

UNIVERSAL PROVISION OVERVIEW  
2024-2025

High Quality Teaching	Physical Adaptations
<p>A broad and balanced curriculum set within inclusive environments with policies in place for identifying and supporting children across the school</p> <p>Staff supported through CPD and guidance</p> <p>Teachers and support staff delivering learning use explicit instruction with clear explanations, modelling before pupils move to independent learning</p> <p>Teachers and support staff are aware of cognitive load theory and apply this theory within their classes</p> <p>Teachers and support staff model metacognition strategies e.g. guided writing, modelled writing</p> <p>Teaching strategies that consider difficulties with language and communication needs as well as social understanding</p> <p>Scaffolds are used within learning until pupils are able to learn without them. e.g. sentence stems, writing frames, word banks, etc.</p>	<p>Careful seating plans that consider lighting etc.</p> <p>Uncluttered and well organised learning environment</p> <p>Clearly organised learning environment</p> <p>Coloured overlays/backgrounds/coloured paper/pale background/clear fonts to reduce visual stress</p> <p>Use of visual timetables and social stories</p> <p>Widgit online used to create resources</p> <p>Where a child has specific health needs, a health care plan is drawn up with parents and medical professionals and appropriate training for staff is delivered.</p> <p>Fidget tools, ear defenders, pencil grips, screens, writing slopes and wobble cushions available</p> <p>Children with glasses/hearing aids are reminded to wear them and situated in optimum position</p>
<p>Flexible groups within the class are created in response to AFL so that the teacher can pitch learning for each pupil</p>	<p style="text-align: center;"><b>Pastoral and Pupil Support</b></p> <p>Teachers / support staff use PACE and trauma informed strategies for supporting pupils</p>

Technology is used to support pupils, where needed to learn well e.g. use of alternative recording devices, iPads for spelling, modelling learning, Talking Tins

Carefully planned support - Where appropriate the teacher / LPs use supportive strategies for pupils with poor executive function

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

AFL strategies for feedback

Regular retrieval practice through low stakes testing

Must, should, could approach to knowledge organisers

Learning partner model based on EEF research in optimum deployment of support staff

CPD and training offer for all staff

Clear whole school behaviour policy including consistent use of rewards and sanctions, including restorative conversations

Zones of regulation in every classroom

Access to new Nurture UK for group work and ad hoc sessions

Access to the Nest for 1:1 and group support

Whole school Boxall profiling

A range of opportunities for social and emotional development e.g. spirituality, PSHE, mindfulness,

Pastoral leader/mental health lead support

EMHP Mental health practitioner

Support at lunchtimes from pastoral lead/LPs

Joined up approach with SLT/pastoral lead/SENCO

Enhanced transition opportunities