

Our Universal Offer – High Quality, First Teaching for All

Understanding that our school values underpin all the teaching and learning at Mersey Vale Primary school

Teachers develop and maintain up-to-date knowledge and understanding of a range of teaching, learning and behaviour management strategies and how these can be used and adapted to meet the specific needs of individual pupils and classes

Screening in Reception or on admission to school

Strategic use of metacognitive strategies that are adapted to the learning styles and needs of each individual child

Concrete resources/multisensory approach Visual Timetable/ Now/Next

Opportunities given to record In different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames

A wide range of both formative and summative assessments used to monitor progress of individuals and groups and support planning for future learning

Dyslexia friendly teaching – PowerPoints on non-white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non-white, appealing visual worksheets/resources, computer screen overlays, coloured exercise books, distraction free whiteboard

Verbal praise and rewards for individual achievements and progress

Feedback recognises progress and effort, not just achievement

Adaptive strategies used throughout the curriculum, all children access broad, creative and exciting learning opportunities.

Planned TA support, using intervention training (phonological awareness -RWI, narrative therapy, SERI, Inference, Mastery Maths, Learning by Questions, Write, SALT) to move on the learning of all groups and individuals

Pre-teach and over-teach, repeated learning additional processing time given. Key words emphasised and independent problem solving activities

Key learning such as our vocabulary wall displayed in each classroom, Working walls– including Knowledge Organisers

Collaborative learning, Paired writing, talk partners, random pairing activities, small group

Timing of activities is apt & children have the opportunity to independently research & discover

Calm learning environment that does not over-stimulate

Young Person's name and eye contact used where appropriate

Clear/simple instructions, repeated, simplified, Makaton, pictures, task planner, objects of reference, Boardmaker visuals.



Language provides simple commentary, Makaton, signs & images support understanding and is at an appropriate developmental level

Pupil communication valued and responded to

Adults say what they mean (avoid sarcasm, abstract vocabulary etc.)

Structured, consistent routines

Positive relationships developed and valued

Adults adhere to behaviour policy, through school and support from class to class. All staff to act as positive role models

Use of Class Dojo praise and communication App to work collaboratively with parents/ carers

Headteacher Praise / postcard home

Agreed time out system

Adults recognise how tiring some conditions can be when facing the whole school day. Use of Intervention files

Awareness of individual pupil profile information – knowing the child

Positive and consistent communication with parents/carers

Access to technology to support learning such as iPads/whiteboards.

Pens, post-its, mind map frames, concrete objects & visual images for those with short term & working memory difficulties

Excellent communication with other setting and agencies which helps to ensure smooth and successful transitions throughout Mersey Vale and to other schools and setting

Higher levels of staffing where needs of children deem it appropriate

TAs supporting individual SALT programmes

Occupational Therapy resources and strategies used in class with targeted activities for all children such as thera-putty, fidget toys Movement/Brain breaks, left handed equipment, visualizer

Access to Forest School activities for all children

Highly proprioceptive PE activities– e.g. crawling, climbing, swinging

Opportunities to write in different ways with high sensory feedback e.g. foam, sand, paint

Support in toilet training and School nurse drop ins, Parenting drop ins with school age plus worker

Meet and Greet, Open door informal meetings

Learning Mentor support and strategies such as the ask it basket, worry box and 1:1 check-ins

Safeguarding intervention and using Team Teach de-escalation skills

Robust PSE and SEMH curriculum shared with parents, planned circle activities and reactive circle times

