



Universal Design for Learning (UDL)

Present information in multiple ways (text, audio, visuals). Allow students to express learning in different ways (writing, speech, drawings, models).

Offer multiple means of engagement to maintain motivation and attention.

Regular, low stakes retrieval practise designed to support children retaining their knowledge.

Model mathematical thinking aloud ("I know this because...") to support pupils with executive function needs.

Our curriculum objectives are broken into smaller steps, aimed to reduce cognitive load.



Resources

Provide access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills.

Use Concrete–Pictorial–Abstract (CPA) sequences to introduce new concepts (e.g., manipulatives → diagrams → symbols).

Provide tactile resources: Numicon, base-10 blocks, place value counters, fraction tiles, geometric solids.

LBQ is used throughout school to provide children with visuals and instant feedback. This helps teachers to target their support in lesson to those most in need.



Flexible Grouping and Peer Support

Use pair or small-group activities to encourage peer learning.

Rotate groups so students work with different classmates.

Encourage cooperative learning, mentoring, and peer feedback.

High Performer Learning Grids.

Adaptation map for maths



Learning Environment



Arrange seating to minimize distractions.

Provide quiet areas for independent work or assessments.

Ear-defenders to be used for some pupils through the session.

Regular breaks for some pupils outside of the classroom.

Maintain a dynamic working wall with:

- Clear steps for current method.
- diagrams (bar models, part-whole models).
- a topic vocabulary list.

Allow seating near peers who are positive maths role models.

Set up small-group tables for guided intervention groups.

Place pupils who need extra support near the front where manipulatives and modelling are easier to see.

Encouraging Self-Regulation and Metacognition



PACE model.

Teach students to plan, monitor, and evaluate their own communication.

Use self-assessment or peer feedback to build awareness of effective strategies.

Communication/Oracy



Multi-Modal Communication.

Encourage Metacognition and Reflection.

Teach students to plan, monitor, and evaluate their own communication.

Use self-assessment or peer feedback to build awareness of effective strategies.

Structured Speaking Opportunities.

Visual and Auditory Supports task plans and timetables.

Scaffolded Oracy Development.

Inclusive Assessment of Communication.

Allow alternative ways to demonstrate understanding (oral, written, visual, or digital).



Multi-Sensory Approaches/metacognition

Visual prompts and routines are valuable for learners on the autistic spectrum and other pupils.

Approach English concepts at a level of understanding that is appropriate, e.g. grammar taught by modelling, rather than through the use of explicit and metalinguistic vocabulary such as, verbs.

Film and video are powerful tools to support English learning.

Deaf pupils and pupils with speech, language and communication needs may require subtitles to gain full benefit from these media.

Use visual aids or other concrete supports when dealing with abstract topics, e.g. poetry.

When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama.

In reading comprehension activities, ask pupils to illustrate the story setting; draw the main character and annotate with notes on the features and views of the character

Use activities involving drama skills such as hot seating. In drafting, eg for writing a persuasive text, use role-play as part of the preparation.

Summarise sequences of events through mind maps, spider plans, role-play, drama etc



Familiar Learning Environments

Pupils are prepared adequately for visits. Social story for the trip or visit.

Images shared of venue or person.

Itinerary for the day shared with pupil and parents prior to visit.



Cultural and Emotional Sensitivity

Respect diverse backgrounds and learning needs.

Build positive relationships and a supportive classroom climate positive regard

Recognise effort, celebrate success house points, and encourage resilience Commando Joes



Assistive Technology

SE W used to record in child's preferred way of learning

Text-to-speech, speech-to-text, and reading software.

Digital graphic organisers and mind-mapping tools.

Visual timers, calculators, and interactive learning apps.

Create compositions directly on screen e.g. using programs Such as Cubase, Dance eJay and Sibelius Compass.

Listen independently to music online and undertake independent cross-curricular research topics, such as finding out about the music industry or musicians.

Digital image technologies, both still and moving, are useful Tools for teaching English.

ICT can be used to offer alternatives to writing as a way of responding to text, eg through creating an electronic presentation, perhaps with images, as a response to text.

Use ICT in a focused and structured way for example, Spelling Shed and a variety of entertaining games for practicing them.