

Universal Offer

Adaptive Teaching and Flexible Groupings ~ New vocabulary shared and explained ~ A broad and balanced clearly sequenced curriculum ~ Pre-teaching and over-learning ~ Dual Coding ~ Chunking ~ Worked Examples ~ Retrieval Practice ~ Questioning ~ Concrete Examples ~ Feedback ~ Making links between prior learning and new knowledge and skills introduced. ~ Access to word banks for key topic words and Speed Sounds Charts ~ Flashback revision of previous learning. ~ Oral feedback in the moment. ~ Range of resources used for input to engage and enthuse. ~ IWB resources created to support learning- familiar school font, off-white background, clear font size. ~ Use of familiar school font (Sassoon Infant in font 12 or larger) for printed resources ~ Record understanding in different ways. ~ Writing grips available ~ Range of scissors/ snips available ~ Engaged learning environment ~ Thinking time ~ Use of Kagan Strategies and manage mats ~ Opportunities for groupwork ~ Clear learning objectives ~ Knowledge organisers at start of unit of work ~ Evaluation pieces at end of a unit of work ~ Links to real life STEM careers/ STEM speakers ~ Lessons mostly practical ~ 'Tickled pink' learning objectives when met ~ Questions to engage, revise, progress and inspire ~ Visual timetable ~ Topic launch days to engage ~ modelling of correct use of tools~ Knowing the child (e.g. seating arrangements, dominant hand adaptive resources such as scissors ergonomic pencil grips, manipulatives and subject specific resources e.g. different size needles, range of knives, vegetable grips etc.) ~ Careful consideration of length of activities ~ construction sets for modelling ~ Well-organised and uncluttered working space including meaningful displays

Targeted Offer

~ Individual task plan ~ Timers ~ Colour specific overlay rulers ~ Calm Boxes ~ Lap pad ~ Chewlery ~ Bean bags ~ Specialist chairs (where recommended by OT/ physio) ~ Sloped writing aids ~ Fidget toys ~ Ear defenders ~ Wobble cushions ~ Timers ~ LO/Date prepared/written by adult ~ Individual writing scaffolds (enlarged where necessary) ~ Adults to be explicit with amount of work to be completed/ and expectation of outcome ~ SEND Support Plan ~ One Page Profile ~ Pre-teach vocabulary ~ Use of child's name before instructions

Individualised Offer

~ Share planning with 1:1 staff prior to the lesson ~ Mirroring technology from IWB to IPAD ~ Assistive technology to record (IPADs, laptop, PODD Boards etc.) ~ 1:1 adult scribe/cut out ~ Sensory and brain breaks ~ Bespoke planning when appropriate

Design and Technology



Our children ...

- *Are confident and able to achieve their goals.*
- *Have their voice heard and acted upon.*
- *Enjoy good health and wellbeing.*
- *Feel safe.*
- *Feel part of our local community.*
- *Are happy and have people they can trust.*
- *Know the people who love them and care for them are enabled to do this.*