

# Cwmffrwdor Primary School: Universal Provision

<b>Cognition and Learning</b> <i>(inc Dyslexia)</i>	<b>Communication and Interaction</b> <i>(inc ASD,SLCN and EAL)</i>	<b>Social, Mental and Emotional health</b>	<b>Physical and Sensory</b>
<ul style="list-style-type: none"> <li>• High expectations of children and appropriate challenge for all</li> <li>• Clear learning objectives and differentiated outcomes, clear instructions</li> <li>• Clear feedback and next steps in their learning – children involved in the process and given time to respond</li> <li>• Behaviour for Learning at the heart of lessons/school ethos</li> <li>• Learning walls to support key learning points</li> <li>• Time to talk things through with a Talk Partner before feeding back to class</li> <li>• Access to ICT to help reduce barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language</li> <li>• Increased visual aids / modelling etc</li> <li>• Visual timetables</li> <li>• Use of symbols</li> <li>• Labelled resources where appropriate</li> <li>• Structured school and class routines</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school positive behaviour policy</li> <li>• Circle Time</li> <li>• Merit Reward System/ Merit certificates / House Merits Reward System</li> <li>• Assemblies: Achievement awards</li> <li>• Themed weeks such as 'Anti-Bullying'</li> <li>• Rights of the child embedded within everyday teaching</li> <li>• Mindfulness</li> <li>• Clear communication with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Good lighting</li> <li>• Preferential seating where appropriate</li> <li>• Staff aware of implications of physical impairment</li> <li>• Writing slopes</li> <li>• Pencil grips</li> <li>• Letter formation/fine motor activities</li> <li>• Disabled parking</li> <li>• Disabled toilets</li> <li>• Ramp access to outside areas</li> </ul>

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<ul style="list-style-type: none"><li>• Writing frames or alternatives to written recording when writing is not the primary objective</li><li>• Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals</li><li>• Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc</li><li>• Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for Learning' principles in place</li><li>• Personalised and differentiated teaching, including questioning</li><li>• Learning presented in small chunks. Mini plenaries</li></ul>			
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<p>throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions</p> <ul style="list-style-type: none"><li>• Differentiated curriculum planning, activities, delivery and outcome</li><li>• Visual timetables</li><li>• Illustrated dictionaries</li><li>• Use of writing frames</li><li>• LSA in class support</li><li>• Structured school and class routines</li></ul>			
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Effective use of TAs in class	Effective use of TAs in class	Effective use of TAs in class	Effective use of TAs in class
<ul style="list-style-type: none"> <li>• Model, then teach, then support mind mapping or note taking</li> <li>• Repeat instructions and make sure they are understood</li> <li>• Occasional scribing</li> <li>• Encouraging children to make oral contributions to lessons</li> <li>• Encourage independence and use of all class strategies before asking for adult help.</li> <li>• Know about the alternatives to written recording</li> </ul>	<ul style="list-style-type: none"> <li>• Simplify, repeat and break down activities into smaller chunks</li> <li>• Ensure pupils fully understand their task (“Tell me what you have been asked to do”)</li> <li>• Promote children’s independence</li> <li>• Model good language and grammar/correct incorrect grammar or vocabulary</li> <li>• Structured language development sessions.</li> <li>• Communication book with family (included photos etc)</li> <li>• Encourage children to focus on what they are “learning”, not what they are “doing”</li> </ul>	<ul style="list-style-type: none"> <li>• To support pupils in small carefully thought-out group settings, or one to-one working</li> <li>• To act as a learning mentor for identified pupils (or key workers or equivalent)</li> <li>• Support the careful monitoring and targeting of individual pupils and/or Pastoral Support Plans</li> <li>• Lead enhanced personal social and health education programmes where appropriate</li> <li>• Support programmes for managing and controlling behaviour</li> <li>• Provide counselling</li> <li>• Help deliver a personalised curriculum and possibly timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of key skills and concepts</li> <li>• Use of note taker – using IT, mind maps etc.</li> <li>• To help produce modified resources (e.g. large print)</li> <li>• Support the use of a ICT e.g. use of laptop</li> <li>• Individual and group support where appropriate</li> <li>• Review of semantics and syntax of curriculum texts</li> <li>• Mentor supporting social inclusion</li> <li>• Specialist teaching sessions</li> <li>• Adaptation of materials where appropriate</li> <li>• Support for the young person’s personal/revised timetable</li> </ul>