

Wraxall C of E Primary School

Universal Provision

High Quality Teaching

- A broad and balanced curriculum set within inclusive environments
- 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 and You do approach' before pupils move to independent learning.
- 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, reading in the moment
- Teaching strategies that consider difficulties with language and communication needs as well as social understanding
- 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 used for modelling learning and/or use of an iPad to help capture verbal thoughts
- 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
- Extra time to complete tasks when necessary
- Visual timetables
- Strong CPD and training offer for all staff

Physical adaptations

- Careful seating positions/arrangements
- Uncluttered and well organised learning environment
- Coloured overlays/backgrounds/paper to reduce visual stress
- Use of headphones to reduce noise
- Use of visual timetables and social stories – using Widget Online
- Use of sensory equipment including wobble cushions, seat wedge and writing slopes
- Enlarged text or different font

Pastoral/ Student Support

- Clear whole school behaviour policy
- Consistent use of rewards and sanctions, including restorative conversations
- Zones of regulation
- Access to regulation station in school
- A range of opportunities for social and emotional development e.g., buddy systems, friendship strategies, circle time,
- Learning Mentor Support
- Enhanced transition opportunities

