



Universal Provision Jan 2025

High Quality Teaching

- The Backwell Teaching and Learning Toolkit is used by teaching staff in order to meet the needs of all learners.
- Staff are supported through professional development, advice and guidance. There is a CPD programme of regular professional development for all staff.
- Staff make careful use of both informal and formal assessment to inform planning and interventions.
- Baseline assessments (MIDYIS and reading age) are carried out and results shared with staff to inform teaching and learning.
- A wide range of informal and formal assessment strategies and tools are used to ensure a thorough understanding of learners.
- Information on individual students needing reasonable adjustments is shared via pen portraits and pastoral support plans
- Teachers and support staff delivering learning use explicit instruction with clear explanations modelling before pupils move to guided and then independent practice.
- Scaffolds are used within learning until CYP are able to learn without them, e.g. sentence starters, writing frames, word banks, key words etc.
- Flexible groups within the class can be used in response to informal assessment so that the teacher can pitch learning for each CYP.
- Technology is used to support CYP where needed, or used for modelling learning.
- Where appropriate the teacher/TAs use supportive strategies for pupils with poor executive function.
- Checklists, now and next tasks, chunking/ blocking of information.
- Discussion through talk partners used effectively eg. Think, pair, share so all pupils are supported.
- Informal assessment strategies such as cold calling, retrieval do now tasks and mini whiteboards are used
- Additional adults in the classroom have a specific focus and are deliberately used to remove barriers to learning.
- Where appropriate and when there is a known learning difficulty, students are assessed for exam access arrangements from Year 9.
- Parents and carers have opportunities throughout the year to meet with teachers during parents/carers' evening.
- CYP are supported with careers advice and guidance and are prepared for Post-16 and beyond

Physical Adaptations

- Uncluttered and well organised learning environment.
- Where a CYP has identified medical needs, staff are trained by the appropriate professional around the specific health need.
- Seating plans are used in all lessons, and take account of learner's individual needs.
- Clearly organised learning environment.
- Coloured overlays/slide backgrounds may be used to reduce visual stress.
- Movement breaks and/or other adaptations for identified students.
- Use of visual timetables and social stories.
- CYP who wear glasses and/ or hearing aids are encouraged to wear them and are seated in the optimum position.
- Staff are aware of lighting in the room e.g. use of natural light, glare from the board, who is facing the light, where you stand in relation to the light.
- Use of pale background and accessible font styles on the whiteboard.

Pastoral/Student Support

- Clear whole school behaviour policy.
- Classroom routines are explicitly taught and reinforced.
- A clear rewards system.
- Transparent communication with home via Frog.
- Pastoral and ES team join up planning and provision.
- Consistent use of rewards and sanctions, including restorative conversations and scripts.
- Access to identified spaces to support regulation.
- A range of opportunities for social and emotional development e.g. Drawing & Talking, ELSA, Social Skills.
- A range of identified areas at break and lunch where students are closely supervised.
- Enhanced transition opportunities.
- Staff use a trauma-informed, Nurture approach to support CYP, whilst maintaining high expectations of all students.
- Additional Nurture intervention support for identified students as part of a graduated response.