



UNIVERSAL PROVISION OFFER

Please note the suggested interventions are not intended for use as a checklist, they are suggested approaches to support pupils.



'FIVE A DAY'

HIGH-QUALITY FIRST TEACHING

- Teachers and support staff delivering learning use **explicit instruction (1)** with clear explanations, modelling before pupils move to independent learning ("I do, We do, You do!")
- A broad and balanced progressive curriculum planned to deliver the National Curriculum, using up to date researched based pedagogy including **metacognitive and cognitive strategies. (2)**
- Teachers and support staff are aware of **cognitive load (2)** theory and apply this theory within their classes.
- Teachers / support staff model **metacognition strategies (2)** e.g., shared writing, mathematical processes, reading in the moment.
- Teaching strategies that consider difficulties with language and communication needs as well as social understanding.
- **Scaffolds (3)** are used within learning until pupils are able to learn without them. E.g., sentence stems, writing frames, word banks etc.
- Visuals support learning e.g., checklists, now and next tasks, chunking/ blocking of information
- Discussion through talk partners used effectively so all pupils are supported.
- **Flexible groups (4)** within the class are created in response to AFL so that the teacher can pitch learning for each pupil.
- Research based intervention.

Flexible and effective use of support staff across year groups and phases.

ASSISTIVE TECHNOLOGIES (5)

- Touch typing programme to develop typing skills.
- Translation tools available for EAL pupils.
- Tablets/laptops/recording devices/talking tins available to support recording.
- Voice recognition software on iPads.
- Use of ICT to develop fluency in spelling, calculation and multiplication (APPs).

PASTORAL SUPPORT

- All staff have secure and trusted relationships with pupils based on mutual respect and kindness.
- The Six Principles of Nurture are embedded in the school community.
- Whole school nurture provision including Boxall Profile assessments.
- Clear whole school behaviour policy and behaviour curriculum, following "READY-RESPECTFUL-SAFE".
- Access to provision at lunchtime including 20-20-20.
- Children are taught skills to regulate their own emotions and behaviours, through 'Zones of regulation'.
- Enhanced transition opportunities.
- Soft starts to support transition into school in the morning.
- Adjusted timetable/uniform/homework expectation if needed.

INCLUSIVE LEARNING ENVIRONMENT / ENVIRONMENTAL ADJUSTMENTS

- Careful seating plans, taking into account lighting, positioning, managing distractions.
- Uncluttered and well organised learning environment, including visual and written labels for equipment.
- Low stimulation classroom displays including neutral and natural coloured displays provide a calm environment for pupils with less visual 'noise' (Research based on this can be found [here](#)).
- Coloured overlays/backgrounds/ coloured paper or exercise books to reduce visual stress.
- Use of visual timetables are consistently implemented across all classrooms.
- Use of visual representations and Makaton to aid communication.
- Table top print outs of PowerPoints or flip charts.
- Phonics and sound mats.
- Sand timers.
- Manipulatives / Concrete apparatus.
- Writing slopes.
- Pencil grips.
- Wobble cushions.
- Noise cancelling headphones.
- 'Calm Corners' or 'Nurture Nooks'
- Dry wipe boards.
- Fidget toys.



UNIVERSAL PROVISION OFFER to support pupils with Cognition and Learning (inc Dyslexia) difficulties

Please note the suggested interventions are not intended for use as a checklist, they are suggested approaches to support pupils.

HIGH-QUALITY FIRST TEACHING

- **Clear and simple instructions (1)**
- **Check for understanding (1)**
- Consistent use of positive language
 - Visual cues and prompts
 - Visual timetable
- **Time given for processing (2)**
 - Consistent use of terms
- Repetition and reinforcement of skills
 - Tasks simplified or extended
- **Multi-sensory approach to learning (2)**
- Offer alternatives to written recording: laptop/word processor, Dictaphone, scribe, storyboard, picture prompts, symbols e.g. Clicker 6 incorporating word banks and writing frames
- **Provide hand-outs to minimise copying from the board for pupils with recognised writing difficulties. (3)**
 - Provide key words for a topic to support difficult spellings - Knowledge organisers.
 - Ensure fonts on whiteboard are clear and of a reasonable size. We will not use a “white” background and will endeavour to use the correct colour backgrounds where indicated by pupils’ Visual Stress Tests or at a minimum a ‘buff’ coloured background.
 - Use appropriate coloured filters as stipulated / identified by an assessor.
 - Dyslexia Friendly strategies.

Flexible and effective use of support staff across year groups and phases.

- Model, then teach, then support mind mapping or note taking
- Repeat instructions and make sure they are understood
- Occasional scribing
- Encouraging children to make oral contributions to lessons
- Encourage independence and use of all class strategies before asking for adult help.
- Know about the alternatives to written recording such as **Assistive Technology (5)** and scribing.



UNIVERSAL PROVISION OFFER to support pupils with Communication and Interaction (inc ASD,SLCN and EAL) difficulties

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HIGH-QUALITY FIRST TEACHING

- **Say what you mean (1)** (explain double meanings, avoid sarcasm etc.)
 - Preparation for change of activity or lesson (Clear communication about transitions).
 - Visual prompting and cues – timetable, instructions, demarcating areas.
 - Labelled objects in classroom, where appropriate using words and symbols / pictures.
- For EAL or minimal vocabulary, Picture/label (multilingual) fan of everyday objects and phrases.
 - Systematic organisation of independent learning tasks and activities (TEACCH approach).
 - Translate key words for subjects to hand for child (word bank or ‘Knowledge Organisers’).
 - Displays to include words in child’s 1st language (parents to help with this if possible).
 - Access to time out area or distraction free environment.
 - Regular, short sensory breaks Personalised Social Stories.
- Make it Visual Key/technical vocabulary, words and pictures, visual activities will be displayed in and around the classroom. Children will be taught key words etc.
 - Offer opportunities for oral rehearsal of contributions (reading aloud/using Talk Partners etc)
 - **Adults will repeat key instructions before rephrasing them for children. (1)**
 - Pre teaching will be used to support children. This may also involve giving children prior warning of questions that may be asked or points that will be discussed before watching a video, listening to a piece of text etc. Key words for subjects taught previous to lesson/term (with pictures/symbols).
- **Adults will share the structure of the learning with children. This will explain to children what is going to happen. (1)**
 - Involvement in practical activities including classroom jobs.
 - Lots of speaking opportunities; paired/group.
 - Model language, repeating, asking them again etc.
- Use of specialist resources: TRUGS for language development; word to picture matching games; Letters and Sounds sound maps; iPad apps: Symbols for writing.

Flexible and effective use of support staff across year groups and phases.

- Simplify, repeat and break down activities into smaller chunks
- Ensure pupils fully understand their task (“Tell me what you have been asked to do”)
- Promote children’s independence
- Model good language and grammar/correct incorrect grammar or vocabulary
- Structured language development sessions.
- Communication book with family (included photos etc)
- Encourage children to focus on what they are “learning”, not what they are “doing”



UNIVERSAL PROVISION OFFER to support pupils with Social, Emotional and Mental Health difficulties

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HIGH-QUALITY FIRST TEACHING

- Clear whole school behaviour policy and behaviour curriculum shared on website.
 - Consistent use of rewards and sanctions.
 - Boxall Profiling to determine areas for development.
- A range of opportunities for social and emotional development e.g. Lego Therapy, circle time, 'Beyond the Boxall' strategies and interventions.
- Reinforcement of rules – READY, RESPECTFUL, SAFE - visual prompts to support if needed.
 - Positive intervention strategies.
 - Flexible approaches to a range of different behaviours.
 - Time out systems within the classroom.
 - Structured routines and clear guidelines, such as lining up order etc...
 - Calming strategies in line with the 6 Principles of Nurture – Classroom 'Calm Corners' or 'Nurture Nooks'.
 - Clear communication with parent/carer .
- Regularly reviewed behaviour targets and/or action plan (LSP Trust Pastoral Support Plan- PSP).
 - Anger-management programmes – 'Volcano in my tummy'.
 - Pastoral support sessions led by Pastoral Lead.

Flexible and effective use of support staff across year groups and phases.

- **To support pupils in small carefully thought out group settings, or 1:1 working . (4)**
- To act as a 'learning partner' for identified pupils.
- Support the careful monitoring and targeting of individual pupils WISPS and/or Pastoral Support Plans (PSPs).
- Lead Boxall intervention programmes where appropriate.
- Support programmes for managing and controlling behaviour.
- Provide nurturing support.
- Help deliver a personalised curriculum and possibly timetable.



UNIVERSAL PROVISION OFFER to support pupils with Physical and Sensory difficulties

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HIGH-QUALITY FIRST TEACHING

- Reduce background noise to improve acoustic environment.
 - Considerate seating and position of teacher.
- Uncluttered and well organised and clearly labelled learning environment.
 - Good lighting.
 - Access to subtitles on audio visual material.
 - Choice making opportunities.
- Specialist vocabulary available at the beginning of each topic – **‘Knowledge Organisers’**. (3)
 - Allow thinking time.
 - Summarise key points at start and end of lesson.
- High colour contrast materials, including on whiteboard.
 - Good quality print and photocopying.
 - Pre-prepared work with date/LO etc.
 - Electronic copies of work.
 - Summarise key points at start and end of lesson.
 - Letter formation and fine motor skills activities.
 - **Small group work**. (4)
 - Variable TA support.

Flexible and effective use of support staff across year groups and phases.

- Revision of key skills and concepts
- Use of note taker – **using IT (5)**, mind maps etc.
- To help produce modified resources (e.g. large print)
- **Support the use of a ICT (5)** e.g. use of laptop.
- Individual and group support where appropriate.
- Review of semantics and syntax of curriculum texts.
- Mentor supporting social inclusion
- Specialist teaching sessions.
- Adaptation of materials where appropriate.
- Support for the young person’s personal/revised timetable.