

STOBOROUGH PRIMARY UNIVERSAL PROVISION



The table below outlines Stoborough Primary School's ordinarily available (UNIVERSAL) provision. This is the standard available provision offered to all learners within our school.

TARGETED SUPPORT OFFER- represents the next level of support that some pupils may require this is usually delivered through targeted time-limited interventions that are regularly reviewed

UNIVERSAL PROVISION	UNIVERSAL PROVISION	TARGETED SUPPORT
<p>Cognition and Learning Adapted instruction/scaffolding Explicit teaching of key vocabulary (dual coding) Chunking information Modelling, provide examples and metacognitive strategies Review of prior learning and key knowledge (retrieval practice) Multi-sensory learning opportunities (including concrete resources) Flexible groupings Consideration of curriculum planning content Supportive learning tools (e.g., word mats, number frames) Using technology to support learning tasks Formative and summative assessment Providing timely and effective feedback</p> <p>Communication and Interaction Total communication strategies: Clear and consistent language delivered in a language rich environment, consideration of processing, visual aids, (e.g. Whole class visual timetables) and modelling of language Promoting positive interaction between pupils (social skills) Facilitating peer interaction through group work</p> <p>Sensory and Physical Reasonable adjustments to the school and classroom environment for sensory and physical needs Enabling environment to support the development of fine and gross motor skills Ensuring physical accessibility in line with accessibility policy Reasonable adjustments to the classroom or school environment to meet individual needs. Teaching of handwriting (e.g., posture, pencil grip) Providing whole class movement opportunities Adaptions to uniform</p> <p>External agency involvement Reaching out for Information advice and training to support school training needs and meeting pupil needs.</p>	<p>Positive School Culture Creating a safe, supportive, and inclusive environment Promoting positive relationships Teaching social and emotional skills Whole school Social Emotional Learning curriculum Trauma awareness Mindfulness awareness Clear expectations and routines: Providing predictability and structure to reduce anxiety. Offering opportunities for responsibility (e.g., sports ambassador, librarian, play leader, worship leader, eco-club and pupil governor) SENDCo weekly drop-in sessions for parents and carers</p> <p>Strategies to Support Social, Emotional and Mental Health (SEMH) Clear routines and expectations Use of visual support emotional wellbeing (e.g., Zones of Regulation) Providing opportunities for pupil voice Trusted adults Sensory breaks and whole class regulation strategies (including Stormbreak) Check ins as part of usual school day Forest School sessions Yr-5</p> <p>Behaviour Support Consistent behaviour management policies Restorative approaches Therapeutic Thinking approach Clear routines and boundaries Language used is linked to behaviour is positively framed with a culture of understanding and exploration Social skills support (e.g., Playground buddies/Play leader/Play makers)</p> <p>Environmental Adaptions Supportive seating within the classroom (e.g., sitting near the front, away from busy areas) Sensory overload awareness</p>	<p>External agency involvement: Collaboration with external agencies who provide direct support, guidance and targeted actions.</p> <p>Cognition and Learning Targeted Teaching Practices: Providing alternative ways to record learning Pre-teaching and over-learning/consolidation of skills Adult supported learning Individual assessments for pupils falling behind – e.g. spelling, phonics Access arrangements for examinations Personalised workstations</p> <p>Key Characteristics if Targeted Support: Targeted support is tailored to the specific needs of the individual child/group of pupils.</p> <p>Reading Interventions: Developing Fluency (reading assessment informed by YARC assessment, which focuses on fluency) Read between the lines (reading assessment informed by YARC assessment which focuses on inference)</p> <p>Phonics Interventions: 1:1 Read Write Inc coaching</p> <p>Writing Interventions: Colourful Semantics</p> <p>Mathematics Interventions: Number Sense times tables</p> <p>Small Group work: Focused small group session led by a teacher or teaching assistant to address specific learning gaps</p> <p>Learning skills support: Teaching strategies for organisation, memory and independent learning</p> <p>Communication and Interaction ELKLAN provision Access to SALT specialist Colourful Semantics Sound Gym intervention Visual aids e.g. visual timetable, Now and Next boards</p> <p>Sensory and Physical Calm room (for regulation) Use of gym balls, wobble cushions, feet rockers, pencil grips Assistive technology- provision of equipment or adaptations to support access and participation</p> <p>Strategies to Support Social, Emotional and Mental Health (SEMH):</p>

		<p>1:1 support from a dedicated adult, e.g. ELSA</p> <p>Nurture group - soft start support to ensure smooth transition from home to school</p> <p>Soft starts and finish to the school day</p> <p>Access to safe space in the school</p> <p>Social Skills support:</p> <p>Social stories</p> <p>Behaviour Support Plans:</p> <p>Risk Reduction Plans to support specific behaviour challenges</p> <p>Individualised Therapeutic Plans</p> <p>Using specific approaches to support self-regulation, e.g.: 1:1 coaching of Zones of Regulation</p>
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