



Area of Need	Inclusive/Universal Provision (ULP)
Cognition and learning <i>DYSL – Dyslexia, DYSC – Dyscalculia, DYSP – Dyspraxia, ADHD – Attention deficit hyperactivity disorder, MLD - Moderate learning difficulties, GLD – General learning difficulties, SLD – Severe learning difficulties, PMLD – Profound and multiple learning difficulties</i>	<ul style="list-style-type: none"> Differentiated curriculum Reading material accessible to students Students can present knowledge in a variety of ways Assessment for Learning concepts- pupils are aware of the next steps in learning and how to achieve them Accessibility to personalised learning aids such as word banks, number lines etc. Critical thinking skills: problem solving and performance through collaborative working opportunities. Repetition and reinforcement of skills Multi-sensory approaches to learning Methods to summarise and highlight key teaching points e.g. mind maps, visual cues, bold points, use of highlighters, etc. Questions are differentiated in accordance with the level of understanding. Interactive learning opportunities as appropriate Teaching adapted to a range of learning preferences Reading books levelled in line with development Speaking and writing frame Clear modelling; opportunities for imitation; activities first, writing last Appropriate deployment of Teaching Assistant in collaboration with teacher Circle time activities and games to consolidate learning and build community Praise for effort, progress and appropriate behaviour Clear structure, expectations and a positive ethos: reward and support Communication friendly classroom Concrete, pictorial and abstract approaches Reading dogs Small group teaching aimed specifically at need (any stage) ChATT – based on universal screen and delivered within the classroom. ChATT – based on detailed ChATT screen to identify specific areas of need for short term Group intervention. (PS1-3) <p><i>Literacy:</i></p> <ul style="list-style-type: none"> Phonological Awareness (pre-reading and early foundation phase and if applicable as needed in line with developmental level) Developing phonics in tandem with phonological awareness practically for blending to decode and segmenting to read: (foundation phase). Phonics – e.g. RWI (PS2-3) /Tric a Chlic (PS1-2). Circle time activities Guided Reading (PS2-3) Paired reading (adult led) and over-reading for fluency and comprehension <p><i>Numeracy:</i></p> <ul style="list-style-type: none"> Springboard maths (PS2-3) Small group numeracy interventions Winning with Numbers (PS1-3) <p><i>Handwriting - Letter-join</i></p> <ul style="list-style-type: none"> Circle time activities / games to support learning needs - Jigsaw Personal reward system for effort and progress Extra-curricular clubs Visual class timetable
Behaviour, emotional and social development <i>BESD – Behavioural, emotional and social difficulties</i>	<ul style="list-style-type: none"> Restorative approaches including restorative conferencing ACE Awareness Early emotional literacy Trauma Informed Practice/Ace awareness. Nurturing principles ASD friendly strategies Use of puppets – Thinking Detectives Tactile sensory objects to calm students Time out arrangement Safe space Understanding of methods to motivate a range of learners Recognition of sensory needs and appropriate adjustments made Clear rewards and sanctions Consistent use of positive language Range of opportunities to support social and emotional development Clear and understood behaviour policy Advice sought from outside services e.g. BSCT All staff trained in strategies for managing/diffusing difficult situations or behaviour -Team Teach Individual workstation/area Daily check ins/Mood Classroom adaptations Circle Time approaches Outdoor learning Visual Timetables Area 43 Counselling service within school (Yr 5 to 14). ELSA ChATT – based on universal screen and delivered within the classroom. ChATT – based on detailed ChATT screen to identify specific areas of need Thinking detectives

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Communication and interaction <i>SLCD – Speech, language and communication difficulties ASD – Autistic spectrum disorders</i>	<ul style="list-style-type: none"> A well-organised classroom with labelled resources including picture symbols Displays which support learning Clear lesson structures with learning objectives and success criteria presented orally and visually with a visual timeline Outcomes modelled and demonstrated Clear and simple instructions/ expectations Introduce one task at a time (visual aids may help break down this information and encourage independence) Checking pupils understanding by asking pupils what they have to do. Pupils being clear about what is expected of them e.g . Success criteria Understanding demonstrated in a variety of ways e.g. verbal explanations, drawings, videos and diagrams. A range of groupings within the class including some random pairing activities Periods of listening broken up with practical activity Activities chunked into manageable tasks with the use of scaffolds and prompts A strong focus on the importance of positive relationships Effective use of specific praise for the celebration of all achievement including effort and personal progress Teaching Assistants working in collaboration with teachers to maximise learning Communication Friendly Classroom Visual timetables and supports Prepare for change in advance whenever possible Clear unambiguous use of language Vocabulary specifically taught to all Opportunities to work independently without interruption Time provided for pupils to process language Word maps Mind maps Implementation of advice/training from speech and language professionals. ChATT – based on detailed ChATT screen to identify specific areas of need for short term group intervention. (PS1-3) Social Stories (PS1-3) Modelling (PS1-3) Role-play (PS1) Phonological Awareness activities (PS1-3) Ongoing, regular structured individual or group, delivered by staff, supported by advice and guidance from an external specialist and not causing a barrier to learning. (PS1-3) Pie Corbett – Talk4Writing/ recount: language extension activities (PS1-3)
Sensory and/or Physical <i>HI – Hearing impairment VI – Visual impairment MSI – Multi-sensory impairment PMED – Physical and/or medical difficulties</i>	<ul style="list-style-type: none"> Play opportunities - roleplay, sensory play, outdoor big play. Refining mark making skills, drawing colouring, use of IT, creative art activities. Fine motor activities e.g. peg board, threading, buttons, zippers, construction toys. Teaching handwriting Effective monitoring and reviewing processes. Swimming. On and offsite outdoor learning opportunities. Range of sensory integration learning opportunities. Learning environment organised to offer both sensory high and low stimulus areas. Deaf/VI friendly school/class environment Reasonable adjustments to support access to learning, physical environment & information. Environmental adaptations to suit cohort or individual pupils Access to equipment to ensure mobility and orientation. Appropriateness of seating positions to take into account sensory or physical needs Access to appropriately modified materials and resources Alternative methods for recording work Advice sought from agencies, professionals and individuals Access to cycling proficiency (Yr5/6). Access to residential experience for all pupils (Yr5/6). Adapted PE Learning to cross roads (Kerb Craft) Sensory stories Targeted motor skills e.g. handwriting/cutting/zips buttons, shoelaces precision teaching tasks Handwriting -Letter join Use of specialist Equipment