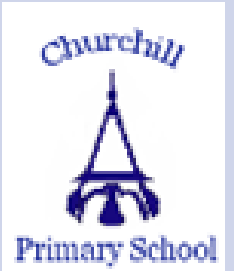


Universal Provision at Churchill C of E Primary School

High Quality Teaching

- An ambitious and inclusive curriculum designed to facilitate education of the highest quality within inclusive environments, with policies in place for identifying and supporting pupils across the whole school.
- Structured learning that draws on pupil's experiences and interests, building on their existing knowledge.
- Teachers and support staff delivering learning use explicit instructions with clear explanations, modelling before pupils move to independent learning.
- Teachers and support staff are aware of cognitive load theory and apply this theory within their classes.
- Teachers and support staff model metacognition strategies, for example, guided writing, WAGOLLs, choral reading.
- Scaffolds are used within learning until pupils can independently learn without using them, for example, stem sentences, writing frames, word banks, key vocabulary, working walls.
- Flexible grouping within the class, created in response to AFL, enabling the teacher to pitch learning for each pupil.
- Teachers and support staff employ strategies that consider difficulties with language and communication needs as well as social, emotional and mental health needs, and, where appropriate, careful planning for those pupils with poor executive functioning skills.
- Technology is used to support pupils and model learning, where needed, for example, alternative recording devices.
- Visuals are used to support learning, including checklists, now and next boards, chunking and blocking of information.
- Effective use of AFL strategies, such as no hands-up, use of lolly-pop sticks and confidence lines.
- Discussion through talk partners used effectively so all pupils are supported.
- All staff are supported through strong CPD and training offers, advice and guidance.
- Support staff are deployed deliberately with a specific focus to remove barriers to learning.
- An open-door policy and regular opportunities to meet with teachers during parents/carers' evenings throughout the academic year.



Physical Adaptations

- Uncluttered and well organised learning environments.
- Careful seating plans, adapted to meet individual needs, e.g. lighting, proximity to whiteboard, adaptations for hearing impairments.
- Coloured overlays, backgrounds, exercise books to reduce visual stress.
- Use of visual timetables and social stories.
- Fidget resources for identified pupils, inc. wobble cushions, TheraBands.
- For identified medical needs, staff are trained by an appropriate professional around the specific health need and any medication needed.
- For identified high needs, staff are given guidance and advice from appropriate professionals, e.g. Sensory Support Service, psychologists.

Pastoral/Student Support

- Teachers and support staff use trauma informed strategies to support.
- Clear whole school behaviour policy.
- Consistent use of rewards and sanctions inc. restorative conversations.
- The Zones of Regulation as a whole school approach.
- A range of opportunities for social and emotional development, e.g. buddy bench, circle time, Circle of Friends, Socially Speaking, regulation stations.
- ELSA trained Learning Mentor support.
- Break and lunch clubs.
- Enhanced transition opportunities.
- Transparent communications with home.