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| **Reflective practice and identifying areas for development.** | | | | | | | | | |
| **Curriculum planning: how well does your curriculum support children in respect of:** | | | | | | **Consider your practice for:** | | | |
| **Support for children** | | | | | |  | **Organisational issues** | | |
| **Area** | **Teach social and emotional skills, attitudes and values** | **Promote social interaction and sense of belonging** | **Promote pupil self-esteem, independence, self-regulated learning and identity** | **Provide support to regulate emotions** | **Promote positive/alternative behaviours and reduce negative behaviours** |  | **Involvement of parents/**  **carers/**  **families** | **Support for staff** | **Record keeping and monitoring** |
| **Universal**  (For all children) |  |  |  |  |  |  |  |  |  |
| **Targeted**  (For children with emerging/low level SEN) |  |  |  |  |  |  |  |  |  |
| **Personalised**  (For children with a high level of SEN) |  |  |  |  |  |  |  |  |  |