

# Questions you may want to consider or things to think about when exploring a new education provision.



- What are the class sizes?
- What is the teacher/pupil ratio?
- Are children offered smaller group interventions? Can you give an example?
- How are classes decided? Is it based on age?
- Do they stay in the same classroom or move classrooms for different topics?
- What is the behaviour policy? What system do you use for behaviour management? Have you had any exclusions in the last 18 months? Is holding/restraint part of your policy?
- How do you gain feedback from the pupils?
- What training have staff accessed? Do staff have a training budget?
- Is there good staff retention? Do you use agency teachers?
- What would the transition plan look like should they come here?
- How do you prepare children when moving to a new class/new teacher? Would they move to a new class every September?
- Do children have their own visual timetables?
- When would a space be available?
- Do you have flexible seating options?
- Where do they change for PE? Where does it take place?
- Do any outside services come into school to deliver any sessions?
- Where does 1:1 work take place?
- Where do children keep their possessions?
- Is there homework? How is this adapted to the individual child?
- How is learning multi-sensory, experimental oppose to just paper/pen at desk.
- What would a typical day look like? Can you share a timetable as an example.



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[info@childrenstherapy.online](mailto:info@childrenstherapy.online)

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- What Attachment/Trauma training have the teachers accessed, when was this? How do they adapt their teaching/classroom- can you give an example.
- Do you have external professionals in school i.e., OT, Speech & language. Do you access training/support from external agencies?
- Any therapies on site?
- Do you take the children swimming?
- You do have a sensory room? How do children access this?
- Do you offer movement breaks, sensory circuits?
- How do you meet children's individual sensory needs?
- How many staff cover lunch/breaks etc? Are they different staff members?
- Are they carers coffee mornings? How do you involve carers in the school?
- How is progress measured?
- How many playgrounds are they? What age group accesses this?
- Are they links with a mainstream school?
- How do you communicate with carers?
- Are there opportunities for practical learning skills (when older) for example, mechanics, gardening, building.
- What have children who have left the school gone on to do?
- What happens for GCSE's. How are the children supported?
- How do you support their independence skills?

## Things to think about

- Is it all on one level? What's the layout of the provision?
- Is the environment warm and inviting?
- Is the building well labelled?



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- What's the noise level like? Inside the classroom and outside?
- How secure is the site?
- How clean are the toilets?
- Does the person showing you around appear to have a good understanding? Do they ask you asks/show an interest?
- How does the ethos of the school make you feel when you read it?
- How did the staff interact with the children?
- Are children engaged in their learning?
- Are the children all doing the same thing? Or has work been adapted for each child?
- How did the support staff support (Teaching Assistants) support the children?



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