**St Andrews Major Church in Wales Primary School**

**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 |
| All pupils should have access to the following when it is needed:  -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  -Increased visual aids / modelling, visual timetables  -A differentiated curriculum  (not just by outcome)  -Numeracy and literacy work developed at an appropriate level for every pupil (this may involve different activities planned)  -Differentiated responses  Children grouped for Literacy (RWI) and Spellings at stage not age  -Flexible grouping to enable teachers to match pupil with learning experiences  - Dictionaries, word banks, simple and complex speed sound charts, word mats, vocabulary charts, number lines, bead bars, 100 squares, multiplication squares, multi-link cubes, counters, place value cards, number fans, mini whiteboards etc.  - Writing frames, story grids, sequences of pictures, a variety of recordings, small group writing, Topic based vocabulary  -1:1 reading/ paired reading / group reading  -Talking partners (randomly chosen, ability or mixed ability pairs)  -AFL strategies – self assessment, success criteria, rich questioning  -Working walls displays of key terminology  - Challenge activities  - High quality continuous/enhanced provision indoors and outdoors  -Multi-sensory approach  -Access to movement breaks  -Reward system – house points, band barod  -Positioning in the classroom with careful seating arrangements  -School Support Plans (SSP’s)  -Short time limited interventions:  **Speed Sounds RWI**  **Nessy**  **Launch the Lifeboat**  **Rapid Reading**  **Rapid Writing**  **Rapid Maths**  **Numicon**  **Precision teaching 1:1** | All pupils should have access to the following when it is needed:  -Ongoing monitoring by class teacher  -Structured school and classroom routines  -Differentiated resources/ planning /activity/ outcome and delivery e.g., slower pace or repeated delivery in a variety of formats  -Simplified language or minimal use of language  -Circle Time  -Increased visual aids / modelling, visual timetables, use of symbols  -Story Sacks  -Chatterbox  -Drilling and modelling language and sounds  -Checks for understanding  -Extra processing and thinking time  -A differentiated curriculum  (not just by outcome)  -Flexible teaching arrangements  -Teaching of active listening skills  -Teaching of listening to sounds, identifying sound and sequencing sound in Reception and RWI (Fred Talk, vocabulary checks, power words, comprehension)  -Developing verbal narrative skills through story telling (e.g., Visual Literacy)  -Use of traffic lighting, thumbs up/ down to demonstrate understanding  -Use of whiteboard for “show me”  -Word displays of key terminology/ spelling mats, mind maps, word webs, word displays, spelling mats  -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, 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.  -Use of signs and symbols  -Use of simple sign language e.g., Makaton  -Use of ICT (interactive boards etc.)  -Teaching of active listening skills  -Differentiated questioning  -Opportunities to develop phonological awareness  -Action songs and rhymes  -Gain attention before talking – go down to their level, call their name, and encourage them to look  -Good speaking and good listening model  -School Support Plans (SSP’s)/Communication Plan  -Short time limited interventions:  **Welcomm**  **Language links**  **Speech links** | All pupils should have access to the following when it is needed:  -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  -Whole school reward system used consistently and fairly by all staff  -Whole School / class rules  -One-page positive behaviour procedures  -Circle Time as part of Well-being  -Home / School liaison – parent involvement, positive parenting workshops  -Class activities to encourage social skills  -Behaviour Policy used consistently by all staff and shared with parents  -SELFIE information  -Leuven scale  -Peer / buddy system  -Celebration Worship  -Cwtch/Snug room  -School Committees  -Values Curriculum  -Anti -Bullying activities  -Playground pals  -Classroom displays  -INSETs to share good practice  -Effective strategies to support positive behaviour  -A broad and balanced curriculum to support wellbeing  -Visual timetable  -Circle of Friends “Beth I wneud?”  -School Support Plans (SSP’s)  -Morning greetings  -Positive noticing/recognition  -Restorative approaches  -Access to fidget toys  -Boxall profile  -Short time limited interventions:  **ELSA**  **Thrive**  **Motional**  **Relationship based play** | All pupils should have access to the following when it is needed:  -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 lesson  -Teacher 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., writing slopes, matt laminates, pencil grips etc.  -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 Foundation Phase approach  -Makaton  -Teaching strategies: repeating information, sharing information with peers, role play, visual displays, drawing responses, completing a story board, 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.  -Use of quiet areas, an awareness of the implications of background noise  -Repetition of pupils’ responses  -Increased visual aids  -Check for understanding  -Prompts for listening and ensure that all pupils are listening before an activity begins  -Write Dance  -Class position relative to teacher  -Multisensory resources  -Brain Gym  -Position in line  -Place in worship  -Modified worksheets  -Peer support / Peer reliance  -Appropriate seating  -Adapted physical environment  -Class Moves / Smart moves  - Teaching strategies: repeating information,  sharing information with peers, role play, visual displays, drawing responses  - Uncluttered well organised learning environment  - 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 |