

Self-review tool

Curriculum design Characteristic

Curriculum delivery

Collaboration

1 Preparing for quality of life is an intent of the setting's universal curriculum.

2 The quality of life model (QoLM) adopted is well suited to the cohort of young people attending the setting – it has been selected and/or adapted specifically with them in mind.

3 The universal curriculum addresses all strands of the setting's QoLM and is coherently planned and sequenced to deliver continuity and progression.

4 Frameworks are in place to allow the QoL curriculum to be adapted and developed in line with individual differences/preferences in relation to quality of life.

5 The governing body regularly review the curriculum and explore the intent, implementation, and impact of the QoL components.

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1 Teachers have a deep knowledge of all of the components of the QoLM and understand the ways students think about the content so they can evaluate the thinking behind students' understanding and misconceptions.

2 The quality of instruction is high; teachers use assessment and evidence informed practices to maximise development.

3 Teachers have enhanced pedagogical knowledge relating to autism and apply this to their teaching.

4 Classrooms have a climate of high expectations whilst promoting self-worth.

5 Behaviour is understood/made sense of in relation to physical and psychological needs.

6 Approaches utilised for supporting learning and behaviour are data driven and research informed.

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7 Throughout the setting, the physical environment is organised to support physical and emotional needs.

8 Wherever possible, students are afforded autonomy and supported to make decisions guided by their interests, preferences and wants.

9 The typical student experience is that of feeling competent. Challenge level and skill level are well matched, leading to experiences of being effective and competent.

10 Students have secure, strong and supportive relationships with staff.

11 Restraint/ restrictive practice/ positive handling is rarely used / only used to prevent harm to self or others (risks of harm are limited through effective management of the environment).

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1 Students and their families feel listened to, respected, valued and cared for.

2 All stakeholders' (including students and their families) experience, knowledge and skills are utilised to design, produce and deliver services and resources.

3 Students are surrounded by adults who promote their independence and enable them to do things for themselves, wherever possible.

4 The setting focuses on individuals' strengths (personal strengths and social and community networks) and not on deficits.

5 When supporting individual needs, a tailored team of professionals work together to build a consistent and coherent intervention programme that draws on all available expertise within the setting.

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