

Universal Provision

High Quality Teaching

- A broad and balanced curriculum set within inclusive environments with policies in place for identifying and supporting children across the school
- Clear expectations and well-established routines
- Teachers and support staff delivering learning use explicit instruction with clear explanations, modelling using an 'I do, We do, You do approach'
- Teachers and support staff are aware of cognitive load theory and apply this theory within their classes.
- Teachers / support staff model metacognition strategies e.g., Guided writing, modelled writing,
- Teaching strategies that consider difficulties with language and communication needs as well as social understanding and teaching children who have English as an additional language
- Small group and/or individual learning is timetabled for support
- Scaffolds are used within learning until pupils are able to learn without them. E.g., sentence stems, writing frames, word banks etc.
- Flexible groups within the class are created in response to AFL so that the teacher can pitch learning for each pupil.
- Technology is used to support pupils, where needed to learn well E.g., use of alternative recording devices
- Visuals support learning e.g., checklists, now and next tasks, chunking/ blocking of information, visuals supporting written tasks
- Discussion through talk partners used effectively so all pupils are supported
- Extra time to complete tasks where necessary
- Visual timetables in every classroom
- Strong CPD and training offer for all staff

Physical adaptations

- Careful seating positions/arrangements
- Uncluttered and well organised learning environment
- Use of sensory equipment including wobble cushions, seat wedges, writing slopes and headphones
- Use of visual timetables and social stories
- Widgit online

Pastoral/ Student Support

- Teachers / support staff use trauma informed strategies for supporting pupils
- Clear whole school behaviour policy
- Consistent use of rewards and sanctions, including restorative conversations and srips
- Zones of regulation
- Access to regulation stations across the school
- A range of opportunities for social and emotional development E.g., buddy systems, friendship strategies, circle time, Lego Therapy
- Learning Mentor Support
- Lunch club
- Enhanced transition opportunities