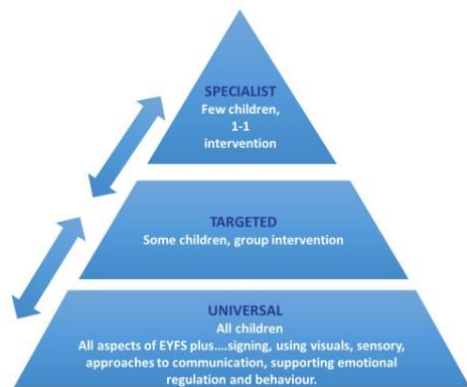


Flax Bourton Universal Provision

Our Approach

Universal provision is based on inclusive approaches to teaching and learning which benefit all children but are essential for those with SEND. Reasonable adjustments for individual needs are made to ensure the setting is, for example, dyslexia-friendly, communication-supportive and adaptive for any sensory and physical needs that pupils may have.



Universal Provision for Teaching and Learning

- 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.
- Adaptive Teaching & 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 assessment for learning so that the teacher can pitch learning for each pupil.
- Technology is used to support pupils, where needed to learn well e.g., use of alternative recording device / iPad apps for learners.
- Carefully planned support - Where appropriate the teacher / learning support assistants use supportive strategies for pupils.
- Visuals to support learning e.g., checklists, now and next tasks, chunking/ blocking of information.
- Pedagogy is used consistently and effectively to check for understanding.
- A good CPD and training offer for our staff.
- Phonics and Handwriting interventions from Unlocking Letters and Sounds, Dyslexia interventions from Nessy, Social Communication interventions.

Universal Provision for Physical Environment

- Clutter free learning environments.
- Calm classrooms with purposeful learning only on walls.
- Careful seating plans taking into account individual needs.
- Clearly organised learning environment.
- Use of visual timetables and social stories.
- Forward facing seating where the main focus is the teacher and the boards.
- Phonic/ sound or word mats accessible and visible.
- Individually visually separate work space available for those that need a quiet space.
- Wobble cushions / chair bands / Fidgets.
- Pencil grips, writing slopes.
- Now and Next boards.

Universal Provision for Pastoral Support

- Zones of Regulation / Regulation Stations in classrooms and shared areas.
- Senior Leadership team available most mornings on the school gate.
- Morning check ins from key members of staff.
- Soft starts and regulating activities if required for pupils who struggle with coming in to school.
- Clear whole school behaviour policy.
- Consistent use of rewards and sanctions.
- A range of opportunities for social and emotional development E.g. Talkabout.
- Pastoral support from Senior Mental Health lead & Mental Health Practitioner for children and families.
- Enhanced transition opportunities.
- Good transition processes between year groups and when joining / leaving the school.
- Boxall Profiling – class and individual (where needed) targets.
- Reflections & Enrichment afternoons across the year.