

UNIVERSAL PROVISION OVERVIEW  
2025 - 2026

High Quality Adaptive 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>Flexible groups within the class are created in response to AFL so that the teacher can pitch learning for each pupil</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>
	Pastoral and Pupil Support
	<p>Teachers / support staff use PACE and trauma informed strategies for supporting pupils</p>

<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</p> <p>Carefully planned support - Where appropriate the teacher/LPs use supportive strategies for pupils with poor executive function</p> <p>Visuals support learning e.g. checklists, now and next tasks, chunking/blocking of information</p> <p>Discussion through talk partners used effectively so all pupils are supported</p> <p>AFL strategies for feedback</p> <p>Regular retrieval practice through low stakes testing</p> <p>Learning partner model based on EEF research in optimum deployment of support staff</p> <p>CPD and training offer for all staff</p>	<p>Clear whole school behaviour policy including consistent use of rewards and sanctions, including restorative conversations</p> <p>Zones of regulation in every classroom</p> <p>Access to Nurture UK room for planned 1:1/group work and ad hoc sessions</p> <p>Whole school Boxall profiling</p> <p>A range of opportunities for social and emotional development e.g. spirituality, PSHE, mindfulness,</p> <p>Pastoral leader/mental health lead support</p> <p>EMHP Mental Health Practitioner</p> <p>Support at lunchtimes from pastoral lead/LPs</p> <p>Joined up approach with SLT/pastoral lead/SENCO</p> <p>Enhanced transition opportunities</p>
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