



Universal Offer 2025-26

School : Platts Heath

Head of School: Mr D Waters

SENCO: Emma Le Mar

Curriculum	Classroom environment
<ul style="list-style-type: none"> ● Pre key stage standards for those children who need them ● Emergent curriculum for those pupils working below their key stage ● All pupils access full curriculum offer ● Scaffolded learning objectives shared verbally and visually ● Sticky knowledge and retrieval practice built into lessons ● Alternative ways to record learning (oral, video, practical outcomes) ● Explicit vocabulary instruction and pre-teaching ● Personalised learning pathways for identified pupils ● Use of assistive technology where appropriate 	<ul style="list-style-type: none"> ● Visual timetable ● Manipulatives available ● Adaptable seating ● Low-distraction workspaces ● Clearly labelled resources and zones ● Calm-down or regulation area within classrooms ● Consistent classroom layouts across the school ● Use of colour and lighting to support focus ● Ear defenders or noise-reducing options available

Wellbeing	Adaptation
<ul style="list-style-type: none"> ● Access to nurture provision ● Mood meter ● Different types of breathing taught ● Daily emotional check-ins with trusted adults ● Social stories to support emotional understanding ● Access to lunchtime or break-time nurture groups ● Staff trained in trauma-informed practice ● Opportunities for pupil voice and self-advocacy ● Regular wellbeing surveys or check-ins 	<ul style="list-style-type: none"> ● Now and next board ● Work stations for selected pupils ● Movement breaks ● Adapted texts/activities ● Chunked instructions and modelling ● Reduced cognitive load tasks ● Flexible time expectations ● Alternative assessment methods ● Adult prompting gradually faded to build independence ● Use of visual success criteria
Enrichment	Attendance
<ul style="list-style-type: none"> ● See enrichment benchmarks ● Extra curricular clubs ● Inclusive educational visits with reasonable adjustments ● Targeted enrichment for vulnerable pupils ● Leadership roles (e.g. playground buddies, monitors) ● Access to creative therapies (art, music, drama) ● Sensory-based clubs or activities ● Outdoor learning opportunities 	<ul style="list-style-type: none"> ● Daily calls to absent pupils ● Attendance tracker ● Three week attendance reviews ● Early intervention meetings with families ● Graduated return-to-school plans ● Emotionally Based School Avoidance (EBSA) support ● Reward systems celebrating improvement as well as high attendance ● Pastoral check-ins linked to

	<p>attendance concerns</p> <ul style="list-style-type: none"> • Multi-agency working where appropriate
Behaviour	Inclusion
<ul style="list-style-type: none"> • Three clear rules • Policy based on discussion, regulation and restorative conversation • Zones of regulation • Individual behaviour support plans • Proactive regulation strategies taught explicitly • Safe spaces for emotional regulation • Consistent language used by all staff • Restorative meetings involving pupil voice • Staff modelling emotional regulation 	<ul style="list-style-type: none"> • All pupils part of their class • Reasonable adjustments made • Adults used to deliver intervention • Quality First Teaching as the first response • Small-group and 1:1 interventions delivered inclusively • Close liaison with SENCO and external agencies • Transition support between classes and phases • Flexible grouping arrangements • Parent and carer partnership meetings