



Universal Provision in St Mary's

Nursery & Reception

| Communication and interaction | Social, emotional, and behavioural difficulties | Cognition and learning | Sensory and/or physical |
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| <ul style="list-style-type: none"> • Use clear simple instructions. • Prepare for change: <ul style="list-style-type: none"> - Visual timetable - 5 minute warning that the activity is going to change – use hand bells to signal warning then time for change. • Consistent use of positive language. • Use of visual prompts (timetable/instructions) • Clear labelling of objects in the classroom - use of photo/ words. • Topic word mats. • Word/picture fans. • Displays reinforce subject specific vocabulary. • Clear and consistent rewards and sanctions (stickers, marble in the jar, certificates, Golden Time). • Calm learning environment. • Regular short brain breaks – Wake up/ Shake up/ Cosmic kids/ Count and workout/Wiggle Dance. • Groups work looking at social stories. • iPads available to support independent learning. • Use of Makaton signs – please, thank you, Good Morning, more, finished, drink, eat, toilet, playtime, dinner time. Displayed for staff and children to use daily. • Golden rules displayed near carpet for reference. • Songs/ Rhymes used to help with daily routines and learning new vocabulary. | <ul style="list-style-type: none"> • Clear whole school behaviour policy. • Consistent use of rewards and sanctions (time out, Golden Rules, stickers, certificates) • Reinforce rules with visual prompts. • Positive intervention strategies – de-escalation, distraction, positive language. • Restorative practice. • Allow the children to choose between two activities – giving simple choices. • Now and Next – Finished. • Structured routines and guidelines. • Calming strategies and access to sensory area outside of main classroom, • Clear communication with parents/carers – open door policy. • Circle time – Use Cuddles the Teddy to talk and take turns. Good listening prompts. • Staff have had ADHD training, Team Teach/ restraint training and trauma informed schools talk. • Sensory equipment available in the classroom – disco lights, weighted blanket, squidgy toys, bubbles, moon sand etc. • Access to sensory space outside of the classroom. • Outside learning opportunities – Daily access to outside classroom, Welly Wednesday sessions in school garden. • Mindfulness activities – rainbow breathing, ribbons, colour song, cosmic yoga. • Sut wyt ti? Board – children to place their faces daily to show how the feel. • Emotion fans, emotion dice, emotion stories, feelings puppets in feelings basket. • Mirror and emotion faces round mirror on entrance to classroom. | <ul style="list-style-type: none"> • Good quality first teaching. • Appropriately differentiated work. – sometimes by task, often by support given. • Use of adults in setting to support learners. • Termly progress meetings with Head Teacher. • Flexible classroom arrangements. • Continuous provision with range of different resources where support and extension is given by adults playing in the provision with Children. • Outdoor learning opportunities – weekly Welly Wednesday sessions and daily access to outdoor classroom. • Alternative methods of recording (group work/scribed/voice recording). • Multi sensory approach to learning – hands on approach specific to children's level of development. • Provide scaffolding in the area they are working. • Prompts for adults in continuous provision areas – with questions, resources, ideas for teaching points in that area. • iPads. • Clear learning objectives and success criteria – verbally using class puppet. • Avoid using a white background where possible. • Ensure the font used is clear. • Talking partners. • Group discussion. • Interactive feedback. • Visual cues to aid children complete tasks. | <ul style="list-style-type: none"> • Rainbow corner – Situated in quiet space outside main classroom. • Sensory resources - moon sand, bubbles, sand timers, glitter bottles, gel bags, weighted blanket, squidgy toys, fidget spinners, rubix cube, playdough, putty, ribbons, fabric squares, bubble tube light, instruments, iPad, jigsaws. • Visual timetable – with real photos. • Now and Next board. • Chunky pencils. • Pencil grips. • Wobble cushions. • Ear defenders. • Seating on the carpet. • Position of the teacher. • Appropriate lighting. – fairy lights, disco ball, rainbow lights, bubble tube light, dimmed lights. • Choice of where to complete work. • Thinking time. • Consolidation of learning. • Fine motor table – tweezers, pegs, locks, spoons, threading, stickle bricks, fuzzy felt, Lego, magnet blocks, hex blocks, interstar. • Physical development area in outdoor classroom and on playgroup and in school garden. • Music used to create calm ambiance in classroom – at start/ end of day, during transition times, during group work. |

Year 1

| Communication and interaction | Social, emotional, and behavioural difficulties | Cognition and learning | Sensory and/or physical |
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| <ul style="list-style-type: none"> Use clear simple instructions. <ul style="list-style-type: none"> Delivered in manageable chunks. Check for understanding. Prepare for change: <ul style="list-style-type: none"> Visual timetable 5-minute warning that the activity is going to change. Consistent use of positive language. Visual cues and prompts Clear labelling of areas and objects in the classroom. Topic word mats. Displays reinforce subject specific vocabulary. Clear and consistent rewards and sanctions (dojo, marble jar, golden rules and behaviour policy). Calm learning environment. Regular short breaks. Group work. Learning discussions with peers. iPads and Chrome books available to support independent learning. | <ul style="list-style-type: none"> Clear whole school behaviour policy. Consistent use of rewards and sanctions (dojos and time out). Reinforce rules with visual prompts. Positive intervention strategies. Restorative practice. Allow children to choose between two activities. Now and Next – Finished. Structured routines and guidelines. Calming strategies and access to a calm area. Clear communication with parents/carers. Circle time. Sensory equipment available. Access to sensory space outside of the classroom. Outside learning opportunities. Mindfulness activities. Positive Relationships Social Stories. Modal and/or scaffold tasks. | <ul style="list-style-type: none"> Good quality first teaching. Appropriately differentiated work. Termly progress meetings. Flexible classroom arrangements. Continuous provision with differentiated challenges. Outdoor learning opportunities. Alternative methods of recording (group work/scribed/voice recording/pictures). Multi-sensory approach to learning. Provide scaffolding in the area they are working. iPads. Chrome books. Clear learning objectives and success criteria. Use of WAGOLL Ensure the font used is clear. Talking partners. Group discussion. Interactive feedback. Visual cues and support. | <ul style="list-style-type: none"> Calm area. Sensory resources. Now and Next. Chunky pencil. Pencil grip. Wobble cushion. Ear defenders. Reduce background noise. Seating on the carpet. Position of the teacher. Appropriate lighting. Choice of where to complete work. Thinking time. Consolidation of learning. Fine motor skills activities. Physical development area outside. |

Year 2

| Communication and interaction | Social, emotional, and behavioural difficulties | Cognition and learning | Sensory and/or physical |
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| <ul style="list-style-type: none"> • Clear simple instructions. • Positive language is used. • Clear labelling of areas in our classroom. • Word mats related to our topic. • Tricky word mats to help us. • Phonics mats to help us. • Displays that reinforce subject specific vocabulary. • Inside voices are used for a calm learning environment. • iPads and Chrome books available to support independent learning. • Group Work (sometimes mixed ability) • Speech and Language targets carried out • Pupil Voice used • One step instructions given to targeted children. • Then and Now. • Choice of two (this or that). | <ul style="list-style-type: none"> • Clear whole school behaviour policy. • Consistent use of rewards and sanctions (marble jar/time out). • Our Class Promise contract. • Our Golden Rules and Values are displayed. • Plan our marble jar treat together • Positive intervention strategies. • Structured routines and guidelines. • Clear communication with parents/carers. • Circle time. • Class Teacher had part 1 ADHD training and trauma informed. • Outside learning opportunities (Muddy Monday). • Mindfulness activities (See MAGIC book) • Positive relationships promoted between children and staff. • Reward charts. • Timers. • Five minute warning. • Distraction techniques. • Feelings 'check in'. | <ul style="list-style-type: none"> • Organised/structured timetable • Appropriately differentiated work. • Continuous provision where children can independently practise their skills. • Outdoor learning opportunities. (Outdoor Area and Muddy Monday) • Supported with difficulties when working iPads. • Chrome books. • Clear learning intentions • Partners used for various activities. • Group/Class discussions used regularly. • 1:1 support via TA or myself where necessary • Termly progress meetings with Headteacher • Verbal feedback given to the child at time of marking. • Timers. | <ul style="list-style-type: none"> • Worship area for quiet time • Chunky pencil. • Neutral classrooms • Thinking time. • Consolidation of learning. • Fine motor skills activities. • Physical development opportunities available at break/lunch times and Muddy Monday. • Free access to Outdoor area available during continuous provision daily. • Play dough interventions for targeted children. • Movement brain breaks (GoNoodle, Cosmic Kids Yoga, Jack Hartmann). • Fidget basket. • Alternative seating (bean bags, inflatables). |

Year 3

| Communication and interaction | Social, emotional, and behavioural difficulties | Cognition and learning | Sensory and/or physical |
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| <ul style="list-style-type: none"> • Use clear simple instructions. • Consistent use of positive language. • Fun friends/talking partners. • Talk for writing. • Use of visual prompts (timetable/instructions) • Regular short brain breaks. • Clear labelling of areas within the classroom. • Group work. • Pupil voice, eg: topic ideas. • Visual resources, eg: letter and sounds mat, number lines. | <ul style="list-style-type: none"> • Clear whole school behaviour policy. • Consistent use of rewards and sanctions (dojos/time out). • Marble Jar treat. • Structured routines and guidelines. • Positive intervention strategies. • Circle time. • Clear communication with parents/carers. • Five ways to wellbeing. • Self registration. • Timers. • Golden rules and values displayed. • Staff trained on Trauma Informed Schools. • Digital portfolio, including one page profiles. • Growth mindset. | <ul style="list-style-type: none"> • Appropriately differentiated work. • Use of iPads/ Chromebooks (when necessary). • Talking partners/ Group discussion. • Clear learning objectives and success criteria. • Provide scaffolding in the area they are working. • Visual cues and support. • Structured time table. • Verbal feedback. • Support from teacher or TA when necessary. • Suitable seating arrangements. • VIP Room to encourage independent learning. • Tickled Pink/Growing Green.to show achievements and next steps. • Use of working walls. | <ul style="list-style-type: none"> • Thinking time. • Consolidation of learning. • Reduce background noise. • Pencil grip. • Calm music when appropriate. • Movement brain breaks. • Fidget toys where appropriate. • Appropriate seating, ie: for seeing and hearing. • Neutral and calm colour themes in the classroom. |

Year 4

| Communication and interaction | Social, emotional, and behavioural difficulties | Cognition and learning | Sensory and/or physical |
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| <ul style="list-style-type: none"> • Use simple, clear instructions. • Break instructions down into smaller steps which are repeated. • Frequent eye contact. • Use of thumbs up/ thumbs down before during and after a task. • Clear and consistent rewards and sanctions (Dojos, Golden Rules and sanctions ladder). • Topic word mats with subject specific vocabulary. • Number tracks, alphabet sheets and Alan Peate sentence cards available. • Clear labels around the classroom. • Blwyddyn 4 display board has timetables and rotas clearly displayed. • Consistent use of positive language and reinforcement. • Calm learning environment. • Wellbeing Groups • Whole class Fun Friends programme • 5 Ways to Well Being (Active- regular brain breaks e.g. Go Noodle). • Emotions Faces for self-registration. • iPads and Chrome Books available to support independent learning. • Have a Go spelling books to support independent learning. • Use feedback and questions that promote self-observation. • Prepare for change- give a 5-minute warning that the activity is going to end/change. • Visual timetable. | <ul style="list-style-type: none"> • Clear, whole school behaviour policy. • Consistent use of rewards and sanctions (marble jar, Dojos, sanctions ladder). • Reinforce rules with visual prompts (Blwyddyn 4 display board has Golden Rules and Sanctions clearly displayed). • 5 Ways to Wellbeing (Mindful e.g. taking a minute to be aware of surroundings, breathing exercises). • Regular communication between home and school. • Structured routines and prepare for change. • Plans for the day shared at the start of the day. • Intervention to learn about dealing with and expressing emotions. • Emotions faces for self-registration. • Safe space outside of the classroom for calm/ quiet time. • Digital Portfolio (including a one page profile) updated termly as a minimum. • Growth Mind-set • RSE sessions regarding the appropriate names for the body parts and appropriate/inappropriate touching. • Access to a quiet room if needed. | <ul style="list-style-type: none"> • Termly progress meetings. • Teaching is adapted to meet different learning styles. • Clear learning objectives and success criteria shared at the start of each lesson and referred back to throughout the lesson. • Always Success criteria is on display. • Appropriately differentiated work. • Regular 'check ins' with teacher/TA during a task. • Provide scaffolding for the task. • Working Wall and WAGOLL for literacy and numeracy to provide continued support and examples. • Support from Teacher/TA when required. • Where possible complete the most challenging activities early in the day. • Alternative methods of recording (dictate tool, voice recording, group work). • Flexible classroom arrangements. • VIP room with differentiated missions promotes independent learning and problem solving. • Talk partners. • Mission Groups. • iPads and Chrome books available. • Verbal 'in the moment' feedback. • Opportunities for self assessment. • Tickled Pink and Growing Green used when marking work to clearly show what has been achieved and where improvements could be made. • Opportunities to edit and improve work using a green pen. • Pupil Power to inform what is taught and learned. • Resource table – literacy/numeracy. • Phonics help cards. | <ul style="list-style-type: none"> • Position of the teacher. • Position of pupil in relation to the board. • Appropriate lighting and blinds. • Use of appropriate colour combinations (backgrounds and text) on paper and presentations. • Amser meddwl (Thinking Time). • Consolidation of learning. • Quieter working environment when the task requires it e.g. literacy or numeracy. • Appropriate ventilation and room temperature. • Movement breaks e.g. Go Noodle. • Clear and tidy learning environment with neutral colour themes. • Access to a quiet room with beanbags and cushions if needed. • Fidget toys. • Fine motor skills basket. |

Year 5

| Communication and interaction | Social, emotional, and behavioural difficulties | Cognition and learning | Sensory and/or physical |
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| <ul style="list-style-type: none"> • Clear and short instructions. • Break instructions into small steps. • Pit stop plenaries. • Use of thumbs up/down to check understanding. • List of steps for a task on the board as a reminder. • Talking Partners. • Brain breaks. • Have a go spelling books. • Pupils able to access additional resources to support – maths equipment/dictionaries etc. • Key works on board. • Feedback as pupils are working. • Frequent eye contact. • Visual timetable. • Positive reinforcement. • Calm learning environment. | <ul style="list-style-type: none"> • Behaviour policy in place. • Rewards and sanctions displayed and used. • Good communication between staff and pupils. • Clear expectations. • Plans for the day explained at the start of the day. • Emotion faces for registration. • 5 Ways to Wellbeing. • Regular communication between home and school. • Digital Portfolio. • Growth mind-set. • Opportunities to speak to class teacher in a quiet area. • Access to a quiet area if needed. | <ul style="list-style-type: none"> • Clear learning objectives and success criteria. • Self and peer assessment. • In the moment feedback. • Use of green pen to edit work. • Working Wall. • Use of WAGOLL. • Scaffolding/resources (e.g. Alan Peat sentences/thesaurus) to help pupils with the task. • Differentiation work. • Support form teacher/TA. • Use of Chromebook and I-pads. • Phonic help cards. • Teaching to meet different learning styles. • Regular check ins with teacher or TA during a task. • Alternative methods of recording – dictate, voice record, type. • Edit work using green pen. • Verbal in the moment feedback. • Tickled Pink/Growing Green when marking. | <ul style="list-style-type: none"> • Quiet room during tasks which require concentration. • Pupils able to see whiteboard/screen. • Position of the teacher. • Suitable lighting. • Suitable ventilation. • Amser Meddwl (thinking time). • Position of the teacher in the classroom. • Position of pupils when seated in the classroom. • Appropriate colour text on paper. • Clean and tidy areas. • Movement breaks, eg: Go Noodle. |

Year 6

| Communication and interaction | Social, emotional, and behavioural difficulties | Cognition and learning | Sensory and/or physical |
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| <ul style="list-style-type: none"> • Use of clear and simple instructions. • Visual timetable on the board. • Regular pit-stops and reminders of time left for activities. • Visual learning intention. • Task instructions on screen where appropriate. • Clear labelling of objects in the classroom. • Topic word glossary put in back of topic books. • 'Dictionary corner' on working wall displays topic-related words. • Clear and consistent rewards and sanctions (sanction ladder on display, marble jar, class dojo). • Calm and clutter-free learning environment. • I pads, Chromebook, topic related information books accessible to support independent learning. • Working walls to aid with literacy and numeracy. • Have a go spelling books, dictionaries, thesaurus to aid with independence in literacy. • Access to maths manipulatives related to current concept. • Fun Friends for all pupils. • Self register 'buckets.' • Cues for children with EAL as well use of translate apps and Google translate. • Key words 'bookmark'. | <ul style="list-style-type: none"> • Clear whole school behaviour policy. • Sanctions ladder on display and utilised. • Whole school golden rules on display. • Values on display. • Consistent use of rewards (marbles for whole class and dojos for individual) and sanctions. • Structured routines – visual timetable. • Calm area (bean bags) or ability to move to table outside classroom door. • Calm and clutter free learning environment – neutral colours. • Use of calming music where appropriate. • Water accessible. • Class worry/question box. • Mindful activities linked to 'Magic' e.g. rainbow breathing, bubble mindfulness to aid concentration and focus. • Environment which encourages openness and class discussion. • Fun friends for all. • RSE sessions regarding relationships, puberty and body image. • Internet safety sessions. • ADHD trained and trauma informed trained. • Compliments. • Pupil power to inform our challenges and topic planning, giving pupils more ownership of their learning. • Self registration buckets. • Use of Digital Portfolios to annotate and celebrate progress, achievements and experiences. | <ul style="list-style-type: none"> • Differentiated work. • Scaffolds to assist where needed. • Termly pupil progress reviews with HT as well as termly reports/parents' evenings for parents and carers. • Some use of flexible seating where suitable e.g. bean bags and cushions or carpet area. • Challenge area, pupil-informed, offering choice and challenge to encourage independent learning. • Some planned opportunities for pupil choice regarding how work is recorded/presented. • Use of iPads and Chromebook to support. • Range of reference books and materials to support, accessible to pupils at all times. • Working walls to aid literacy and numeracy. • Recaps to consolidate prior learning. • Learning intention (Nod y wers) displayed each session. • Always success criteria on display. • Shared success criteria for each task, sometimes differentiated. • Self and peer assessment (tickled pink and growing green). • Editing and improving in green pen. • Talking partners/discussion time. • Reach for the stars – targets on display, chosen by pupils and reviewed half termly with class teacher – tickled pink highlight when achieved and then a new target added. | <ul style="list-style-type: none"> • Calm corner (bean bags) and opportunity to move outside to table classroom door. • Classroom management to promote quiet working where appropriate. • Calm music where appropriate. • Dimmed lighting with fairy lights when appropriate. • Access to a range of equipment when needed e.g. pen grips, ear defenders, fidgets. • Bean bags and floor cushions available. • Blinds to control glare. • Teacher moves around and can sit at any table/stand anywhere in the room. • Thinking and reflection time. • Movement breaks e.g. Just dance, Les. Mills and Go Noodle. • Differentiated handwriting resources to aid with cursive and legible handwriting. • Access to right- and left-handed scissors. • Use of calming and appropriate colour combinations e.g. displays. |