

Universal Provision at Barker's Lane School

Universal Provision is provision available to ALL learners. At Barker's Lane School, the Universal Provision available in an age / stage appropriate way is:

Cognition and Learning

- We identify gaps in learning and provide focused teaching.
- We place ourselves where children can see our face clearly and we can see them.
- We use a variety of teaching styles and approaches.
- We pre-teach at the start of a new topic / area of learning.
- We ensure text and print is displayed using appropriate font and/or colour background.
- We keep all distractions to a minimum e.g. hessian background for our Working Walls
- We have clearly differentiated learning zones.
- We allow extra time for thinking, processing information, answering and completing tasks.
- We allow for frequent practice through recall and repetition.
- We use a variety of strategies for recording.
- We give pre-warnings *e.g. there are 5 minutes until this activity ends.*
- We use clear learning intentions.
- We create Steps to Success.
- We have an expected criteria for spelling, punctuation and grammar.
- We create and use WAGOLLS / WABOLLS.
- We have regular pit stops.
- We give feedback and next steps in learning, where all learners are involved in the process.
- We present information in small chunks keeping language simple.
- We use visual aids and practical resources *e.g. number lines, number squares, Numicon, cubes, sound mats, word banks, videos on Seesaw, key words display, Have a Go books for spelling*
- We introduce new material in a multi-sensory way – show it, listen to it, look at it, hear it, say it, write it.
- We use technology to support learning.
- We encourage Peer support (e.g. Learning / Talking Partners).
- We provide visual and practical resources to present key information.
- We encourage the use of spelling strategies, e.g. *mnemonics, words within words, base words.*
- We use writing scaffolds to support planning *e.g. writing frame, sentence starters.*
- We make reasonable adjustments *e.g. pencil grips.*
- We use concept maps to plan and identify overall themes and the relationships between ideas.
- We try a range of coloured overlays and/or reading rulers.

Communication and Interaction

- We have structured routines and prepare for changes in routine e.g. *Now and Next board, When and Then board, visual timetables.*
- We give pre-warnings e.g. *there are 5 minutes until this activity ends.*
- We use the child's name at the start of any instruction or information giving.
- We present information in small chunks, using simple language that is relevant to the child.
- We have differentiated curriculum planning.
- We have clear learning intentions.
- We introduce new learning in a multi-sensory way – show it, listen to it, look at it, hear it, say it, write it.
- We use visual aids and practical resources.
- We use technology to support learning.
- We encourage peer support- learning/talking partners
- We use concept maps to plan and identify overall themes and the relationships between ideas
- We recap on previous learning.
- We pre-teach before introducing a new topic.
- Adults model speech and language, and repeat, emphasise and expand, as needed
- Adults model appropriate social phrases in context
- We plan regular opportunities to teach specific skills e.g. *sharing.*
- We make use of resources e.g. *cushions, movement breaks, fiddle toys.*
- We explain words and phrases/idioms that have more than one meaning or may be misconstrued e.g. *'pull your socks up'*
- We encourage discussion and prediction.

Behavioural, Social and Emotional development

- We make adaptations to the environment.
- We have clear rules and expectations – our Golden Rules.
- We use restorative practices (*Pivotal*).
- We use positive behaviour strategies by praising desired behavior and separating the behaviour from the child. We remind of expectations, e.g. we say what we want them to do, rather than what we don't want them to do. We remind the child of our Golden Rule rules and make a point of praising a child who is keeping the rule.
- We remind each child of the consequences and the various behavioural choices open to them.
- If needed, we create a private signal system to let the child know when they are off task or behaving inappropriately.
- We involve each child in the development of a planned reward system for appropriate behavior.

- We have structured routines.
- We use visual timetables.
- We prepare for changing in routine / transitions *e.g. Pre-warnings, Now and Next board, When and Then board, social stories.*
- We use feelings lanyards.
- All children have access to Forest School / the outdoors.
- There is Home / school communication *e.g. through Seesaw.*
- All staff use Trauma Informed Practices.
- All staff are ACE aware.
- We consider the seating and grouping of children. These are changed regularly.
- We provide safe areas within the classroom and outside of the classroom area for the children to calm down or concentrate when required.
- We have a range of simple, accessible activities that the child or young person enjoys to use as 'calming' exercises *e.g. breathing, sensory/fiddle toys.*
- We make tasks short, with frequent breaks and opportunities to access physical or sensory activities
- When a child shows signs of distress, we make instructions short and language clear, and provide low-challenge tasks and increased structure and predictability. We adjust timescale and output expectations for tasks.
- We use visual support such to reinforce classroom instructions and routine *e.g. visual timetable, now and next board, plan, do and review board*
- We use the child's name when addressing them or gaining attention.
- We explicitly teach the child or young person specific social and communication skills *e.g. how to ask for help.*
- All adults model, coach and reinforce group work skills when the child is working collaboratively with others
- We teach strategies and make adaptations to support child or young person to achieve, thereby strengthening self-esteem and avoiding frustration if child or young person is struggling with tasks
- We take steps to build a child's self-confidence, for example: provide opportunities to share interests and skills, give them responsibilities or ask them to help others, share things they are proud of with parents/carers
- We make time and extra effort to develop a relationship with the children.
- We help the child to identify an appropriate adult that they feel comfortable sharing concerns with.
- We build in time for 'emotional check-ins' during the day, and listen without judgement.
- We use a buddy system with older children supporting our younger children.
- We provide opportunities to strengthen social and communication skills.
- We use social stories to explore choices of actions and potential consequences.

Physical, Sensory and Medical needs

- We consider the organisation of the classroom and seating plans to ensure free movement and sufficient working space.
- We consider the positioning of the child in the classroom to minimise distractions.
- We adapt the classroom environment to minimise stimulation *e.g. hessian backing on our boards,*
- We use programmes to develop gross and fine motor skills.
- We ensure each child can move around the school and all areas are accessible.
- We provide additional classroom resources *e.g. sloping board, wobble cushions, adapted scissors, pencil grips, ear defenders, larger print text.*
- We use differentiation and personalised learning.
- We have access to specialist equipment *e.g. assistive hearing devices, mobility aids etc.*
- We provide specific skill development and activities in support of targets *e.g. S+L targets.*
- We cater for low-level medical needs and care, and communicate with Health.
- We provide adaptations to the pace of lessons to take account of fatigue.
- We consider timetabling and location of rooms to facilitate movement and sensory breaks.
- We use technology to support learning.
- We provide suitable recording material (books/paper) with lines/spaces sufficiently wide enough to accommodate the children's handwriting.
- We eliminate inessential copying from the board.
- We teach sequencing skills, *e.g. putting on clothes in the right order when getting dressed and undressed for P.E.*
- We ensure chairs and tables are the appropriate height for each child.
- We provide a peg or a locker for each child.
- We provide options for a child to sit on a chair rather than on the floor at carpet time/assemblies.
- We encourage peer support.

Under Universal provision in all areas:

Additional adult support may be required, where the adult supports in a specific way for those children who need it. This can vary and is not specific to a child.

We develop One Page Profiles at the start of the school year and this person centred approach is ongoing throughout the year, involving children/parents.

We develop an assessment profile to establish a baseline and identify areas of need.

We have termly pupil progress meetings to enable ongoing review and evaluation of progress for each child. We refer and consult with the relevant outside agencies, if needed.