



Tilian Universal Offer (Inclusive Practice)

Physical Learning Environment		Regulation & wellbeing (Classroom Culture)	
<ul style="list-style-type: none"> Organise classrooms / shared spaces free of clutter Reduction of visual noise - more focused links to learning Labelled and organised resources that are easy to access - visual/word/widget/talking tins Designated safe spaces within the school and resources available there Neutral displays in classrooms (hessian) communication friendly spaces Flexible seating options eg sitting close to the front/not ability groups all the time/ furniture/SEND handbook flexible teaching position Lighting & sound impacts Size, visibility and readability of teaching resources 		<ul style="list-style-type: none"> Sensory breaks to promote regular movement and posture change Pre-warning of changes to routines Holistic view, seeing the 'whole picture' - child's circumstances and emotional needs Feeling measures indicators Emotional literacy Soft start/end to the day - open ended tasks/story Building positive relationships between all adults and children Fidget, chair bands/sensory items/discrete checking in Promoting resilience and independence through a positive learning culture (appreciate mistakes as learning opportunities) 	
Adaptive Teaching			
Modelling & Explaining	Questioning & feedback	Practice & Retrieval	
<ul style="list-style-type: none"> Modelling of concepts and new learning Explicit instruction - small steps Additional processing + thinking time I do, we do, you do Precision teaching Pre-teaching concepts Neutral backgrounds on IWB slides Clear concise language learning focus Repetition of instructions Use of body language/gesture Task prompts, checklist (written /pictorial) Examples and non examples 	<ul style="list-style-type: none"> I wonder.../I imagine.../I'm curious... Thinking time Cold calling Live marking Targeted questioning + feedback Exemplify next steps 	<ul style="list-style-type: none"> Post-teach - scoop and group Independent practice relates directly to the modelled examples Talking partners Review, revisit and revise Low stakes/ High challenge starters 	
Learning Scaffolds			
<ul style="list-style-type: none"> Cue cards/visual timetables/now + next boards/timers/vocab lists /word banks/sentence stems/writing frames / scaffolding/ chunking / /maths + English working walls/concrete manipulatives/neutral, coloured paper books, overlays/ IT/ Planning for individual needs (linked to support plan) 			