



UNIVERSAL PROVISION OFFER

Please note the suggested interventions are not intended for use as a checklist, they are suggested approaches to support pupils when required.



QUALITY FIRST TEACHING

- Teachers and support staff delivering learning use explicit instruction with clear explanations, modelling before pupils move to independent learning (*"I do, We do, You do!"*)
- A broad and balanced progressive curriculum planned to deliver the National Curriculum, using up to date researched based pedagogy including metacognitive and cognitive strategies.
- Teachers / support staff model metacognition strategies e.g., shared writing, mathematical processes, reading in the moment.
- Teachers and support staff are aware of cognitive load theory and apply this theory within their classes.
- Teaching strategies that consider difficulties with language and communication needs as well as social understanding.
- Scaffolds are used within learning until pupils are able to learn without them. E.g., sentence stems, writing frames, word banks etc.
- Visuals support learning e.g., checklists, now and next tasks, chunking/ blocking of information
- Discussion through talk partners used effectively so all pupils are supported. (*"Think Pair Share"*).
- Flexible groups within the class are created in response to AFL so that the teacher can pitch learning for each pupil.
- Research based intervention.

Flexible and effective use of support staff across year groups and phases.

ASSISTIVE TECHNOLOGIES

- Touch typing programme to develop typing skills.
- Translation tools available for EAL pupils.
- Tablets/laptops/recording devices/talking tins available to support recording.
- Voice recognition software on iPads.
- Use of ICT to develop fluency in spelling, calculation and multiplication (APPs).

PASTORAL SUPPORT

- All staff have secure and trusted relationships with pupils based on mutual respect and kindness.
- The school are working towards becoming a Nurture UK accredited school, embedding the Six Principles of Nurture in the whole school community.
- Whole school nurture provision including Boxall Profile assessments.
- Clear whole school behaviour policy and behaviour curriculum, following "READY-RESPECTFUL-SAFE".
- Access to provision at lunchtime including 20-20-20.
- Children have access to support them in developing skills to regulate their own emotions and behaviours, through 'Zones of regulation'.
- Enhanced transition opportunities.
- Soft starts to support transition into school in the morning.
- Adjusted timetable/uniform/homework expectation if needed.

INCLUSIVE LEARNING ENVIRONMENT / ENVIRONMENTAL ADJUSTMENTS

- Careful seating plans, taking into account lighting, positioning, managing distractions.
- Uncluttered and well organised learning environment, including visual and written labels for equipment.
- Low stimulation classroom displays including neutral and natural coloured displays provide a calm environment for pupils with less visual 'noise' (Research based on this can be found [here](#)).
- Coloured overlays/backgrounds/ coloured paper or exercise books to reduce visual stress.
- Use of visual timetables are consistently implemented across all classrooms.
- Use of visual representations through 'Widget' to aid communication.
- Table top print outs of content from IWB.
- Phonics and sound mats.
- Sand timers.
- Manipulatives / Concrete apparatus.
- Writing slopes.
- Pencil grips.
- Wobble cushions.
- Noise cancelling headphones.
- 'Calm Corners' or 'safe spaces'.
- Dry wipe boards.
- Fidget toys.