



Aims:

Creating a supportive ethos and environment that promotes respect and values diversity.

Promote resilience and independence.

Focus on consistency, predictability and shared responsibility.

Build Relationships

Reflective practice, sharing and celebrating success.

Teaching and Learning	Supporting Learning	Regulation and Wellbeing	Belonging and Identity
<p>Build on existing knowledge</p> <p>Repertoire of retrieval routines—Show Me, quiz, map it, summarise, elaborate</p> <p>Interventions - keep up over catch up</p> <p>Modelling worked examples with guided practice</p> <p>Range of questioning techniques, incorporating thinking time</p> <p>Chunking instructions and tasks</p> <p>Discussion guidelines</p> <p>LSA support</p> <p>Pre and post teaching</p> <p>Multimodal learning</p> <p>Live marking</p> <p>Formative assessment</p> <p>Structure, organisation and predictability in the classroom</p> <p>Multi sensory teaching</p> <p>Spaced Learning</p> <p>Established routines and expectations</p> <p>Low pressure opportunities to demonstrate learning</p> <p>Flexible Grouping</p>	<p>Assistive Technology e.g. speech to text, Clicker, word processing, talk tins</p> <p>Dyslexia Friendly Classrooms e.g. tinted books, overlays and whiteboard backgrounds.</p> <p>Use of interactive online learning platforms e.g. Numbots, Nessy, TT Rock Stars, Spelling Frame</p> <p>Visual timetables and Now and Next Boards</p> <p>Visual prompts and summaries</p> <p>Collaborative working —Talk Partners, Think Pair Share, My turn, Your turn</p> <p>Child-led challenge levels</p> <p>Working walls</p> <p>Metacognitive strategies</p> <p>Labelled and accessible resources including phonics mats, word wheels and maths manipulatives</p> <p>Calm working environments with the option of alternative learning spaces</p> <p>Offering alternative means of communication</p> <p>Writing aids e.g. slopes, grips</p> <p>Scaffolding e.g. writing frames, My turn, Your turn, prompt sheets, Knowledge Organisers</p> <p>Multi agency consultation</p>	<p>Building relationships e.g. meet and greet, check in with key adults, shared interests with adults, modelling relationships, soft start, Trauma Informed trained Staff, Connect before you Correct</p> <p>SCARF PSHE curriculum</p> <p>Sensory support e.g. sensory breaks, fidget toys, sensory toys, chair bands, calm boxes, calm transitions</p> <p>Mental Health support e.g. ELSA, Mental Health First Aiders, sign-posting for support</p> <p>Behaviour support e.g. Culture and Character Policy, Zones of Regulation, Feelings Fans, Structured choices, Safe Space, restorative activities, Comic strip conversations , Play Therapy</p> <p>Targeted approaches for Individual Behaviour</p> <p>Whole school awareness of children’s needs</p> <p>Seating plans</p> <p>Structured routines with preparation for change</p> <p>Opportunities to practise social/ communication skills— Social stories and games</p> <p>Modelling resilience in emotionally safe classrooms where mistakes are normal</p>	<p>Pupil councils</p> <p>Home school Communication</p> <p>Celebrations, events, performances and assemblies</p> <p>Attuned Adults</p> <p>Collective Worship and Celebration</p> <p>Creative curriculum</p> <p>Educational visits</p> <p>Houses and House Points</p> <p>Roles and Responsibilities</p> <p>No Outsiders</p> <p>Praise and Reward</p> <p>Spirituality</p> <p>Effective transitions planned at every stage</p> <p>Student Voice</p>