



## What does the universal offer of support look like at St. Anne's School?

This is our ambitious, broad and diverse offer that we aim to meet, day by day...

St. Anne's School  
ALDERNEY

**Our statement of INTENT:** Good quality teaching is provided for all learners, and learners with the most difficulties are taught by skilled teachers. Additional interventions are not a substitute for weak or ineffective practice. All teachers are teachers of pupils to include those with Special Educational Needs.

### Inclusive good quality teaching involves our 8-point scale:

1. Establishing that lack of progress is not due to poor teaching.  
Observe class teaching and evaluate whether there are adjustments that could be made to support learning before proceeding with individual assessment.
2. Maximising progress for learners who have additional needs.  
As for all learners, this requires a clear picture of individual learning strengths, weaknesses and independence. The starting point should always be assessment – formative, summative and standardised. In addition to using data, use a variety of other means to build up a picture including observation, learner self-assessment, parental comments, analysis of scripts, book scrutiny and teacher feedback.
3. Giving learners 'hard work they can do'.  
Use data gathered to plan carefully to meet the needs of each individual; however, this should not be about working harder to give every pupil a different activity or worksheet. Instead, focus on a skill-based learning objective for all, differentiated support, additional resources available and very clear success criteria.
4. Ensuring that all pupils have access to a range of teaching and learning styles.
5. Ensuring that learners are not overly dependent on adults.  
Research shows that learners need to develop independence in order to learn effectively. If a learner is constantly working beyond their current skill level they may well be at risk of 'learner helplessness'. Learners need to move from dependence on an adult, through modelled, shared and guided group activities to a point where they are sufficiently skilled and confident to work independently on their own. The teacher needs to plan carefully for learners to move through these steps into independence in all areas of the curriculum.
6. Teachers regularly teaching every group in the classroom in order to be absolutely sure that they know that small next step each learner needs to take in their learning.
7. Teachers managing misconceptions well by ensuring there are regular and meaningful mini-plenaries that allow learners to evaluate their work so far and identify areas for improvement or where they need more support to move to independence.
8. Using multi-sensory resources for all learners across all key stages to ensure that no stigma is attached to their use. Use resources creatively to maintain engagement.

**What we do as a school to support universal provision:**

- All staff appointed are qualified and well trained.
- The curriculum at St. Anne's School is considered, well-planned, ambitious, broad and diverse to meet the needs of all learners.
- Our Bailiwick Curriculum Policy – The BIG Picture – is understood by all staff. It reflects equalities legislation and accessibility requirements and actively promotes overcoming barriers to learning for all pupils taking into account individual differences. It promotes understanding and acceptance in the peer/ year group.
- The School Improvement Plan 2021 to 2024 is informed by an analysis of qualitative and quantitative data and contains strategies to improve the outcomes of all current and future pupils.
- Smooth transitions are planned and enabled into, within and beyond the school.
- The progress of all learners is tracked.
- The school provides a warm, safe and empathetic ethos where pupils have confidence to share their concerns with staff, and know that they will be addressed, in order to support their emotional well-being.
- The school inspires parental confidence by establishing a reciprocal relationship with them as partners in their children's learning, making best use of parents or carers' knowledge of their child's development.
- The learning environment of the school is supportive to all learners and enables teachers to respond to predicted and un-predicted need, e.g. time out space, technology.
- There are care plans for learners with health and personal care needs.
- The school has a SENCo and Inclusion Manager who is a qualified teacher and holds a recognised SEND qualification.
- The quality of teaching for learners with SEND and their progress is a core part of the the school's performance management arrangements.
- The school records and analyses information about bullying and uses this to plan further actions.
- The school has an effective behaviour policy named, the 'Engagement Policy' that is consistently applied.
- The school ensures joined up planning to achieve good outcomes for learners in specific circumstances, e.g. those who are looked after, have social care needs or are pupils of SEND's.

**End. MW. 10.03.2022**