



Chew Valley School

Chew Valley School Universal Provision

High Quality Teaching

- The Chew Valley Learning Cycle is used to plan to meet the needs of all learners.
- Staff are supported through professional development, advice and guidance.
- Staff make careful use of assessment to inform planning and interventions, ensuring meaningful baseline assessment is completed.
- A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners. This includes parent and learner feedback on the child and young person's (CYP's) learning strengths and difficulties.
- Teachers and support staff delivering learning use explicit instruction with clear explanations, modelling before pupils move to independent learning.
- Teachers and support staff are aware of cognitive load theory and apply this theory within their classes.
- 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 are created in response to AFL so that the teacher can pitch learning for each CYP.
- Technology is used to support CYP, where needed to learn well E.g., use of alternative recording devices. 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 so all pupils are supported.
- AFL strategies; No hands up, no get-out.
- Additional adults in the classroom have a specific focus and are deliberately used to remove barriers to learning.
- On joining Chew Valley School, students undertake a reading.
- Where appropriate and following screening, 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 support with careers advice and guidance and are prepared for Post-16.

Physical Adaptions

- 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 and any medication required.
- ClassCharts is used for thought-out seating plans.
- Clearly organised learning environment.
- Coloured overlays/backgrounds/coloured paper to reduce visual stress.
- fidget resource used with 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.
- A clear rewards system.
- Transparent communication with home via ClassCharts.
- Pastoral and SEN team join up planning and provision.
- Consistent use of rewards and sanctions, including restorative conversations and scrips.
- Access to identified quiet places to support regulation.
- A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time, Lego Therapy.
- Identified area at break and lunch where students are closely supervised.
- Enhanced transition opportunities.