

St Nicholas Universal Offer

Our Universal Offer describes the inclusive practice and reasonable classroom adaptations that are ordinarily available across school. Strategies are used flexibly according to need; not every pupil will require every element. High-quality teaching is sustained through coaching and support from subject leaders, with a strong focus on independence and removing barriers to learning.

High-Quality Inclusive Teaching

- Explicit teaching and regular revisiting of vocabulary, supported by core vocabulary and progression maps shared with families.
- Dual coding used across school, including visual reminders and dual-coded topic word mats.
- Strong teacher modelling, including My Turn/Your Turn and I Do/We Do/You Do approaches.
- Worked examples, model texts and sentence stems to support understanding and expression.
- Instructions chunked into manageable steps, with appropriate processing time.
- Questioning and ongoing checks for understanding throughout lessons.
- Planned partner talk, including Think-Pair-Share, alongside daily opportunities for every child to speak through inclusive questioning approaches such as lollipop sticks.
- Manipulatives and concrete resources remain available beyond KS1 where they support understanding.
- Learning can be captured in different ways where appropriate, including adult scribing of verbal responses, artwork, drama and other forms of pupil voice.
- Daily taught reading. In KS2, once pupils have moved beyond Read Write Inc., teaching includes Read Aloud, Think Aloud approaches.
- Pre-teaching is available for pupils who need additional preparation for new vocabulary or learning.

Communication & Interaction

- Communication-friendly classrooms with visual support alongside spoken language.
- Visual timetables used consistently, supporting predictability and preparation for changes.
- Now and Next boards available to support sequencing and task completion.
- Timers, task boards and visual prompts used to make expectations clear.
- Instructions are chunked and pupils are given sufficient processing time.
- Alternative ways to communicate are available according to individual need, including cards, signs and other visual communication supports.
- Whole-class Colourful Semantics is used in KS1 to support language and writing.
- Whole-class NELI (Nuffield Early Language Intervention) is used in Reception.
- Vocabulary, sentence structures and oral rehearsal are explicitly supported.

Cognition & Learning

- Learning is broken into manageable steps and supported through clear modelling and scaffolding.
- Retrieval and revisiting are built into teaching so prior learning is strengthened and connected to new learning.
- Checklists and visual prompts support organisation and task completion.
- Dual-coded word mats are available for every topic pupils study.
- Scaffolds are taught as tools for independence and are gradually removed as confidence and competence grow.

- Resources, examples and concrete/manipulative materials are available when they help pupils access learning.
- Recording expectations and methods are adapted where needed so pupils can demonstrate what they know without unnecessary barriers.

Social, Emotional & Mental Health

- Regulation Zones are embedded across school, with daily check-ins and visual reminders.
- Emotion vocabulary is explicitly taught and adults support pupils to recognise and communicate how they are feeling.
- Predictable routines are supported by visual timetables, with preparation for changes.
- Calm or regulation spaces are available.
- Adults use co-regulation approaches and support pupils to regulate before expecting reflection or correction.
- Regulation resources are available according to need and are not treated as rewards to be earned.
- Whole-class movement breaks are built into the school day, with individual movement breaks available according to need.
- A whole-school soft start takes place every Monday, with additional transition support used where needed.
- The behaviour approach recognises behaviour as communication and is based on regulation before correction.

Physical & Sensory

- Ear defenders, wobble cushions, chair bands and sensory resources are available according to need.
- Flexible seating and positioning are used where appropriate, including opportunities to stand or change position while working.
- Adapted writing equipment, including pencil grips or alternative pencils, is available where helpful.
- Seating is considered in relation to attention, distraction, hearing and vision.
- Reasonable adjustments to noise, lighting and the classroom environment are made according to need.
- Fine-motor and gross-motor warm-ups form part of handwriting teaching for all pupils.
- Water and toilet access can be adjusted according to individual need.
- Whole-class movement opportunities support physical readiness for learning.

Independence & Organisation

- Visual prompts support pupils to remember equipment, routines and expectations.
- Task boards, Now and Next supports and checklists help pupils organise and complete learning independently.
- Dual-coded topic word mats and other classroom scaffolds are accessible for pupils to use independently.
- Children are explicitly taught how to ask for help and how to communicate when they need support or a break.
- Cards, signs and visual communication tools are used for pupils who find verbal help-seeking difficult.
- Adults promote independence rather than creating unnecessary reliance on adult support.
- Scaffolds are reduced gradually as pupils become more secure.
- Classroom routines and transitions are explicitly taught, modelled and practised.

Targeted provision

Some pupils will require provision beyond this Universal Offer. Targeted interventions, including sensory circuits and individualised programmes, sit alongside rather than within the universal provision.