



## Universal Provision Offer

*High Quality Adaptive Teaching*

### Cognition and Learning

Pedagogy	Physical Adaptions	Pastoral/Student Support
<ul style="list-style-type: none"> <li>○ A broad and balanced curriculum delivered through effective planning and preparation</li> <li>○ Adaptive teaching by the class teacher to meet the needs of all pupils using relevant paedology</li> <li>○ Clear and explicit instruction with clear explanations</li> <li>○ Effective use of modelling where learning is broken down into more accessible steps and cognitive processes are modelled</li> <li>○ Classroom discussions which challenge children’s thinking, consolidate understanding and extend vocabulary</li> <li>○ Teachers support independence by encouraging the use of self-help strategies</li> <li>○ Questioning used to promote pupils’ deeper thinking and check for understanding</li> <li>○ Teachers and support staff understand cognitive load theory and apply this to their practice E.g., deliver pre and post teaching</li> <li>○ Scaffolded tasks (enable and extend strategies) used within learning and taken away gradually to support independence E.g., sentence stems, writing frames, word banks writing frames</li> <li>○ Strong CPD and training offer for all staff</li> <li>○ Effective methods of checking for understanding and a flexible model for grouping and support</li> </ul>	<ul style="list-style-type: none"> <li>○ Alternatives to written recording such as: use of ICT, Talking Tins</li> <li>○ Uncluttered and well organised learning environment</li> <li>○ Coloured overlays/ backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>○ Access to breakout spaces</li> <li>○ Check ins after input</li> </ul>



<b>Communication and Interaction</b>		
Pedagogy	Physical Adaptions	Pastoral/Student Support
<ul style="list-style-type: none"> <li>○ Thinking time before questions to allow children to process information</li> <li>○ Teachers plan strategies like discussion, dialogic teaching and talk partners to support the development of high-quality talk and communication</li> <li>○ Repetition and clarification of instructions</li> <li>○ Structured school and classroom routines</li> <li>○ Adaptive curriculum delivery e.g., simplified language</li> <li>○ Carefully managed paired and group work</li> <li>○ Visual aid to support learning e.g., key vocabulary, words and pictures</li> </ul>	<ul style="list-style-type: none"> <li>○ ICT programmes to support language</li> <li>○ Use of visual time tables and social stories</li> <li>○ Labelled objects in the classroom and where appropriate use of a picture or symbol</li> <li>○ Use of subtitles for audio visual material where possible</li> </ul>	<ul style="list-style-type: none"> <li>○ Show and tell/ speaking opportunities</li> <li>○ Small world play/ role play/ drama</li> <li>○ Warnings of change</li> </ul>
<b>Sensory and/or Physical</b>		
Pedagogy	Physical Adaptions	Pastoral/Student Support
<ul style="list-style-type: none"> <li>○ Teaching of letter formation following Unlocking Letters and Sounds Handwriting Programme</li> <li>○ Opportunities to develop fine motor skills</li> <li>○ Creating opportunities for small group work</li> </ul>	<ul style="list-style-type: none"> <li>○ Good lighting and use of natural lighting where appropriate</li> <li>○ Resources to promote letter formation e.g., pencils grips, left-handed provision</li> <li>○ Multi-sensory play equipment</li> <li>○ Produce modified resources e.g., large print</li> <li>○ Uncluttered and well labelled environments</li> <li>○ Good lighting and use of natural lighting where appropriate</li> <li>○ Fidget tools</li> <li>○ Reduce background noise where possible e.g., turning off heaters</li> <li>○ Considerate seating to benefit all learners</li> </ul>	



Social, Emotional and Mental Health		
Pedagogy	Physical Adaptions	Pastoral/Student Support
<ul style="list-style-type: none"> <li>○ Nurture led approach to school and classroom culture</li> <li>○ Boxall profiling data is used to determine areas to develop. This is delivered within the classroom and strategies are explicitly taught during Wellbeing Wednesday</li> </ul>	<ul style="list-style-type: none"> <li>○ Classrooms have a delegated 'Calm Corner' with</li> <li>○ Nurture Nook</li> </ul>	<ul style="list-style-type: none"> <li>○ Recognition boards in every classroom</li> <li>○ Clear whole school behaviour policy</li> <li>○ Celebration and praise of positive behaviours</li> <li>○ Reinforcement of: be safe, be ready, be respectful</li> <li>○ Calming strategies taught in line with the Six Principles of Nurture</li> <li>○ Clear communication with parents/carers</li> </ul> <p>Throughout the day:</p> <ul style="list-style-type: none"> <li>○ Calm Club at lunchtimes</li> <li>○ After school clubs</li> <li>○ Individual jobs and responsibilities</li> <li>○ Opal play</li> <li>○ House Teams and points system</li> <li>○ Buddy bench</li> </ul>