

ST. TERESA'S RC PRIMARY SCHOOL

Ordinarily Available Inclusive Provision: Our Whole School Wave 1 Offer



Rooted in our local community, our welcoming family environment ensures every child is known, valued, and understood. This document outlines the high-quality, inclusive adjustments, adaptations, and resources ordinarily available within our mainstream classrooms to support diverse learning needs without requiring external funding.

1. Cognition & Learning

- **Quality First Teaching:** Explicit modeling, scaffolding, and break down of multi-step instructions into bite-sized chunks.
- **Visual Frameworks:** Working walls, visual word banks, live modeling, and anchor charts actively utilized in all lessons.
- **Dual Coding Strategies:** Integrating clean, purposeful iconography and images alongside written text to reduce cognitive load.
- **Flexible Scaffolding:** Structured writing frames, word mats, sentence starters, and custom checklists tailored to capability.
- **Concrete Resources:** Ready access to physical math manipulatives (Numicon, Dienes), phonics mats, and tactile learning aids.
- **Overlearning Support:** Built-in daily retrieval quizzes, spaced practice, and immediate feedback during whole-class teaching.

2. Communication & Interaction

- **Visual Environment:** Consistent use of a whole-class Visual Timetable and localized individual visual schedules where required.
- **Communication Supports:** Pre-teaching of core structural vocabulary, keyword matching cards, and Now/Next visual boards.
- **Processing Time:** Consistent enforcement of 'Thinking Time' (5-10 seconds) before requiring verbal or typed responses.
- **Structured Talk:** Use of collaborative talk partners with explicit structures, sentence stems, and physical role cards.
- **Clear Language:** Simplifying direct verbal instructions, and reinforcing speech with natural gestures.
- **Alternative Expression:** Routine acceptance of non-verbal responses, drawing, dictation, or ICT alternatives to demonstrate knowledge.

3. Social, Emotional & Mental Health

- **Emotional Literacy:** Integration of 'Zones of Regulation' check-ins twice daily to track pupil emotional baselines.
- **Predictable Routines:** Explicitly signaled transitions, clear warnings prior to schedule changes, and consistent classroom boundaries.
- **Restorative Approach:** Use of calm-down zones within the room, collaborative reflection sheets, and emotion-coaching dialogue.
- **Structured Social Time:** Facilitated playground games, targeted lunchtime clubs, and peer-mentoring or buddy systems.
- **Low-Arousal Breaks:** Access to quiet reflection areas, discrete brain breaks, and targeted tactile regulating tools.
- **Reward Systems:** Clear, immediate, and positive reinforcement focusing heavily on effort, resilience, and community values.

4. Physical & Sensory Needs

- **Sensory Accommodations:** Strategic, distraction-minimized seating arrangements, wobble cushions, and alternative seating options.
- **Motor Skill Tools:** Access to pencil grips, loop scissors and sloped writing boards.
- **Environment Control:** Consideration of acoustic and lighting adjustments (blinds, reduced clutter, avoiding glare on smartboards).
- **Movement Breaks:** Built-in, structured whole-class movement/stretching breaks (e.g., iMoves, Daily Mile) between rigorous learning blocks.
- **Fine Motor Breaks:** Use of therapy putty, finger gym exercises, and discrete fidget tools as part of daily learning toolkits.
- **Accessible Layout:** Clear pathways around the classroom to accommodate physical navigation safely.

Our School Commitment: Cohesive, Consistent & Caring

Because our staff work closely across our school, we ensure seamless transition, shared expertise, and a unified approach to inclusion. If a child requires adjustments beyond these ordinarily available strategies, we collaborate with families to implement targeted Wave 2 interventions or SEN Support plans.