

HEATHERLANDS ORDINARILY AVAILABLE PROVISION UNIVERSAL PROVISION – 2025 - 2026



The table below outlines Heatherlands Primary School's ordinarily available (UNIVERSALPROVISION). This is the standard available provision offered to all learners within our school.

TARGETED SUPPORT OFFER– represents the next level of support that some pupils may require this is usually delivered through targeted time-limited interventions that are regularly reviewed

UNIVERSAL – All Pupils	UNIVERSAL Social Emotional Mental Health – All Pupils	TARGETED SUPPORT OFFER – Some pupils
<p><u>Cognition and Learning</u> Adapted instruction/scaffolding Explicit teaching of key vocabulary (dual coding) Chunking information Modelling, provide examples and metacognitive strategies Review of prior learning and key knowledge (retrieval practice) Multi-sensory learning opportunities (including concrete resources) Flexible groupings Consideration of curriculum planning content Supportive learning tools (e.g., word mats, number frames) Using technology to support learning tasks Formative and summative assessment Providing timely and effective feedback</p> <p><u>Communication and Interaction</u> Total communication strategies: Clear and consistent language delivered in a language rich environment, consideration of processing, Visual aids, (e.g., whole class visual timetables) and modelling of language Promoting positive interaction between pupils (social skills) Facilitating peer interaction through group work</p> <p><u>Sensory and Physical</u> Reasonable adjustments to the school and classroom environment for sensory and physical needs Enabling environment to support the development of fine and gross motor skills Ensuring physical accessibility in line with accessibility policy Reasonable adjustments to the classroom or school environment to meet individual needs. Teaching of handwriting (e.g., posture, pencil grip) Providing whole class movement opportunities Adaptions to uniform</p> <p><u>External agency involvement:</u> Reaching out for Information advice and training to support school training needs and meeting pupil needs.</p>	<p><u>Positive School Culture:</u> Creating a safe, supportive, and inclusive environment Promoting positive relationships Teaching social and emotional skills Whole school Social Emotional Learning curriculum Trauma awareness Mindfulness awareness Clear expectations and routines: Providing predictability and structure to reduce anxiety.</p> <p><u>Strategies to Support SEMH:</u> Clear routines and expectations Use of visual support emotional wellbeing (e.g., Zones of Regulation) Providing opportunities for pupil voice Trusted adults Sensory breaks and whole class regulation strategies Check ins as part of usual school day</p> <p><u>Behaviour Support:</u> Consistent behaviour management policies Restorative approaches Clear routines and boundaries Language used is linked to behaviour is positively framed with a culture of understanding and exploration Social skills support (e.g., Playground buddies/Play leads)</p> <p><u>Environmental Adaptions</u> Supportive seating within the classroom (e.g., sitting near the front, away from busy areas) Sensory overload awareness</p>	<p><u>Communication and Interaction</u></p> <ul style="list-style-type: none"> ○ Wellcomm assessment and intervention support where gaps have been identified ○ Home and school speech and language packs provided ○ Timetabled speech and language support individually/group intervention. <p><u>Cognition and Learning</u></p> <ul style="list-style-type: none"> ○ Pre-teaching as a small group ○ Precision teaching on an individual basis ○ Use of widget symbols <p><u>Reading</u></p> <ul style="list-style-type: none"> ○ Phonics small group intervention ○ 'Rapid Phonics' group intervention. ○ Targeted individual phonics intervention ○ Individual flight path bags ○ Bug Club phonics interventions ○ Multi-Dimensional Fluency Scale assessment and individual/small group intervention <p><u>Writing</u></p> <ul style="list-style-type: none"> ○ Colourful semantics <p><u>Maths</u></p> <ul style="list-style-type: none"> ○ Power of 1 individual intervention ○ Plus 2 individual intervention <p><u>Physical and Sensory</u></p> <ul style="list-style-type: none"> ○ Sensory Circuits on an individual or small group basis ○ Group cooking activities ○ Bike riding sessions ○ Access to fidgets <p><u>Social Emotional and Mental Health</u></p> <ul style="list-style-type: none"> ○ Nesy reading and spelling intervention ○ ELSA support individual or small group intervention ○ Pastoral support ○ Meet and Greet as a group ○ Personalised visual timetable

HEATHERLANDS PRIMARY SCHOOL SUPPORT FOR ATTENDANCE – 2025-2026



The table below outlines Heatherlands Primary School's ordinarily available (UNIVERSAL) provision to support where pupils are at risk of emotional based school refusal that is offered by our school. This is standard available provision offered to all pupils within an educational establishment.

TARGETED SUPPORT OFFER– represents the next level of support that some pupils may require this is usually delivered through targeted time-limited interventions that are regularly reviewed

UNIVERSAL – All Pupils	TARGETED SUPPORT OFFER – Some pupils
<p>Universal support focuses on proactive, preventative strategies and a positive school environment that supports the emotional well-being and attendance of all pupils. The aim is to create a sense of safety, belonging, and reduce potential triggers for anxiety.</p> <p>Positive School Ethos: Strong relationships: Fostering positive relationships between staff and pupils, and among peers. Warm and welcoming environment: Ensuring school feels like a safe and nurturing place. Inclusive practices: Ensuring all pupils feel valued and supported, regardless of their needs.</p> <p>Parental Engagement: Open communication: Establishing clear lines of communication with parents. Information sharing: Providing information about the school's approach to well-being and attendance. Collaborative problem-solving: Working with parents to understand their child's needs and implement strategies at home and school.</p> <p>Early Identification and Monitoring: Robust attendance monitoring: Promptly identifying patterns of non-attendance and investigating reasons. Open communication channels: Encouraging pupils and parents to communicate concerns early. Key adults who can build relationships and notice changes in well-being.</p> <p>Curriculum and Pedagogy: Differentiated instruction: Adapting teaching to meet diverse learning styles and needs, reducing academic pressure. Social and Emotional Learning (SEL): Explicitly teaching skills like self-regulation, empathy, and problem-solving. Anxiety awareness: Educating staff on the signs and symptoms of anxiety and Emotional Based School Avoidance (EBSA).</p>	<ul style="list-style-type: none"> ○ Meet and greet every morning in 'The Bubble' ○ 'The Arc' support at lunchtimes for key children ○ Monthly attendance monitoring ○ Class attendance certificates and golden ticket awards ○ Daily follow-up emails and calls to chase any attendance concerns ○ Key staff positioned on school gates to welcome the children in. ○ Pet therapy dog at least once a week to support children with coming into school. ○ During summer term, wake and shake on the playground for parents and children to attend together.