



## Cavendish Primary School Universal Offer (Inclusive Practice)

Physical Learning Environment		Regulation & wellbeing (Classroom Culture)	
<ul style="list-style-type: none"> <li><b>Organised classrooms</b> / shared spaces free of clutter</li> <li><b>Reduction of visual noise</b> - more focused links to learning</li> <li><b>Neutral displays</b> in classrooms (hessian) <a href="#">communication friendly spaces</a></li> <li><b>Flexible seating</b> options eg sitting close to the front/not ability groups all the time/ furniture eg wobble cushions</li> <li><b>Size, visibility and readability</b> of teaching resources</li> <li><b>Assistive resources:</b> eg, writing slope, pencil grips, assistive scissors, ear defenders, matt laminating, forward facing desks, fidgets, now and next board etc</li> <li><b>Calming music</b> if needed</li> <li><b>Consistent classroom routines</b> and use of visual timetable</li> <li><b>Brain breaks</b></li> <li><b>Wow books and work</b> to celebrate children's success</li> <li><b>Buddy Bench</b> for playtimes</li> <li><b>Forest School</b> for each year group throughout the year</li> <li><b>Strategic Seating Plans</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Calm corners</b> in every classroom with resources to support emotional regulation and wellbeing</li> <li>Class collective worship</li> <li>Morning pupil check in and greeting</li> <li><b>Mindful colouring club</b> before school</li> <li>Structured choices</li> <li>Culture of praise</li> <li>Break out desks</li> <li><b>Adult modelling</b> of resilience and emotional regulation</li> <li>Ethos of compassion</li> <li>Individual and Whole-class rewards</li> <li><b>Message box</b> or worry monster (KS1/EYFS) for children to communicate their worries with adults</li> <li>Support request cards</li> </ul>	
Adaptive Teaching			
Modelling & Explaining	Questioning & feedback	Practice & Retrieval	
<ul style="list-style-type: none"> <li>Modelling of concepts and new learning</li> <li>Explicit instruction - small steps</li> <li>Additional processing + thinking time</li> <li>I do, we do, you do</li> <li>Precision teaching</li> <li>Talk partners/cold calling/think, pair, share</li> <li>Pre-teaching concepts</li> <li>Neutral backgrounds on IWB slides</li> <li>Clear concise language learning focus</li> <li>Repetition of instructions</li> <li>Use of body language/gesture/makaton</li> </ul>	<ul style="list-style-type: none"> <li>Thinking time</li> <li>Cold calling</li> <li>Live marking</li> <li>Targeted questioning + feedback</li> <li>Exemplify next steps</li> </ul>	<ul style="list-style-type: none"> <li>Post-teach - scoop and group</li> <li>Independent practice relates directly to the modelled examples</li> <li>Talking partners</li> <li>Review, revisit and revise</li> <li>Low stakes/ High challenge starters</li> <li>Clear colours for feedback, pink = think, green = good used during live marking</li> <li>Alternative methods for recording, eg vocaroo</li> <li>Grapheme mats</li> </ul>	
Learning Scaffolds			
<ul style="list-style-type: none"> <li>Cue cards/visual timetables/now + next boards/timers/vocab lists /word banks/sentence stems/knowledge organisers/writing frames / scaffolding/chunking /maths + English working walls/concrete manipulatives, overlays/ IT/pre-teach when needed/</li> <li>Planning for individual needs (linked to support plan)</li> </ul>			



The  
TILIAN PARTNERSHIP  
*Inspiring to Achieve and Aspiring to Excel*

DRAFT