Portishead Primary School Universal Provision 2023-2024

Quality First Teaching

- A broad and balanced curriculum set within inclusive environments with policies in place for identifying and supporting children across the school
- Teachers and support staff delivering learning use explicit instruction with clear explanations, modelling before pupils move to independent learning (I do, We do, You do)
- 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., shared writing, mathematical processes, reading in the moment
- Teaching strategies that consider difficulties with language and communication needs as well as social understanding
- 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.
- Carefully planned support - Where appropriate the teacher / LSAs use supportive strategies for pupils with poor executive function.
- 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
- Strong CPD and training offer for all staff
- Research based intervention
  Flexible use of support staff across year groups and phases

Use of technology

- Touch typing programme to develop typing skills
- Translation tools available for EAL pupils
- Reading pens available where appropriate
- Tablets/laptops/recording devices/talking tins available to support recording
- Use of ICT to develop fluency in spelling and calculation

Classroom adaptations and resources

- Careful seating plans, taking into account lighting, positioning, managing distractions
- Uncluttered and well organised learning environment
- Coloured overlays/backgrounds/ coloured paper to reduce visual stress
- Use of visual timetables are embedded across all classrooms
- Use of visual representations and Makaton to aid communication
- Table top print outs of PowerPoints.
- Phonics and sound mats
- Sand timers
- Concrete apparatus
- Writing slopes
- Pencil grips
- Focus boards
- Wobble cushions
- Therabands on chairs
- Headphones
- Fidget toys
- Access to sensory room to complete sensory circuits

Behaviour and Wellbeing

- All staff have high quality relationships with pupils based on mutual respect and kindness
- The Six Principles of Nurture are embedded in the school community
- Whole school nurture provision including Boxall Profile assessments
- Clear whole school behaviour policy with a consistent use of rewards and sanctions, including restorative conversations and scrips
- A wellbeing curriculum which promotes awareness and culture for supporting and promoting positive mental health and wellbeing
- A range of opportunities for social and emotional development E.g., buddy systems, friendship strategies, circle time, Lego Therapy
- Access to provision at lunchtime including ICT, the Lunch Hub and library
- Children are taught skills to regulate their own emotions and behaviours
- Enhanced transition opportunities
- Calm boxes and areas in each classroom
- Soft starts to support transition into school in the mornings, including breakfast club
- Adjusted timetable/uniform/homework expectation if needed