportunities to maintain learning for the class when an individual requires nurture elsewhere (e.g., clearly assigned roles, anchor tasks, pre-prepared independent routines).

### **Effective Use of Additional Adults (TAs)**

TAs are highly effective in nurture and regulation, responding to needs with sensitivity and skill. To elevate impact further during non-crisis learning time, leaders might establish a

TA Learning Playbook that gives staff a clear, shared bank of proactive strategies. For example:

- Before/during a task: pre-teach key vocabulary, prime pupils with visual previews, chunk instructions, set up choice boards/visual schedules, organise resources for smooth starts.
- During guided practice: circulate with purposeful prompts, use graduated questioning and implement short precision-teaching bursts.
- Prompting independence
- Environment roles: maintain visual supports, reset workstations; prepare next routines, monitor regulation signals and deploy preventative strategies.

### **Lunchtime and Social Development**

Lunchtime was strikingly calm and well organised. Staff were kind and attentive; pupils were well-mannered, supportive of one another and received care and enjoyed their experience. Given the strong staffing presence, there is scope to enrich social learning through light-touch, adult-led activities, especially in the primary phase: cooperative games, structured turn-taking, sharing routines, and simple team challenges. A short “lunchtime play curriculum” could make these opportunities systematic without losing the current calm.

### **Safeguarding and Visitor Procedures**

Safeguarding is clearly prioritised in daily practice and culture. The site is in very good condition and safe for the pupils. Sensory and breakout spaces are well resourced and used judiciously. To strengthen visitor induction and first-contact procedures, consider:

- Consistent ID and DBS checks at reception, with a clear escorted-visitor protocol where DBS is not verified.
- A brief safeguarding leaflet for visitors: DSL/DDSL names and photos, how to report a concern, key dos/don'ts (incl. confidentiality and no photography) and emergency procedures.
- A short verbal induction that signposts any site-specific sensitivities relevant to the visit (e.g., environment expectations, language to avoid, alerting staff before moving between spaces).
- Distinct lanyard colours for staff/visitors/contractors to support quick identification.

## **Summary of Strengths**

- A culture of calm professionalism with a cohesive team ethos.
- Pupils are happy, safe and well-cared for; relationships are consistently nurturing and appropriate.
- A well-planned curriculum with motivating practical/vocational elements
- High-quality sensory and breakout provision that supports regulation.
- Calm, effective lunchtime experience where pupils receive an excellent deal.
- Consistent and highly skilled approaches to managing behaviour and dysregulation
- Effective use of spaces ensure that all areas are maximised, even small corridor spaces showcasing reading

## **Developmental Priorities (for consideration)**

- Environment Consistency: Increase shared environmental conventions across classrooms (layouts, visuals, signage) to aid transitions and independence.
- TA Learning Playbook: Define proactive, learning-time roles and strategies for TAs; pair with micro-coaching and quick data capture routines.
- Pedagogical Extension CPD: Introduce a rolling spine (explicit instruction, modelling, AfL, scaffolding) adapted for autistic learners; use peer observations, walkthroughs and short capsules to overcome rota constraints.
- Continuity of Learning: Codify routines so whole-class learning continues seamlessly when an individual requires separate regulation.
- Lunchtime Social Curriculum: Add light adult-led activities to explicitly teach sharing, turn-taking and cooperative play.
- Visitor Induction: Tighten front-of-house safeguarding protocols (ID/DBS verification, DSL signposting, brief induction) for consistency.

## **Next Steps and Offer of Support**

The school is clearly effectively providing for the pupils within their care with clear strengths in culture, care and curriculum relevance. Linked to the points for consideration we would be more than happy to support with:

- Co-designing the TA Learning Playbook and running micro-coaching pilots.

- Planning the pedagogical extension spine, including adaptable TLAC-style techniques suitable for autistic learners.
- Drafting a “lunchtime play curriculum” aligned to social communication goals.
- A light environment audit tool to build cross-classroom consistency.