Diagram

Description automatically generatedA picture containing text, clipart

Description automatically generated**St Andrews Major Church in Wales Primary School (Early Years)**

**Universal Provision Map**

Universal Provision is support that is available to all pupils who attend St Andrews Major Church in Wales Primary School. A pupil may need to access this support to make progress in their learning e.g., Rapid Reading, Nessy. This support is available in all classes and is part of the school's good practice so that all pupils can make progress.

All pupil's achievements are monitored closely by school staff. If there is little progress through Universal Provision then pupils, parents & staff will hold a PCP meeting to look at more specific/targeted interventions.

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| Cognitive & Learning | Communication & Interaction | Emotional, Behavioural & Social | Sensory & Physical | Learning Environment |
| - Ongoing monitoring by staff  - Differentiated resources/ curriculum/planning /activity/ outcome and delivery e.g. slower pace or repeated delivery in a variety of formats  - Increased visual aids / modelling  - Numeracy and literacy work developed at an appropriate level for every pupil  - Differentiated responses  - Rich questioning  - AFL Strategies  - Topic based vocabulary  - Everlasting success criteria  - Continuous / enhanced provision  - Clear and simple instructions  - Check for understanding  - Consistent use of positive language  - Time for processing  - Repetition and reinforcement of skills | - Ongoing monitoring by staff  - Structured school and classroom routines, prepare for any change  - Differentiated resources/ planning /activity/outcome and delivery e.g. slower pace or  repeated delivery in a variety of formats  - Displays to reinforce subject specific vocabulary  - A differentiated curriculum  (Not just by outcome)  - Simplified language or minimal use of language  - Circle Time  - Increased visual aids / modelling  - Visual timetables  - Use of pictures and photographs  - LAP Workshops  - Story Sacks  - Use of pictures to sequence stories  - Chatterbox  - Checks for understanding  - Extra processing and thinking time  - Flexible teaching arrangements  - Teaching of active listening skills  - Teaching of listening to sounds, identifying sound and sequencing sound in Nursery  - Developing verbal narrative skills through story telling (e.g. Pie Corbett)  - Thumbs up/ down to demonstrate understanding  - Mind maps  - Built in thinking time to help the processing of language  - Teaching strategies: repeating information, sharing information with peers, role play, visual displays, drawing responses, completing a story board with pictures, sitting in a circle so that everyone can see  - Physical prompts e.g. ensuring all pupils are listening before an activity begins  - Discussions involving pairs, groups, class  - Use of an object to encourage turn taking  - Multi -sensory approaches e.g. pictures, objects etc.  - Circle Time  - Use of pictures  - Structured school / class routines  - Use of simple sign language e.g. Makaton  - Shared target setting  - Use of ICT (white boards etc.)  - Differentiated questioning - Opportunities to develop phonological awareness  - An appropriately resourced environment  - Calm learning environment  - Children who chatter  - I Can | -Ongoing monitoring by class teacher  - Differentiated resources/ curriculum/planning /activity/ outcome and delivery e.g.  slower pace or repeated delivery in a variety of formats  - Flexible seating arrangements  - Group reward system used consistently and fairly by all staff  - Whole school policy for behaviour management used consistently by all staff and  shared with parents  - Circle Time as part of PSD  - Home / School liaison – parent involvement/positive Parenting workshops  - Activities to encourage social skills  - Wellbeing Teepee  - Values Board  - School Council  - Recognition of the whole child  - INSETs to share good practice  - Effective strategies to support positive  - Well-resourced environment that supports good behaviour  - Well-resourced ICT to support behaviour e.g. I Pads  - Instant positive praise  - Celebrating good behaviour  - Positive behaviour strategies | -Ongoing monitoring by class teacher  - Differentiated resources/ curriculum/planning /activity/ outcome and delivery e.g. slower pace or repeated delivery in a variety  of formats  - Flexible seating arrangements e.g. seating,  child able to move at will to access all areas  - Staff aware of implications of sensory and physical impairment e.g. not covering mouth when talking to a child with hearing impairment / light implications for visually  impaired and lip readers  - Availability of resources e.g. triangular pencils/ scissors  - Ensuring that all staff are aware of the implications of physical impairment and what they can do to ensure access to the whole  curriculum  - Increased sensory experiences through the  Embedding pathways approach  - Fine / Gross Motor Skills Assessment  - Signing  - Teaching strategies: repeating information,  sharing information with peers, role play, visual displays, drawing responses  - Sitting in a circle so that everyone can see  - Physical prompts e.g. ensuring all pupils are  listening before an activity begins  -Discussions involving groups - Use of an object to encourage turn taking  - Multi -sensory approaches e.g. pictures, objects etc.  - Use of quiet areas, an awareness of the implications of background noise  - Repetition of pupils’ responses  - Increased visual aids  - Check for understanding  - Class position relative to staff  - Multisensory resources  - Position in line  - Adapted physical environment  - Well-resourced ICT  - Well-being day  - Uncluttered well organised learning environment  - Positioning of staff  - Calming strategies  - Clear communication with parents/carers | **Indoor**  - Displays include picture cues, prompt cards, questions cards, alphabet word walls  - Displays and labels are clutter free and use large clear font with good contrast to backgrounds  - Symbols  - Visual cues available  - Noise levels and acoustics have been considered/altered  - Shiny surfaces avoided  - Neutral wall colour  - Direction of board  - Location of noise  - Ventilation/heating  - Lighting/day light  - Classroom organised to promote independence labelled/braille  - Positioning of furniture/equipment  - Blinds  - Shade of colour used on white board considers literacy difficulties  - Use of black, dark blue or purple pens  - Reading area considers reading age and interest  - Classroom rules and expectations are displayed, taught directly, practiced and positively reinforced  - Efficient transition procedures, using a range of methods for communicating change  - The classroom is clear of obstacles, there is sufficient space for learners  **Outdoor**  -Multi-sensory activities available  - Shade/light areas considered  - Changes in flooring are clear  - Mark making areas use vertical/horizontal slanted surfaces at different heights  - Adults provide support to allow the child to engage in child initiated play  - Symbols/pictures to identify tools  - Symbols/pictures to identify areas/use  - Where vertical space is used, height/glare/reach is considered  -Tools are available in different sizes/grip  - Trikes and bikes consider different physical need/equipment adapted  - Colours have clear contrast |