

Entitlement Framework – updated November 2020. The universal provision section lays out the common, universal, core expectations for QFT in line with the aims and rationale stated above. It outlines the basic provision that is likely to benefit most children and young people in any setting. It should not be seen as an exhaustive list and neither will every strategy or resource be needed for every child. Discussions and close partnerships with parents/carers and SENCOs are vital from the start.

<u>Entitlement Framework: Section 1: Universal Provision.</u>	<u>Always</u>	<u>Sometimes</u>	<u>Not yet</u>	<u>Next Steps</u>
<p style="text-align: center;"><u>EXPECTED PROVISION TO MEET NEED:</u></p> <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • A broad and balanced curriculum which promotes belonging, identity, confidence and inclusion of children and young people with SEND, including on school trips. • A curriculum which is appropriately differentiated; for example, key learning outcomes draw on earlier programmes of study, concrete resources are provided to ensure a multi-sensory approach to teaching and learning, additional time is given to complete tasks, opportunities are given for repetition, CHILDREN AND YOUNG PEOPLE demonstrate or record understanding and information in different ways, e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, text to speech software, writing frames. • A curriculum that recognises developmental norms and builds upon the child’s developmental achievements across a range of learning, life skills and independence skills, not merely on academic aspects. • A curriculum that promotes experiential learning. <p><u>Assessment and Feedback:</u></p> <ul style="list-style-type: none"> • Ongoing formative assessment is used to adjust content and teaching approaches to meet children and young people’s needs. • Accurate and ongoing tracking of progress of all children and young people (including those working below age related expectations); abilities across domains profiled to show strengths and difficulties. • Observations and/ or first language assessments (for EAL learners) have been carried out to inform next steps. • Suitable dyslexia friendly teaching and learning strategies are used, including positive marking, underpinned by the whole school policy and in line with Stockport Dyslexia guidance. • Feedback encourages the development of metacognitive approaches to teaching and learning so children and young people can reflect on which strategies have worked for them. • Specific verbal praise and feedback recognises progress and effort, not just achievement of outcomes and academic attainment. <p><u>Learning intentions/objectives and links to prior knowledge</u></p> <ul style="list-style-type: none"> • Clear lesson structure with objectives shared orally and/or visually (at some point in the lesson) so all children and young people know that they are learning. CHILDREN AND YOUNG PEOPLE have a clarity of what is expected through a demonstration of what the finished product looks like and encouragement to explain understanding (verbally or through visuals/symbols such as signs, symbols or objects of reference). • Differentiated objectives are used to meet the individual children and young people’s developmental level; capacity and 	<p style="text-align: center;">x</p> <p style="text-align: center;">x</p> <p style="text-align: center;">x</p> <p style="text-align: center;">x</p> <p style="text-align: center;">x</p> <p style="text-align: center;">x</p> <p style="text-align: center;">x</p> <p style="text-align: center;">x</p> <p style="text-align: center;">x</p> <p style="text-align: center;">x</p> <p style="text-align: center;">x</p>	<p style="text-align: center;">x</p> <p style="text-align: center;">ongoing Nov 2020</p> <p style="text-align: center;">x</p> <p style="text-align: center;">ongoing Nov 2020</p>		<p>Not all parents inform of first lang – dev starts to find out in a timely manner</p> <p>Metacognition and self-regulation learning / coaching ongoing</p>

demands are matched. This may mean reducing demands or increasing the challenge based on the children and young people's level.

- Explicit modelling and ongoing links to prior knowledge and supports memory. Teaching and learning proceeds in steps from the 'known' to ensure the appropriate amount of challenge. Planning links to next steps in learning and development.
- Opportunities are given for children and young people to practice and apply previously learnt knowledge or skills through independent activities.
- Adults pre-teach key vocabulary before starting a new topic with experiential learning opportunities, using signs / symbols to support knowledge and recall of the words and the vocabulary learning word wheel where needed. (Available on Learning Leads)

Groupings

- A range of collaborative learning opportunities and groupings are used e.g. 'buddy' systems, paired writing, talk partners, random pairing activities, small group, alongside a sensitivity to the difficulties of working in a group for some children and young people. (In some cases, consistent seating and grouping arrangements will need to be considered).
- Support for social and emotional development is provided – such as small group learning opportunities to boost relationships with peers and reduce isolation.
- The duration of group activities is appropriate and responds to individual need.
- Supportive groupings are available at break times, using strategies such as nurture rooms, clubs, games leaders etc

Listening and attention

- A calm learning environment ensures that as many distractions are removed from the environment as possible to enable the children and young people to concentrate on the teacher/task.
- Background noise is reduced, e.g. felt on chair legs, carpets on floors, projectors off when not in use, etc. External background noise coming in to the classroom is reduced by closing doors and windows (where possible). N.B. Contact Stockport Sensory Support Service for training on 'developing hearing and vision friendly environments' including the option to look at specific environmental adjustments that can be made.
- Children and young people's name and eye contact is established (**if appropriate**) and adults make sure attention has been gained before giving an instruction.
- Adults provide clear and simple instructions, repeated, simplified and accompanied with gestures, pictures, objects of reference, Makaton signs. Appropriate amount of processing time is given. Key words are emphasised.
- Adults provide clear strategies and expectations around listening/being prepared to learn; these are displayed, taught, modelled and regularly reinforced.
- Language provides a simple commentary; gestures, signs and images support children and young people's understanding. Language used is at an appropriate developmental level. Attempts by children to communicate are always valued and responded to.
- When children and young people use single words, adults repeat and expand as a model.
- Capacity / demands are balanced for the children – i.e. the amount of language used, the amount of time sitting in one place is planned to ensure the children can achieve what is expected.

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Vocabulary and the use of it is an ongoing focus in the drive to develop articulate young people – new maths scheme promotes this, too

Many areas of outdoor opportunities – MUGA, track, trim trail, garden – each designated for a particular 'mood' eg quiet in the garden, free play on main playground, structured games eg chess on small playground – ensure all children and staff adhere to policy

not manifest at school.

- TAC/TAF or multi-agency meetings are arranged where needed.
- EHAs (Early Help Assessments) are completed with parents/carers to access support at the earliest point.
- One-page profiles are created alongside parents/carers and children and young people to ensure that all voices are actively listened to and inform next steps.
- Parents/carers are fully involved in how to support the learning journey at home.
- Adults are aware of what is on the Local Offer so they can sign post parents/carers to the appropriate support.
- Parents/Carers who have concerns are supported by involvement in the development of a provision map to meet the children and young people's need or (if required) by signposting them to speak to services directly (rather than suggesting GP appointments for referrals).

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Physical Resources – whole school/setting:

- Well-organised shared spaces have equipment and resources clearly and consistently labelled with visuals, (bilingual, if appropriate) located for independent access and kept in the same place. Resources appropriate to children and young people's developmental stage are easily available.
- Tables and chairs are at appropriate height so that feet can be placed flat on the floor, as this will support attention, listening and behaviour.
- Preferential seating is used for specific children and young people in large spaces such as halls.
- Areas around the main teaching areas have minimal visual distraction; avoid poor contrast, 'busy' backgrounds and visual clutter.
- All areas of the shared space is appropriately illuminated to support any children and young people with visual impairments, ensuring no dazzle on shiny surfaces. Window blinds help reduce glare.
- Calm learning environment ensures that as many distractions as possible are removed.
- Signage around the setting/school is clear and presented in a communication friendly approach, for example symbols, photographs are consistently used and accessible to all stakeholders.
- All equipment is kept to appropriate standards e.g. servicing for equipment under LOLER / PUWER regulations (6 monthly for slings / hoists or other equipment where the purpose is to lift a load).
- Displays reflect people from different backgrounds, disabilities, cultures and faiths to promote belonging, identity and inclusion.

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Physical Resources – classrooms:

- Well-organised setting/classrooms with equipment and resources clearly and consistently labelled with visuals, (Bilingual labels if appropriate) located for independent access and kept in the same place. Resources appropriate to children and young people's developmental stage are easily available, e.g. reading books.
- Table-top resources and texts minimise copying from the board. Pre-prepared date/ LO etc., where needed.
- Range of practical and supportive aids/equipment (including left-handed resources) is easily available to support independence and personal organisation.

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<p><u>Lighting</u></p> <ul style="list-style-type: none"> All areas are appropriately illuminated, ensuring no dazzle on shiny surfaces. Window blinds help reduce glare. Consideration is given to children and young people's access to activities in different lighting conditions and at different times of day, when children and young people move from bright to dimly lit areas. Adults do not stand with back to the window as this casts their face into shadow. 	<p>x</p> <p>x</p>			
<p><u>Adults in the classroom, including support staff (where applicable)</u></p> <ul style="list-style-type: none"> All adults act as partners and facilitate learning. There is an expectation that children and young people with SEND have at least the same amount of time working with the teacher as their peers do. Support staff add value rather than replace the teacher. One page profiles/ All About Me pages/ Pupil Passports or similar are used to communicate key information to all adults employed by school who work with the children and young people. Practitioners' plans include these strategies. Classroom support is deployed to maximise learning and promote independence. Adults have appropriate information about the pupil's needs and the learning intentions/objectives. Bilingual assistants offer opportunities for bilingual children and young people to use first language to activate prior knowledge, and learn new vocabulary, skills and concepts. Adults give time to children and young people having difficulties communicating or who need additional time to process thinking. Where appropriate, adults offer opportunities for children and young people to practice new skills or to reinforce and consolidate emerging skills/ pre-teach and explain subject specific vocabulary/provide opportunities for discussion of new concepts before they are introduced. All staff scaffold learning through the appropriate use of questioning, modelling and explaining, knowing when to step back to ensure increased independence. All staff use effective questioning alongside an emphasis on learning through talk and discussion. 	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p>	<p>→</p>	<p>Currently no bilingual assistants used but have been used in the past when needed Assessments take place using Ethnic Diversity Service as reequired School have surveyed the parent body about EAL</p>
<p><u>Attendance</u></p> <ul style="list-style-type: none"> Systems to find out and address the reasons behind school refusers include looking for any patterns to the absences, examining the level of anxiety, checking sensory overload, exploring whether different interventions or more appropriate, different curricular provision might re-engage the pupil etc. This takes an holistic approach, working with School Age + worker, Stockport Family, Education Welfare Officers etc. Systems for attendance are monitored and any factors impacting on attendance such as medical needs/ issues with exhaustion are carefully considered with parents/carers. 	<p>x</p> <p>x</p>			
<p><u>Transition</u></p> <ul style="list-style-type: none"> Carefully planned transitions recognise the additional challenges faced by many children and young people with SEND and ensure that key information is shared, additional visits are organised, parents/carers are fully involved, etc. Teachers pass on the individual strategies for a child or young person to the next teacher. 	<p>x</p>			

Awareness and developing empathy amongst peers

- Opportunities which develop awareness of needs (in close discussion and collaboration with children and young people and parents/carers) provide empowerment for children, young people and families and ensure that all children and young people feel that they are accepted, included and valued.
- Restorative Circles and Social and Emotional Aspects of Learning are included in the curriculum to support understanding of each other.

Pupil Voice

- Different systems are used to find out what works for the children and young people and how we can help them.
- Opportunities are given to 'teach' children and young people how to use specific tools and approaches such as time out cards.

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