St Mary's C of E Primary School

Universal Provision

High Quality Teaching/Cognition and Learning

- A broad and balanced curriculum set within inclusive environments
- Strong CPD and training offer for all staff
- Clear expectations and well-established routines and consistent class and school expectations
- Adaptive teaching to suit the needs of all pupils
- 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 from the teacher during the day – this may be class targets for the children
- 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 a group or individual pupil
- Visuals support learning e.g., checklists, now and next tasks, chunking/ blocking of information
- Extra time to complete tasks when necessary and tasks broken down to manageable steps.
- Pre and post teaching
- Visual timetables
- Practical manipulatives – resources used to help learning
- Targeted check-ins

Physical/Sensory Adaptions

- Careful seating positions/arrangements
- Uncluttered and well organised learning environment
- 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
- 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
- Movement breaks
- Visual cues, prompts, social stories, scripts

Pastoral Support
• Behaviour curriculum that focuses on praise, positive relationships and support through restorative conversations. • Use of Zones of regulation • Access to calm/quiet area • A range of opportunities for social and emotional development e.g., buddy systems, friendship strategies, circle time, Boxall Profile • Learning Mentor Support • Enhanced transition opportunities • Targeted check-ins • Movement breaks