



St Mary Redcliffe C of E Primary - Universal Provision Offer

Please note the below interventions and strategies are not intended as a checklist but as a toolkit of approaches staff use to support children when required.



Quality First Teaching

SMRP offers a broad and balanced curriculum underpinned by research-based pedagogy founded in understandings of metacognition and cognitive strategies to deliver the National Curriculum. Our 'Universal Provision' offer is informed by the Education Endowment Fund's 5 a day recommendation for quality first teaching (pictured below).

Teachers and Learning Partners:

- Deliver lessons through explicit instruction supplying clear explanations and modelling ahead of independent work. Delivered through the 'I do', 'We do', 'You do' lesson model (1)
- Limit unnecessary cognitive load of children maximising their working memory capacity for optimum learning. (2)
- Model metacognition strategies through 'thinking aloud' while modelling lesson content e.g. solving maths problems or organising their writing. (2)
- Support children to develop strategies to independently manage their language and communication needs alongside social understanding. (2)
- Offer subject-specific scaffolds (sentence stems, writing frames, word banks) to facilitate children's independent learning. (3)
- Provide visuals (where needed) to support learning and communication e.g. now and next boards, visual timetables, 'chunked' tasks. These utilise recognisable and consistent symbols to ease cognitive load. (3)
- Group flexibly based on regular assessment for learning ensuring all children receive teaching pitched to their level. (4)
- Flexible use of support staff across year group and phases promoting independence whilst maintaining support for the children who need it. (4)
- Assistive technology is used to support learning such as: availability of touch-typing interventions, talking tins for orally composing sentences, opportunities for alternate recording, translation tools for EAL and applications to support fluency such as Nessy and Times Table Rock Stars. (5)

Inclusive Learning Environment and Environmental Adjustments

- Teachers plan seating carefully considering children's positioning in the room and the best management of distractions.
- All school spaces are low stimulation: any displays are minimalist, on neutral coloured backgrounds and remain uncluttered and well organised with children's resources clearly labelled (with both visual and text) to foster independence.
- Coloured overlays and backgrounds are available to reduce visual stress.
- Visual timetables are displayed in every classroom with consistent images and wording throughout the school.
- Visual representations are provided (where needed) to support understanding.
- Table top printouts are provided (where needed) to limit unnecessary tracking from board to book.
- Sand timers are available to support children to manage their own workload fostering independence.
- Concrete resources are provided in the relevant lessons e.g. dienes blocks, numicon.
- A range of resources may be used to support children e.g. wobble cushions, writing slopes, pencil grips, noise cancelling headphones, fidget toys.
- All of our classroom spaces have a 'calm corner' to offer a safe space to support children to regulate themselves. (6 principles of nurture)

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

- 1 Explicit instruction
- 2 Cognitive and metacognitive strategies
- 3 Scaffolding
- 4 Flexible grouping
- 5 Using technology

Pastoral Support

- Staff have positive, secure relationships with pupils founded in mutual respect and kindness
- Our school adopts a Nurture approach and proudly received the Nurturing Schools Award
- The whole school follows the six nurture principles and children are regularly Boxall profiled to give staff a clear understanding of their needs.
- The whole-school behaviour policy is clear and consistent following school rules: Safe, Mindful, Ready and teaches prosocial behaviour through our HEARTS values (hope, empathy, aspiration, respectful, thankfulness and selflessness)
- The school offers enhanced transitions to support children around transitions to new classes, start or end of school year (6 principles of nurture)
- Soft starts are offered (where needed) to support transition into the school day (6 principles of nurture)
- Timetable and uniform expectations are adjusted where needed.
- Adults are co-regulators to children and support children's emotional awareness through 'Zones of Regulation'

