

Universal Provision



This what staff at Radford provide for all pupils

All pupils will be:

- Supported by the school 's pastoral systems
- Encouraged and supported to achieve their full potential in all aspects of school life
- Supported in a safe, happy and purposeful environment
- Able to access an enriched curriculum that incorporates different learning styles in all subject areas
- Supported through differentiation
- Supported to ensure that they are making progress which is monitored and tracked within school
- Encouraged to be actively engaged in their learning
- Offered a varied range of clubs and extra-curricular activities
- Able to access further support should a need be identified
- Taught by staff who have information on the nature and degree of pupil's specific needs
- Access to outside visits and experiences outside the classroom to enrich their lives and support their learning.

EAL Support

For children who need additional support because English is their second language these are some of the support systems currently in place at Radford.

For children who start knowing little or no English.

- Welcome Booklet to fill in at home with parents,
- Class Buddy and Buddy who speaks the same language(if possible)
- Use of ICT software (laptops)
- Initial programme to learn key vocabulary
- Phonics Groups
- Visual timetables
- Story Sacks
- Use of visual prompts and symbols
- Adult in class support
- Small group support with other EAL Learners
- Links with support groups and agencies
- Initial Assessment using the LA Language Levels to plan for their targets



Support Strategies and Activities used within the Classroom



- Pictures to label. E.g. classroom objects, room names, on displays
- Use sets of picture cards for sorting and drawing, eg clothes, food, toys.
- Colour vocabulary. Pictures to colour. Eg a red hat, a brown cat.... Draw a house, colour the roof green, colour the door red etc
- Maths numbers with words. Practise writing numerals and words. Other maths language E.g. putting things in size order smallest to biggest.
- Alphabet work. Copying alphabet, putting list of words with their initial sound. (better if words relate to pictures eg animals, food, clothes etc
- Matching words and pictures (make a set of cards cut so that only the correct word will fit the picture. Child can then draw and label their own picture
- Extend to simple sentence work. E.g. pictures of food with vocabulary. Child writes I like I don't like
- Labelling in their own language- make a dictionary etc.
- Practice writing personal information eg My name is..... I am years old. I can speak
- Draw and label pictures of family.
- Simple word searches to familiarise with sequences of letters.
- Use sets of picture cards for sorting and drawing, eg clothes, food, toys.
- Short list of maybe 5 "words for the day" to copy out and learn-ensuring the child understands the meaning of the words.
- Role Play-modelling speech
- Being involved in activities from their own culture



Our aim is that children become fully integrated in the life of the school and feel confident to join in all activities, and their language, faith and culture are valued and enrich our curriculum.

