

<p>Environment</p> <p>How we set up, organise and arrange our classrooms to create an atmosphere and space that supports learners.</p>	<p>Scaffolding & Chunking</p> <p>How we scaffold our learning and provide support and adaptations to help all of our learners achieve.</p>	<p>Visuals</p> <p>How we use visuals to aid communication and provide structure, consistency, safety and reassurance.</p>	<p>Shared Language / Communication</p> <p>How we use language and communication to support our learners in their understanding.</p>	<p>Assessment & Planning</p> <p>How we set ambitious targets for all of our learners and assess, monitor and review their progress and outcomes.</p>	<p>Regulation & Wellbeing</p> <p>How we provide a safe, supportive, nurturing environment for all of our learners.</p>
<ul style="list-style-type: none"> • Dyslexia friendly classrooms using non-serif fonts for all visuals • Clearly labelled resources: DK Cool Crayon • Simple and clear displays • Clear surrounds on IWB & whiteboard • Flexible seating options • Consideration of where children learn within the classroom • KS1 & KS2 children have their own stationery <p>For learners who need them:</p> <ul style="list-style-type: none"> • Writing slopes • Wobble cushions • Ergonomic resources e.g. pencils, scissors, pens • Pencil grips • Concentration aids • Regulation space 	<ul style="list-style-type: none"> • Adaptive teaching and questioning • Familiar and consistent structure to lessons • Modelling expectations • Word mats • Grapheme mats • Word banks • Use of manipulatives • Repetition of instructions • Strategic seating plans • Shared time expectations <p>For learners who need them:</p> <ul style="list-style-type: none"> • Writing frames and sentence stems • Breaking tasks into smaller chunks • Pre- and post-teaching key concepts and vocabulary 	<ul style="list-style-type: none"> • Visual timetables in each class • Structured choices • Analogue and digital clocks • Tinted background on IWBs <p>For learners who need them:</p> <ul style="list-style-type: none"> • Now and next boards • Visuals for and lists of equipment required • Dual coding • Widgit for signs • Emotion cards • Overlays • Coloured paper • Visuals to support instructions • Timers 	<ul style="list-style-type: none"> • A shared, positive and respectful language across the school linked to our behaviour policy and our values • Clear language • Differentiated use of questioning • Repetition of instructions • Processing time • Sharing expectations • Use of body language to clarify meaning and provide context • Saying a child’s name before giving an instruction • Notice & wonder language • Makaton <p>For learners who need them:</p> <ul style="list-style-type: none"> • Emotion cards • Home/school books • Pre- and post-teaching key vocabulary 	<ul style="list-style-type: none"> • Assess, Plan, Do, Review Cycle • Half-termly Pupil Progress Meetings • Formative assessment • Summative assessment • Specific planning linked to individual needs • Marking and feedback consistent with the school policy • Live marking and feedback • Use of appropriate, short-term interventions <p>For learners who need them:</p> <ul style="list-style-type: none"> • Pre- and post-teaching 	<ul style="list-style-type: none"> • Teaching teams greet each child as they arrive • Whole school approach to behaviour • Positive, respectful relationships between all adults and children • Promotion of pupil voice • Structured choices • Restorative practice • Individual and whole class rewards • ‘Check ins’ throughout the day • Pre-warning of changes to routine • ‘Tell me’ box • Movement breaks • Calming techniques • Adult modelling of resilience and emotional regulation <p>For learners who need them:</p> <ul style="list-style-type: none"> • Sensory breaks