



## **SAFE SPACE EDUCATION -Teaching & Learning Policy**

Version 1 (01/03/26)

### **1. Purpose and Ethos**

At **Safe Space Education**, our teaching and learning approach is rooted in the belief that every child and young person deserves access to high-quality, personalised education—regardless of their background, needs, or previous experiences in school.

We specialise in Alternative Provision and 1:1 tuition for learners who may face barriers to engagement. Our approach is:

- **Trauma-informed**
- **Relational and student-centred**
- **Flexible and adaptive**
- **Ambitious and aspirational**
- **Grounded in safety, trust and connection**

We aim to re-ignite curiosity, rebuild confidence, and support learners to make meaningful progress academically, socially and emotionally.

### **2. Aims of the Policy**

This policy aims to:

- Ensure high-quality, consistent teaching across all provision
- Promote positive engagement and re-engagement with learning
- Provide a safe, supportive environment where learners can thrive
- Ensure teaching is personalised, inclusive and responsive to need
- Support learners to develop independence, resilience and self-belief
- Work collaboratively with schools, parents and professionals
- Ensure teaching aligns with statutory guidance and best practice

### **3. Legal and Policy Framework**

This policy is informed by:



- Education Act 1996
- Alternative Provision Statutory Guidance [Arranging Alternative Provision - guide for LAs and schools](#)
- SEND Code of Practice
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE) [Keeping children safe in education - GOV.UK](#)
- Working Together to Safeguard Children
- Local authority expectations for AP

## **4. Our Teaching & Learning Principles**

### **4.1 Relationships first**

Learning happens best when learners feel safe, valued and understood.

### **4.2 Personalised learning**

We tailor teaching to each learner's needs, interests, strengths and goals.

### **4.3 High expectations**

We believe all learners can achieve and make progress.

### **4.4 Trauma-informed practice**

We recognise the impact of trauma and adapt our approach accordingly.

### **4.5 Flexibility and creativity**

We adapt pace, content and delivery to maximise engagement.

### **4.6 Strength-based approach**

We build on what learners can do, not what they can't.

### **4.7 Consistency and predictability**

Clear routines and expectations support emotional safety.

## **5. Planning and Curriculum**

### **5.1 Individualised Learning Plans (ILPs)**

Every learner has an ILP that includes:

- Baseline assessment
- Strengths and needs
- Academic targets
- SEMH targets (where appropriate)
- Preferred learning styles and strategies
- Risk assessment (if required)

## 5.2 Curriculum Approach

We offer:

- Core subjects (English, Maths, Science)
- Project-based learning
- Life skills and personal development
- Behaviour and emotional regulation support
- Reintegration preparation (where relevant)

Curriculum content is adapted to age, ability, interests and referring school requirements.

## 6. Teaching Strategies

Our tutors use:

- Clear, chunked instructions
- Visual supports and scaffolding
- Modelling and guided practice
- Retrieval practice
- Multi-sensory learning
- Real-world and practical tasks
- Positive reinforcement
- Co-regulation and emotional check-ins
- Rest breaks and movement breaks



- Adaptive pacing

We prioritise engagement and connection before academic challenge.

## **7. Assessment and Progress**

We assess progress through:

- Baseline assessments
- Ongoing formative assessment
- Tutor observations
- Work samples
- Attendance and engagement data
- Termly progress reviews
- Feedback from schools and parents

Progress is shared with referring schools and local authorities.

## **8. Learning Environment**

Whether sessions take place:

- in school
- in the community
- online
- in the home

We ensure environments are:

- Safe
- Calm
- Predictable
- Low-arousal
- Free from unnecessary distractions

Tutors ensure learners have access to appropriate resources and equipment.

## **9. Inclusion and SEND**

We are committed to inclusive practice. Tutors:

- Differentiate tasks
- Use assistive technology where appropriate
- Implement strategies from EHCPs
- Work closely with SENCOs
- Adapt teaching to sensory, emotional or cognitive needs

No learner is excluded from learning due to SEND.

## **10. Behaviour for Learning**

We promote positive behaviour through:

- Relational practice
- Clear expectations
- Predictable routines
- Co-regulation
- Restorative approaches
- Strength-based feedback

We follow the Safe Space Education Behaviour Policy at all times.

## **11. Safeguarding in Teaching & Learning**

Safeguarding is embedded in all teaching. Tutors:

- Maintain professional boundaries
- Follow safer working practices
- Report concerns immediately
- Use approved communication channels
- Ensure online learning is safe and monitored

We follow the Safe Space Education Safeguarding Policy.

## 12. Partnership with Schools, Parents and Professionals

We work collaboratively by:

- Sharing progress updates
- Attending multi-agency meetings
- Aligning targets with school priorities
- Supporting reintegration where appropriate
- Communicating regularly and professionally

Strong partnerships improve outcomes.

## 13. Quality Assurance

We ensure high standards through:

- Tutor induction and training
- Regular supervision
- Lesson observations
- Feedback from learners and schools
- Review of ILPs and progress data
- Annual policy review

## 14. Policy Review

This policy is reviewed annually or sooner if:

- Legislation changes
- Best practice evolves
- Provision expands or changes

**Review date: 01/03/2027**

## APPENDICES

### Appendix A: Lesson Structure Framework

A typical session includes:

1. **Welcome & check-in**
2. **Review of previous learning**
3. **Clear learning objective**
4. **Modelling / guided practice**
5. **Independent or supported task (I do, we do, you do model)**
6. **Review & reflection**
7. **Positive closure**

### Appendix B: Tutor Checklist

Before each session:

- Review ILP and risk assessment
- Prepare resources
- Ensure environment is safe
- Plan for differentiation
- Plan regulation strategies

After each session:

- Record attendance
- Log progress
- Note any concerns
- Communicate with school if required



## **Appendix C: Engagement Indicators**

We monitor:

- Attendance
- Punctuality
- Participation
- Effort
- Emotional regulation
- Confidence
- Independence