



This document has been produced by Christleton Primary School Staff and is based on evidence informed research provided by EEF, Walsall Council, Wigan Council, Tom Sherrington and NASEN.

**Universal inclusive classroom environment**

**Inclusive Quality First Teaching describes what should be on offer for all children: i.e. the effective inclusion of all pupils in high quality, every day, personalised teaching**

- Well organized classroom with labels and picture symbols including visual timetable.
- Clear lesson structure with objectives presented orally and visually
- Given in small chunks with visual clues
- Checking understanding by asking children or young people to explain what they have to do
- Understanding is demonstrated in a variety of ways
- A range of groupings including some random pairing activities
- Activities and listening broken up to allow for more 'kinaesthetic' activities
- Praise is specific and named
- Memory supported by explicit demonstration and modelling
- Classroom support planned for and used to maximise learning
- Children or young people are clear what is expected and good examples are used when necessary

**Specific adaptations linked to area of need:**

Learning and cognition	Communication and Interaction	Sensory/ Physical	Social, emotional and mental health difficulties
<ul style="list-style-type: none"> <li>• Use of retrieval practice as regular part of each lesson</li> <li>• Support mats- including key words/ spellings/ sounds</li> <li>• Bespoke and pre planned questioning</li> <li>• Working walls</li> <li>• Concrete resources to support learning (eg. counters/ numicon)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of visuals in the classroom environment and dual coding               <ul style="list-style-type: none"> <li>-now and next</li> <li>-visual timetable</li> <li>-task ladders</li> <li>-task/ reward</li> </ul> </li> <li>• Processing time including during questioning</li> <li>• Scaffolded questions- use of Blank levels to support</li> </ul>	<ul style="list-style-type: none"> <li>• Well organised classrooms</li> <li>• Accessible spaces for all- including wheelchair access</li> <li>• Calm areas of classrooms</li> <li>• Muted displays across school</li> <li>• Calm boxes</li> <li>• Fidget boxes</li> <li>• Access to specific sensory equipment such as ear defenders, wobble cushions and</li> </ul>	<ul style="list-style-type: none"> <li>• Use of whole school programmes PHSE- Heart Smart, My Happy Mind, Chris Winter</li> <li>• Use of trauma informed practice across school</li> <li>• Restorative conversations and scripted responses</li> <li>• Use of nurture groups( lunchtime)</li> <li>• ELSA strategies and support</li> </ul>

<ul style="list-style-type: none"> <li>• Use of now/ next or now/when/then</li> <li>• Task ladders</li> <li>• Visual representations eg dual coding on all power points</li> <li>• Well planned scaffolds to support at point of need- eg graphic organisers</li> <li>• Sentence strips/ stems</li> <li>• Brain breaks</li> <li>• Talking partners</li> <li>• Note taking</li> <li>• Personalised targets</li> <li>• Chunked learning to reduce cognitive overload</li> <li>• Pre teaching</li> <li>• Same day intervention</li> <li>• Use of technology to support children's specific need</li> </ul>	<ul style="list-style-type: none"> <li>• Hands down</li> <li>• Flexible grouping- poor communicators to have access to working with strong communicators</li> <li>• Kagan strategies-</li> <li>• Non-verbal cues incl. Makaton where necessary</li> <li>• Scaffolded questioning</li> <li>• Modelled talk- my turn/ your turn</li> <li>• Directed one part instructions which are given with pupils name</li> <li>• Use of 'good listening' visuals displayed in the classroom</li> <li>• Use of Colourful semantics</li> <li>• Preferred methods of communication shared widely between staff</li> <li>• Minimal use of abstract language</li> <li>• New vocabulary explicitly taught and shared with home</li> <li>• Seating and position in the classroom well considered</li> </ul>	<p>chair bands, pencil grips, Thera Putty etc.</p> <ul style="list-style-type: none"> <li>• Brain and movement breaks pre planned inc. access to the daily mile, transitions in lessons</li> <li>• Planned sensory breaks using task/ reward systems</li> <li>• Seating plan considering sensory and physical needs</li> <li>• Low background noise</li> <li>• Alternative ways to record learning</li> <li>• Alternative spaces for unstructured time</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies to share key messages</li> <li>• Clear behaviour management systems in place- supported by visual prompts</li> <li>• Explicit teaching of behaviour expectations</li> <li>• Daily meet and greet</li> <li>• Emotional check- ins</li> <li>• Use of 5 Point scale</li> <li>• Where appropriate use of Zones of Regulation</li> <li>• Calming environments</li> <li>• Calm boxes</li> <li>• Seating and transition arrangements where necessary</li> <li>• Use of classroom breaks</li> </ul>
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