



How is my Child Supported at Sinclairtown?

At Sinclairtown, we strive to meet the needs of all of our learners through a variety of different techniques. Class teachers make use of Universal Support Strategies to create inclusive classrooms which support the needs of all learners that take into account their background, learning styles and neurodivergent differences.

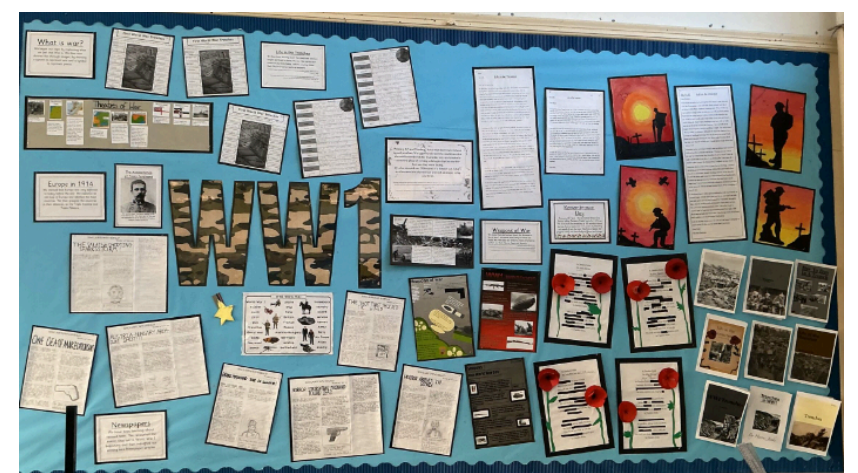
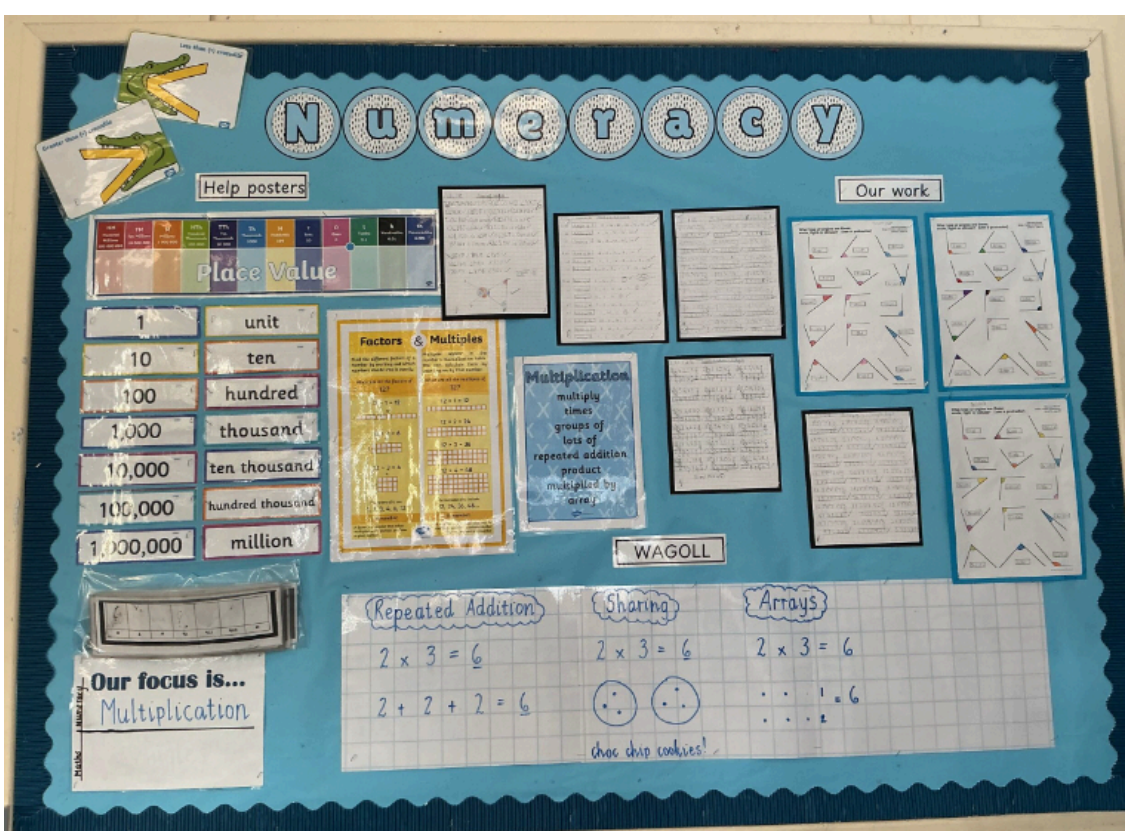
The Classroom Environment

Being ready to learn starts with feeling comfortable and familiar with your learning environment. Sinclairtown Staff make sure that their classrooms are well organised, accessible and all the tools that children may need to complete their learning tasks are readily available. Visual symbols at all areas help children navigate their classroom.



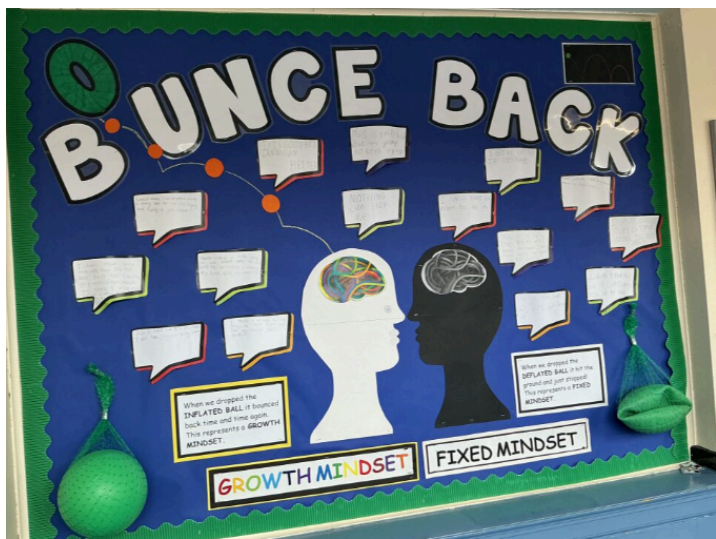
Classrooms offer a safe base. Calm areas and sensory supports are included as a responsive support when needed.

We also use high quality learning display boards which reflect current learning and are used as visual aids to support independence.



The Social Environment

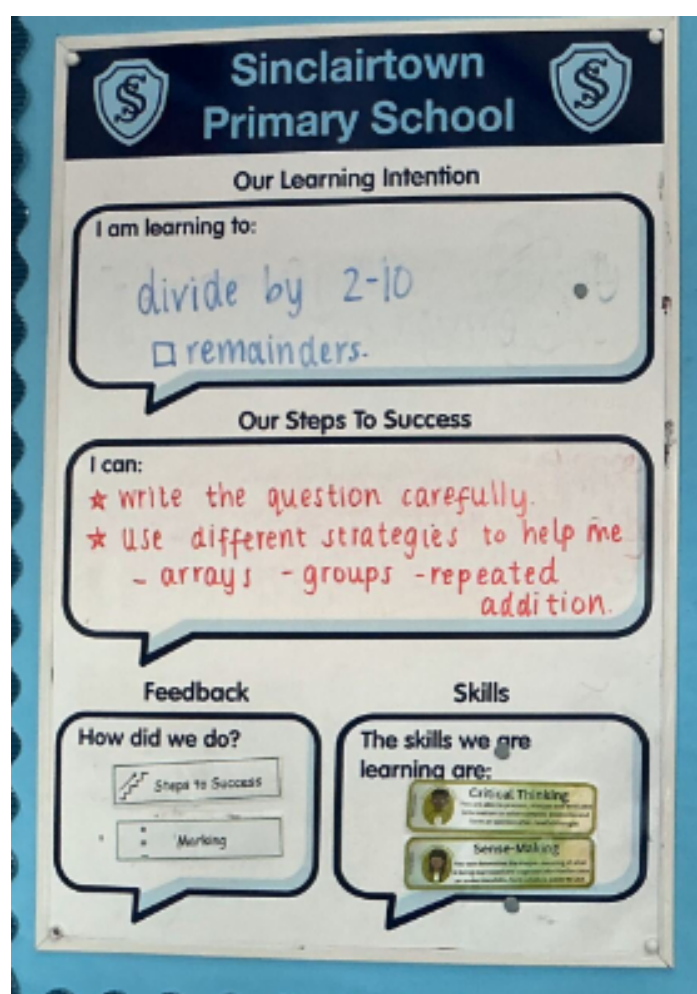
Positive relationships are key in supporting all children. At Sinclairtown, each year begins with relationship building with both pupils and staff. We encourage the children to approach all tasks with a growth mindset to build their confidence with their learning tasks. We also make sure we celebrate our Sinclairtown REACH values.



Positive relationships throughout the school are encouraged. Children feel safe in school and have adults around them they know they can talk to. They are also given opportunities to work together across the curriculum to build their communication and relational skills.



We share information in different ways. Children know how to be successful in their learning, and this is given verbally, written or symbolised to aid their understanding. We also make use of digital platforms such as Seesaw and Showbie in school to share class news and successes with home and to facilitate learning.

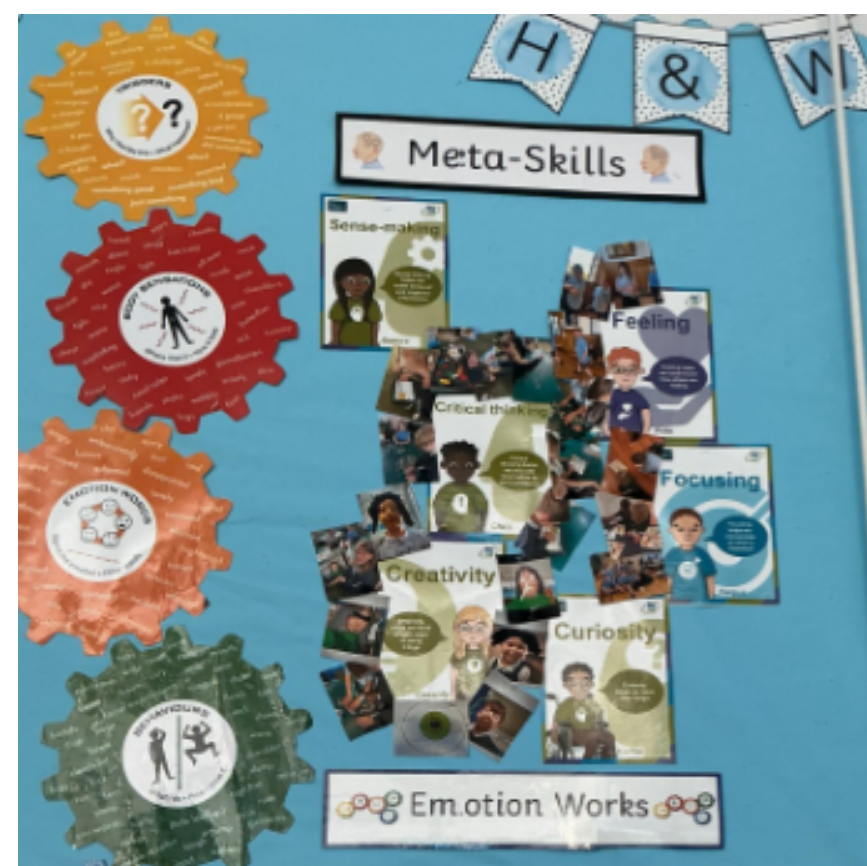
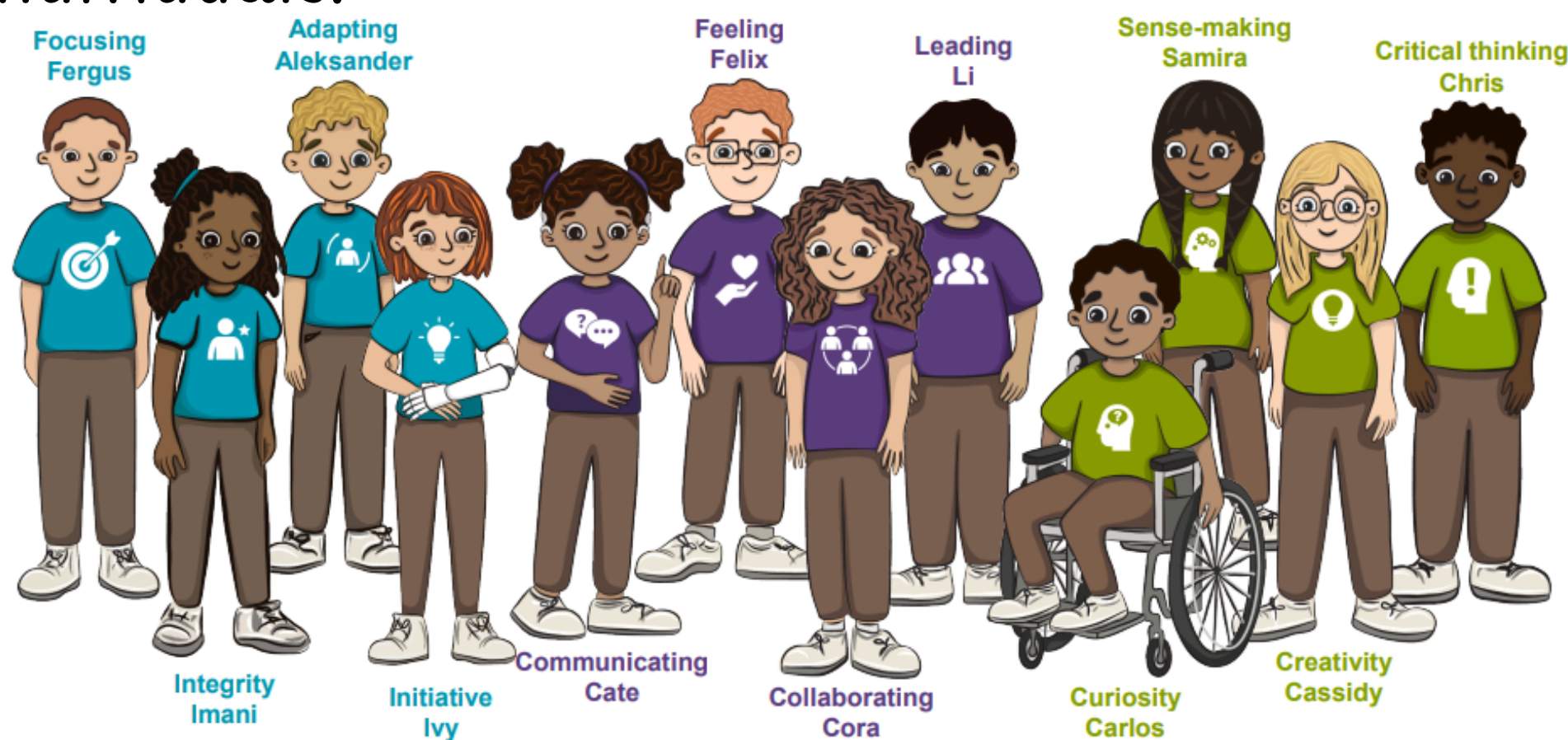


Seesaw

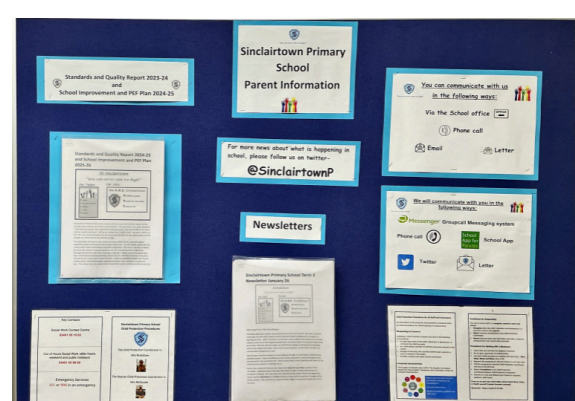


showbie

When talking about our learning, we use the Meta-Skills characters to help us understand the skills we are developing alongside our learning. The characters help children recognise important life skills. This helps our children see that learning is not just about reading, writing and maths, but also about growing as confident and capable individuals.



We have worked very hard to make our whole school a welcoming and friendly place to be. Displays throughout the school give a wealth of information about who we are, what we do and ways we can help children and families.



Celebrating ourselves and our successes is something we do for all children as part of our everyday support in school. Through our Sinclairtown Stars programme, we recognise achievements from school and home. By noticing effort, progress and positive behaviour, we help children grow in confidence and feel good about their learning. Our house system allows us to celebrate group efforts, and fosters a sense of belonging and team work.



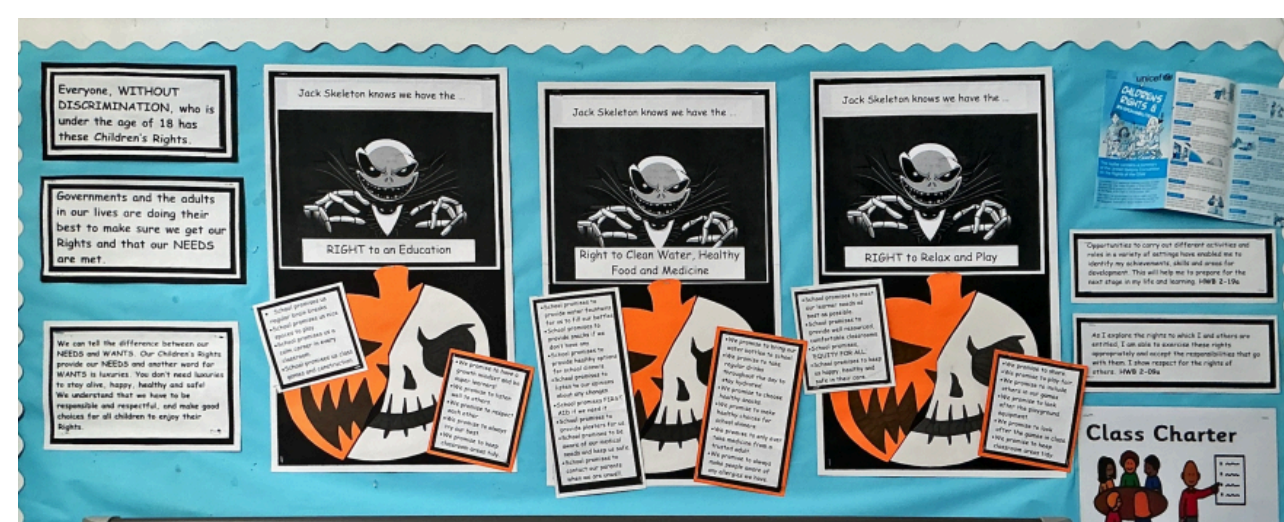
Structures and Routines

All classes use a visual timetable as part of our everyday support for children. The timetable shows the plan for the day and is changed daily. This helps children understand what is happening, what is coming next and when changes will happen. Clear routines help children feel calm and confident in school.



Children quickly learn their daily routines too, such as where to put their belongings and what is expected of them at different points of the day.

Each class has a Class Charter that is created together. It reminds children of their rights, such as the right to feel safe and to learn. It also explains what we expect from everyone in the class. This helps children understand how to behave, how to treat others and how to be part of a positive school community.



When all these strategies are combined effectively, we create an environment where all children are nurtured, celebrated and supported.