Area of Need	Inclusive/Universal Provision (ULP)
Cognition and learning *DYSL* – Dyslexia, *DYSC* – Dyscalculia, *DYSP* – Dyspraxia, *ADHD* – Attention deficit hyperactivity disorder, *MLD* - Moderate learning difficulties, *GLD* – General learning difficulties, *SLD* – Severe learning difficulties, *PMLD* – Profound and multiple learning difficulties	• Differentiated curriculum • Reading material accessible to students • Students can present knowledge in a variety of ways • Assessment for Learning concepts- pupils are aware of the next steps in learning and how to achieve them • Accessibility to personalised learning aids such as word banks, number lines etc. • Critical thinking skills: problem solving and performance through collaborative working opportunities. • Repetition and reinforcement of skills • Multi-sensory approaches to learning • Methods to summarise and highlight key teaching points e.g. mind maps, visual cues, bold points, use of highlighters, etc. • Questions are differentiated in accordance with the level of understanding. • Interactive learning opportunities as appropriate • Teaching adapted to a range of learning preferences • Reading books levelled in line with development • Speaking and writing frame • Clear modelling; opportunities for imitation; activities first, writing last • Appropriate deployment of Teaching Assistant in collaboration with teacher • Circle time activities and games to consolidate learning and build community • Praise for effort, progress and appropriate behaviour • Clear structure, expectations and a positive ethos: reward and support • Communication friendly classroom • Concrete, pictorial and abstract approaches • Reading dogs • Small group teaching aimed specifically at need (any stage) • ChATT – based on universal screen and delivered within the classroom. • ChATT – based on detailed ChATT screen to identify specific areas of need for short term Group intervention. (PS1-3) *Literacy:* • Phonological Awareness (pre-reading and early foundation phase and if applicable as needed in line with developmental level) • Developing phonics in tandem with phonological awareness practically for blending to decode and segmenting to read: (foundation phase). • Phonics – e.g. RWI (PS2-3) /Tric a Chlic (PS1-2). • Circle time activities • Guided Reading (PS2-3) • Paired reading (adult led) and over-reading for fluency and comprehension *Numeracy:* • Springboard maths (PS2-3) Small group numeracy interventions • Winning with Numbers (PS1-3) *Handwriting* - Letter-join • Circle time activities / games to support learning needs - Jigsaw • Personal reward system for effort and progress • Extra-curricular clubs • Visual class timetable
Behaviour, emotional and social development *BESD* – Behavioural, emotional and social difficulties	• Restorative approaches including restorative conferencing • ACE Awareness • Early emotional literacy • Trauma Informed Practice/Ace awareness. • Nurturing principles • ASD friendly strategies • Use of puppets – Thinking Detectives • Tactile sensory objects to calm students • Time out arrangement • Safe space • Understanding of methods to motivate a range of learners • Recognition of sensory needs and appropriate adjustments made • Clear rewards and sanctions • Consistent use of positive language • Range of opportunities to support social and emotional development • Clear and understood behaviour policy • Advice sought from outside services e.g. BSCT • All staff trained in strategies for managing/diffusing difficult situations or behaviour -Team Teach • Individual workstation/area • Daily check ins/Mood • Classroom adaptations • Circle Time approaches • Outdoor learning • Visual Timetables • Area 43 Counselling service within school (Yr 5 to 14). • ELSA • ChATT – based on universal screen and delivered within the classroom. • ChATT – based on detailed ChATT screen to identify specific areas of need • Thinking detectives

Area of Need	Inclusive/Universal Provision (ULP)
Communication and interaction *SLCD* – Speech, language and communication difficulties *ASD* – Autistic spectrum disorders	• A well-organised classroom with labelled resources including picture symbols • Displays which support learning • Clear lesson structures with learning objectives and success criteria presented orally and visually with a visual timeline • Outcomes modelled and demonstrated • Clear and simple instructions/ expectations • Introduce one task at a time (visual aids may help break down this information and encourage independence) • Checking pupils understanding by asking pupils what they have to do. Pupils being clear about what is expected of them e.g . Success criteria • Understanding demonstrated in a variety of ways e.g. verbal explanations, drawings, videos and diagrams. • A range of groupings within the class including some random pairing activities • Periods of listening broken up with practical activity • Activities chunked into manageable tasks with the use of scaffolds and prompts • A strong focus on the importance of positive relationships • Effective use of specific praise for the celebration of all achievement including effort and personal progress • Teaching Assistants working in collaboration with teachers to maximise learning • Communication Friendly Classroom • Visual timetables and supports • Prepare for change in advance whenever possible • Clear unambiguous use of language • Vocabulary specifically taught to all • Opportunities to work independently without interruption • Time provided for pupils to process language • Word maps • Mind maps • Implementation of advice/training from speech and language professionals. • ChATT – based on detailed ChATT screen to identify specific areas of need for short term group intervention. (PS1-3) • Social Stories (PS1-3) • Modelling (PS1-3) • Role-play (PS1) • Phonological Awareness activities (PS1-3) • Ongoing, regular structured individual or group, delivered by staff, supported by advice and guidance from an external specialist and not causing a barrier to learning. (PS1-3) • Pie Corbett – Talk4Writing/ recount: language extension activities (PS1-3)
Sensory and/or Physical *HI* – Hearing impairment *VI* – Visual impairment *MSI* – Multi-sensory impairment *PMED* – Physical and/or medical difficulties	• Play opportunities - roleplay, sensory play, outdoor big play. • Refining mark making skills, drawing colouring, use of IT, creative art activities. • Fine motor activities e.g. peg board, threading, buttons, zippers, construction toys. • Teaching handwriting • Effective monitoring and reviewing processes. • Swimming. • On and offsite outdoor learning opportunities. • Range of sensory integration learning opportunities. • Learning environment organised to offer both sensory high and low stimulus areas. • Deaf/VI friendly school/class environment • Reasonable adjustments to support access to learning, physical environment & information. • Environmental adaptations to suit cohort or individual pupils • Access to equipment to ensure mobility and orientation. • Appropriateness of seating positions to take into account sensory or physical needs • Access to appropriately modified materials and resources • Alternative methods for recording work • Advice sought from agencies, professionals and individuals • Access to cycling proficiency (Yr5/6). • Access to residential experience for all pupils (Yr5/6). • Adapted PE • Learning to cross roads (Kerb Craft) • Sensory stories • Targeted motor skills e.g. handwriting/cutting/zips buttons, shoelaces precision teaching tasks • Handwriting -Letter join • Use of specialist Equipment