

Relationships and interactions

- Strong relational approach at the heart of practice.
- High-quality interactions embedded throughout the school day.
- Calm, predictable and emotionally available adults.
- PACE-informed and therapeutic approaches use consistently.
- Behaviour understood as a form of communication.
- Every child known as a whole child, including strengths, needs and vulnerabilities.
- Positive praise and restorative approaches used to build self-esteem.
- Pupil voice actively sought and valued.
- Strong partnerships with parents and carers.
- Collaborative working with external agencies and professionals.



Teaching and learning

Clear explanations supported by modelling and visuals.
Frequent assessment for learning.
Responsive teaching informed by ongoing assessment.
Regular checking for understanding.
Structured learning routines.
Opportunities for overlearning and retrieval practice.
Inclusive curriculum design reflecting diversity and representation.
Learning adapted to meet SEND, EAL and SEMH needs.



Ordinarily Available Inclusive Provision at Evergreen Primary Academy

Communication and language

- Communication boards available across provision.
- Widgeits and visual supports used routinely.
- Makaton and non-verbal communication strategies where appropriate.
- Oracy taught and embedded across the curriculum.
- Sentence stems and talk tactics used to support participation.
- Home languages valued and celebrated.
- Communicators (Language for Thinking) a whole-class communication and language intervention designed to develop pupils' speaking, listening, reasoning and verbal thinking skills.
- Recasting and modelling of language used by adults.



Learning design and adaptations

- Learning starts from the child's individual starting point.
- Low-threshold, high-ceiling approach embedded across lessons.
- Adaptive teaching used in every classroom.
- High expectations maintained for all learners.
- Scaffolded learning opportunities provided where necessary.
- Chunking of tasks and instructions.
- Flexible grouping arrangements.
- Visual supports and adapted resources.
- Individual timetables where required.
- Use of assistive technology when appropriate.
- Bespoke curriculum pathways available for pupils with significant SEND.



Inclusive environment

- Calm, purposeful and accessible classrooms.
- Visual timetables and widgeits used consistently.
- Flexible seating and learning spaces.
- Indoor and outdoor reset spaces available.
- Dedicated sensory room provision.
- Nurture Hub provision for targeted emotional and social support.
- Parent Hub Room for practical and pastoral family support.
- Prayer room reflecting the diversity of the school community.
- Extensive school grounds used to support learning, wellbeing and regulation.
- Inclusive environment audits and checklists completed regularly.



Regulation and wellbeing

- Zones of Regulation embedded across the school.
- Sensory circuits available to support readiness for learning.
- Sensory breaks and sensory resources available.
- Co-regulation and self-regulation strategies taught explicitly.
- Emotionally available adults support regulation.
- Safe spaces available for reflection and regulation.
- Positive mental health and wellbeing promoted throughout the curriculum.
- Individual regulation strategies identified and implemented where needed.



Targeted support at Evergreen Primary Academy

Cognition and Learning needs



Additional resources

- Coloured overlays and writing paper
- Individual, visual task breakdowns or schedules
- Individual laptop/ asst tech

Interventions

- Precision Teaching (core skills)
- Phonics
- Reading
- Spelling -Nessy
- Maths – Plus 1/Power of 2/Number sense
- TEACCH – multi-sensory, structured approach to learning
- Significant additional adult support in class
- Referral to Educational Psychologist/ Specialist Teacher and programme of support

Communication and Interaction needs



Additional resources

- Key individualized visuals to support communication
- PECS
- Makaton
- Specialist assistive technology

Interventions

- Attention Autism
- Lego Therapy
- Colourful Semantics
- Social stories
- Significant additional adult support in class
- Speech and Language Therapy (SaLT) referral and programme of support including specialist areas e.g. speech, voice, support for selective mutism

Social, Emotional and Mental Health needs



Additional resources

- Now/next board
- Individual visual timetables
- Visual schedules for key routines
- Five-point scale or similar
- Calm box
- Choosing board
- Individual behaviour plan
- Personalised Social Stories

Interventions

- Zones of Regulation sessions
- Play skills/social skills
- Social detectives
- Milo and Hamish
- The Bridge Foundation counselling
- MHST
- Significant additional adult support in class
- Referral to SaLT /EP or similar and programme of support

Physical and Sensory needs



Additional resources

- Desk slope/pencil grips
- Sensory toys, manipulatives, resources
- Handouts with extra large print
- Specialist sensory equipment e.g. hearing aids, braille etc.
- Specialist mobility equipment
- Bands for chair legs

Interventions

- Sensory regulation exercises
- Use of sensory circuits
- Fine motor skills
- Handwriting
- Gross motor skills with Bristol Robins
- Lunchtime club (quiet space)
- Significant additional adult support in class
- Physiotherapist or OT referral and programme of support

Education and Health Care plans (EHCPs): We use our Element 2 budget to provide additional support described above. If a pupil requires highly specialized support that goes beyond the school's resources, the school may request an assessment for an **EHCP** and additional funding to ensure the right level of support.