



High Down Schools Universal Provision

High Quality Teaching

- A broad and balanced curriculum within inclusive environments. Policies in place for identifying and supporting children across the school
- Teachers and support staff use explicit instruction with clear explanations and modelling before pupils move to independent learning
- Teachers and support staff are aware of cognitive load theory and apply this knowledge within their classrooms
- Teachers/support staff model metacognition strategies e.g modelled writing, guided reading, modelled maths problems
- Teaching strategies which consider difficulties with language and communication as well as social understanding
- Teaching strategies which consider sensory/physical needs e.g opportunities to move
- Scaffolds are used within learning until children can work independently on a task e.g word banks, sentence stems, physical resources in maths (counters etc)
- Flexible groupings within class in response to learning
- Technology used to support pupils, where needed e.g speech to write technology, recording devices
- Carefully planned support for identified groups e.g phonics groups
- Visuals used to support learning when needed e.g checklists, now and next boards, individual visual timetables
- Discussion through talk partners used effectively
- Strong CPD and training offer for all staff

Physical Adaptions

- Careful seating plans taking into consideration individual needs
- Well-organised learning environment
- Coloured overlays, when needed, to reduce visual stress
- Wobble cushions, fiddle toys, resistance bands, ear defenders, writing slopes available in all year groups
- Strategies to support dyslexic children in place e.g use of appropriate fonts wherever possible
- ADHD strategies in place e.g use of body breaks, timers

Pastoral Support

- Teachers / support staff use trauma informed strategies for supporting pupils e.g PACE
- Clear whole school behaviour policy
- Consistent use of rewards and sanctions when appropriate
- Learning mentors available during all break/ lunchtimes
- Targeted group support e.g Lunch Club, Games Club, Forest School
- Access to "Safe spaces" e.g learning mentors room when required
- Exit cards/ strategies used to support some individuals
- Calming/mindfulness activities
- Enhanced transition opportunities