



St Matthew's Universal Offer

Together we let our light shine bright

Matthew 5:16



Purpose

At St Matthew's C of E Primary School, our **Universal Offer** sets out what *every child* experiences in every classroom. It is the foundation of inclusion and the first layer of our **Graduated Approach** (Assess–Plan–Do–Review).

Our vision and how we hope to achieve it

At St Matthew's, our vision is to "Let your light shine" nurturing a community where every child is encouraged to be brave, respectful, inspirational, grateful, honest and to shine together. As a rights-respecting school, we are dedicated to creating a safe and inclusive environment where each child can flourish. Guided by Christian values, we support our pupils in becoming loving, confident, resilient and successful global citizens, driven to make a difference, serving our school community and beyond. Our commitment to high aspirations, underpinned by mutual respect and support, ensures that every child is valued and empowered to reach their full potential - shining brightly in all they do.

Our Universal Offer describes the support available to all pupils, including those with additional needs, without requiring an Education, Health and Care Plan (EHCP). It ensures that every child has access to high-quality, adaptive teaching and learning, tailored to meet diverse needs in a deliberately inclusive environment.

Key Principles

- **Inclusive Practice:** We welcome all children and celebrate diversity. Our curriculum is accessible and adapted to meet individual learning styles.
- **Quality First Teaching:** Teachers use adaptive strategies, scaffolding, and targeted interventions to support progress.
- **Early Identification:** We monitor pupil progress closely and identify additional needs promptly.
- **Partnership with Families:** We work collaboratively with parents/carers to ensure consistent support at home and school.
- **Christian Ethos:** Our approach is underpinned by our vision and values
- **Accessibility:** Our school is a small single storey site. The environment is reviewed regularly to meet the physical needs of our children.

Quality First Teaching

Every lesson, every class, every day:

- **Clear learning design:** Retrieval practice, explicit instruction (*I do–We do–You do*), modelling, guided practice, and independent application.

- **Adaptive scaffolding:** Worked examples, sentence stems, writing frames, manipulatives, word banks.
- **Clarity & chunking:** Steps broken into manageable parts; instructions supported by visuals; Colourful Semantics; frequent checks for understanding, Walk thrus
- **Vocabulary & language:** Pre-teach key vocabulary and focus on tiers 2 &3
- **Feedback & assessment:** Responsive teaching informed by ongoing formative assessment and low-stakes quizzing.
- **Assess:** Teachers use ongoing assessment, prior knowledge checks and observation to understand strengths and needs.
- **Plan:** Teachers and the SENCO agree adaptations (usually in the **Universal** layer), success criteria and review dates.
- **Do:** Strategies are implemented consistently by all adults working with the child.
- **Review:** Impact is evaluated; most pupils remain supported through universal adjustments; where needs persist, we consider **Targeted** support.
- The graduated response and APDR cycle are expected as part of ordinarily available provision.

Inclusive Learning Environment

- **Calm, organised, predictable:** Uncluttered displays, clear signage and labelled resources (with picture symbols/Widgit where helpful). Scaffolds that help you start—and are gradually removed to grow independence
- **Structured routines:** Consistent starts/ends to lessons; visual timetables; “now/next/then” boards; Class Charters.
- **Seating & access:** Thoughtful seating plans; access to adapted desks/equipment; planned movement breaks/ brain breaks.
- **Visual supports:** Working walls, word banks, number lines, phonics charts.
- **Sensory aware practice:** Low arousal areas, ear defenders, attention tools, timers, movement breaks/ brain breaks and agreed calm spaces where appropriate.

Curriculum Entitlement and Enrichment

- **Broad, balanced, ambitious:** Full access to the National Curriculum, sequenced for knowledge and skills progression.
- **Representation and belonging:** Diverse texts, role models and examples; careful use of images/language to reflect our community and the wider world.
- **Reading at the heart:** Systematic phonics approach (Little Wandle), fluency practice, rich read alouds, language development embedded across the curriculum, development of a love of reading.
- **Oracy & reasoning:** Structured talk routines; sentence stems for academic talk; speaking in full sentences; high quality language interactions; focus on tiers 2 and 3 vocabulary.
- **Enrichment:** Educational visits, outdoor learning, clubs, music/sport/arts opportunities—planned to be inclusive (risk assessment and reasonable adjustments as standard).
- **Language rich classrooms:** Daily story time, explicit teaching of vocabulary, visual supports.
- **Speech, Language & Communication Needs (SLCN) aware practice:** Short, simple instructions with visuals; time to process; opportunities to rehearse language.
- **Literacy access:** Coloured overlays, larger fonts, reading rulers, when beneficial.
- **Pupil voice:** planned opportunities throughout learning and through Sustainability Council and House Captains

Wellbeing, Behaviour and Safeguarding

- **Relational approach:** Strong adult–pupil relationships rooted in respect and kindness; clear, co constructed classroom norms in the context of a Rights Respecting School ethos. Trauma informed approach and focus on restorative justice. Pupils are greeted each morning.
- **Behaviour Curriculum:** Explicit teaching of routines and self regulation; consistent language (e.g: 3Rs – Be Respectful, Responsible and Ready to Learn) aligned with BRIGHT values.
- **Emotional literacy:** Whole class teaching of regulation, emotional literacy, problem solving, friendship and resilience. Worry boxes/Suggestion boxes, Whole class reflection/quiet time and regulation strategies
- **Early help mindset:** Swift identification of emerging needs; partnership with families; signposting to support.
- **Safeguarding first:** Staff follow KCSIE and school policies; adjustments and responses always prioritise safety and dignity.

Updated February 2026

To be reviewed as required