

## Universal Provision in St Anne's School

Year Group- Nursery

Communication and Interaction	Social, Emotional, and behavioural Difficulties	Cognition and Learning	Sensory and/or Physical
<ul style="list-style-type: none"> <li>• -Use clear and simple instructions</li> <li>• -a personal visual timetable to support specific children</li> <li>• -a warning before tidy up time. A tambourine is used to signal when to stop.</li> <li>• -Use of positive language</li> <li>• -Clear and consistent rewards and sanctions.</li> <li>• -Use of traffic light faces</li> <li>• -Calm learning environment</li> <li>• -Ipads available to support independent learning and to allow children quiet time</li> <li>• -Areas in classroom to allow children to relax and feel calm when needed.</li> <li>• -Use of Makaton signs- please, thankyou, Bore da song, drink, eat, toilet, more.</li> <li>• -School rules referred to regularly</li> <li>• -Songs and rhymes used to support with daily routines and learning new vocabulary eg lining up, sitting on the carpet, tidying up.</li> </ul>	<ul style="list-style-type: none"> <li>• -Clear whole school behaviour policy.</li> <li>• -Use of traffics light system and stickers.</li> <li>• -Reinforce rules with visual prompts.</li> <li>• -Use of positive behaviour strategies- connect, show empathy, de-escalation, distraction and positive language.</li> <li>• -Restorative practise</li> <li>• -Structured routines</li> <li>• -Give 2 choices between activities.</li> <li>• -Encourage tur taking and good listening during circle time. Use a teddy to signal when we can talk.</li> <li>• -Staff have had Trauma Informed Schools training.</li> <li>• -Sensory equipment available in the classroom. Sensory bottles, feathers, bubbles, pop its, fidget toys.</li> <li>• -Clear communication with parents and carers.</li> </ul>	<ul style="list-style-type: none"> <li>• -Good quality teaching</li> <li>• -Appropriately differentiated work- sometimes by task, but usually by the level of support given.</li> <li>• -Use of adults in class to support learners.</li> <li>• -Termly progress meetings with Headteacher.</li> <li>• -Continuous provision set up with a range of open ended resources and loose parts, adults to support and extend.</li> <li>• -outdoor learning opportunities</li> <li>• -Recording group work in different ways, photos, video, scribed.</li> <li>• -Multi-sensory approach to learning- hands on and focused on play.</li> <li>• -Ipads</li> <li>• -Clear learning objectives and success criteria- shared verbally.</li> </ul>	<ul style="list-style-type: none"> <li>• -Sensory resources- sand, water, bubbles, feathers, sensory bottles, fidget toys.</li> <li>• -Personal now and next board</li> <li>• -Chunky pencils and crayons</li> <li>• -Ear defenders</li> <li>• -Seating on the carpet</li> <li>• -Cushions/beanbags</li> <li>• -Position of the teacher</li> <li>• -fairy lights, lamps, light up oil diffuser</li> <li>• -Thinking time</li> <li>• -Fine motor activities- threading, playdough, tweezers, loose parts, scooping, pouring, LEGO.</li> <li>• -Sewing area</li> <li>• -Wood, tyres, planks available outside for the children to make obstacle courses.</li> <li>• -Tool bench with hammers, nails and goggles.</li> <li>• -Mud kitchen- bark, sand, mud, pines cones, herbs.</li> <li>• -Meditation time- music used to calm.</li> </ul>

## Universal Provision in St Anne's School

Year Group - Reception

Communication and Interaction	Social, Emotional, and behavioural Difficulties	Cognition and Learning	Sensory and/or Physical
<ul style="list-style-type: none"> <li>• Use simple clear instructions</li> <li>• Prepare for change/transitions:                             <ul style="list-style-type: none"> <li>- Visual timetable</li> <li>- 5 and 2 minute warning that we are going to change activity</li> </ul> </li> <li>• Positive language</li> <li>• Consistent rewards and sanctions</li> <li>• Small group work</li> <li>• Songs and rhymes to help with daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• Clear whole class behaviour expectations</li> <li>• Consistent rewards and sanctions</li> <li>• Reinforce rules with visual prompts</li> <li>• Positive intervention strategies – de-escalation, distraction, positive language</li> <li>• Give children simple choices, no more than 2 choices.</li> <li>• Access to a calm quiet area</li> <li>• Clear communication with parents, open door policy, seesaw</li> <li>• Circle time</li> <li>• Outside learning opportunities</li> <li>• Mindfulness activities – peace out, cosmic kids</li> </ul>	<ul style="list-style-type: none"> <li>• Good quality teaching</li> <li>• Appropriately differentiated work</li> <li>• Termly pupil review meetings with SLT</li> <li>• Flexible classroom arrangements</li> <li>• Continuous Provision with a range of different resources to support and extend learning</li> <li>• Outside learning opportunities</li> <li>• Multi sensory approach to learning</li> <li>• Provide scaffolding in the area they are working</li> <li>• iPads</li> <li>• talking partners</li> <li>• group discussions</li> <li>• interactive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetable</li> <li>• Chunky pencils</li> <li>• Pencil grips</li> <li>• Ear defenders</li> <li>• Seating on carpet</li> <li>• Appropriate lighting – lamps, fairy lights, natural light</li> <li>• Thinking time</li> <li>• Consolidation of learning</li> <li>• Fine motor activities</li> <li>• Physical development opportunities in outside area, school yard etc</li> <li>• Music used to create a calm atmosphere in class room at start of day, after lunch, end of day</li> </ul>

## Universal Provision in St Anne's School

Year Group - Year 1

Communication and Interaction	Social, Emotional, and behavioural Difficulties	Cognition and Learning	Sensory and/or Physical
<ul style="list-style-type: none"> <li>• Clear simple instructions.</li> <li>• Check understanding before, during and after tasks.</li> <li>• Visual timetable.</li> <li>• 5 minute warning before end of task.</li> <li>• Tidy up song.</li> <li>• Consistent use of positive language.</li> <li>• Visual prompts.</li> <li>• Topic word wall.</li> <li>• Displays reinforce topic vocabulary.</li> <li>• Consistent rewards and sanctions (traffic light system, reward chart, stickers).</li> <li>• Calm learning environment.</li> <li>• Brain breaks.</li> <li>• Outdoor time.</li> <li>• Group work.</li> <li>• Talking partners.</li> <li>• Ipads to support individual learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy.</li> <li>• Consistent rewards and sanctions (traffic light system, reward chart, stickers).</li> <li>• Visual prompts for learners.</li> <li>• Now and next boards.</li> <li>• Visual timetable.</li> <li>• Structured routines.</li> <li>• Calm area and fidget toys.</li> <li>• Circle time.</li> <li>• Communication with parents.</li> <li>• Outside learning opportunities.</li> <li>• Mindfulness activities and morning session.</li> <li>• Social stories.</li> <li>• Modelling and scaffolding of tasks.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately differentiated planning and work.</li> <li>• Termly pupil progress meetings.</li> <li>• Termly spelling and reading tests.</li> <li>• Flexible classroom arrangement.</li> <li>• Continuous provision with differentiated challenges.</li> <li>• Alternative methods of recording work(scribed, recorded, group work, pictures).</li> <li>• Multisensory approach.</li> <li>• Ipads to record work and challenges.</li> <li>• Learning intentions.</li> <li>• Talking partners.</li> <li>• In the moment feedback and marking.</li> <li>• Visual support from displays and word mats.</li> <li>• Resources available when needed.</li> <li>• WAGOLL wall.</li> </ul>	<ul style="list-style-type: none"> <li>• Calm area.</li> <li>• Now and next.</li> <li>• Sensory fidget toys and resources.</li> <li>• Pencil grips.</li> <li>• Fine motor skills activities (playdoh, tinker table).</li> <li>• Ear defenders.</li> <li>• Special spots on carpet.</li> <li>• Choice of where to complete work.</li> <li>• Thinking time.</li> <li>• Opportunities for outdoor physical development time (bikes, obstacle courses, den building).</li> <li>• Appropriate lighting in calm areas.</li> <li>• Meditation time</li> </ul>

## Universal Provision in St Anne's School

Year Group – Year 2

Communication and Interaction	Social, Emotional, and behavioural Difficulties	Cognition and Learning	Sensory and/or Physical
<ul style="list-style-type: none"> <li>• Clear simple instructions.</li> <li>• Positive language is used.</li> <li>• Phonic mats to help us.</li> <li>• Tricky word mats to help us.</li> <li>• Topic vocabulary mats to help us.</li> <li>• Inside voices used for calm learning environment.</li> <li>• Use of talk partners to share ideas.</li> <li>• Mixed ability group work when suitable.</li> <li>• Modelling of correct language and grammar used.</li> <li>• Speech and language targets carried out.</li> <li>• One step instructions given where needed.</li> <li>• Working walls referred to.</li> <li>• Working walls showing relevant vocabulary and subject knowledge.</li> <li>• Teacher Narrative Project trained and used within class</li> </ul>	<ul style="list-style-type: none"> <li>• Clear whole school behaviour policy.</li> <li>• Consistent use of reward chart.</li> <li>• Star of the week and Gospel value of the week promoted.</li> <li>• Gospel values displayed and promoted.</li> <li>• Targeted interventions such as Elsa and FRIENDS.</li> <li>• Clear communication with parents/carers.</li> <li>• Calm area in class with sensory wall and sensory toys.</li> <li>• Staff completed Trauma informed and Autism awareness training.</li> <li>• Positive relationships promoted between children and staff.</li> <li>• Consistent use of praise and positive language.</li> <li>• Outdoor learning area with free flow access.</li> <li>• Outdoor learning sessions.</li> <li>• Use of worry boxes</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetable.</li> <li>• Talk partners used.</li> <li>• Mixed ability groups/pairs where appropriate.</li> <li>• Small group support with TA or teacher.</li> <li>• Resources available for children to access themselves.</li> <li>• Teacher Narrative Project trained and used within class.</li> <li>• Learning planned to meet the needs of all learners.</li> <li>• Chromebooks/Ipads available to support learning.</li> <li>• Clear learning intentions shared with children.</li> <li>• Immediate verbal feedback given.</li> <li>• Termly progress meetings with SLT.</li> <li>• Termly assessments in literacy and numeracy to monitor progress.</li> <li>• Continuous provision with challenges that reinforce previous learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Calm area in class with sensory wall and sensory toys.</li> <li>• Visual timetable.</li> <li>• Inside voices used for calm learning environment.</li> <li>• Outdoor learning area with free flow access.</li> <li>• Outdoor learning sessions.</li> <li>• Calm and minimal displays.</li> <li>• Resources support fine motor skills e.g handled rulers, adaptive scissors, pencil grips.</li> <li>• Continuous provision with fine motor skills practice.</li> <li>• Targeted small group work for support with fine motor skills e.g finger fiddle and letter formation.</li> <li>• Clear pathways around classroom.</li> <li>• Resources clearly accessible at child height.</li> <li>• Meditation time</li> </ul>

## Universal Provision in St Anne's School

Year Group 3

Communication and Interaction	Social, Emotional, and behavioural Difficulties	Cognition and Learning	Sensory and/or Physical
<ul style="list-style-type: none"> <li>• Visual Timetable</li> <li>• Talking Partners</li> <li>• Step by step clear instructions to avoid cognitive overload</li> <li>• Consistent opportunities to achieve rewards and praise</li> <li>• Positive contribution praise</li> <li>• Daily mini breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Simple and clear behaviour policy</li> <li>• Reward charts, dojo`s and challenge rewards</li> <li>• Collaborative rules and boundaries set out in classroom (Display)</li> <li>• Group carpet time</li> <li>• Social, emotional and behaviour taught through Health &amp; Wellbeing sessions</li> <li>• Develop effective communication with parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>• Learning adapted to meet the needs of the children</li> <li>• Use of ipads/chromebooks using a variety of software.</li> <li>• Clear and achievable targets for the children in lessons</li> <li>• Paired discussions</li> <li>• Peer to peer learning and assessment</li> <li>• Mixed ability pairing in subjects to suit learning outcomes</li> <li>• Providing children with different mediums and resources to support their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Meditation and reflection time</li> <li>• Calm area</li> <li>• Resources to help avoid sensory overload e.g. ear defenders</li> <li>• Calm teaching approach</li> <li>• Hand on activities/ experiences                             <ul style="list-style-type: none"> <li>○ Motor skills areas</li> </ul> </li> </ul>

## Universal Provision in St Anne's School

### Year Group 4

Communication and Interaction	Social, Emotional, and behavioural Difficulties	Cognition and Learning	Sensory and/or Physical
<ul style="list-style-type: none"> <li>• Use simple, clear instructions.</li> <li>• Break instructions down into smaller steps.</li> <li>• Eye contact</li> <li>• Use of visual aids to check understanding</li> <li>• Use of traffic light behavior system</li> <li>• Use of word mats during activities</li> <li>• Display key topic vocabulary</li> <li>• Number lines, alphabet boards available</li> <li>• Clear labels around the classroom</li> <li>• Visual timetable</li> <li>• Positive language and reinforcement</li> <li>• 5 Ways to Wellbeing</li> <li>• Laptops available for independent learning</li> <li>• Questioning each other to extend learning</li> <li>• Prepare for change – keep reminding what is going to happen.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school positive behaviour policy</li> <li>• Consistent use of rewards and sanctions across the school (traffic lights, brag tags, etc)</li> <li>• Visual prompts to remind of the rules</li> <li>• Mindfulness time – quiet time, breathing exercises, yoga</li> <li>• Body breaks</li> <li>• Open communication between home and school</li> <li>• Structures routines</li> <li>• Visual timetable to prepare for the day and for change</li> <li>• Access to ELSA</li> <li>• An 'Outside Box' to use if needing a break from the classroom</li> <li>• One Page Profile accessible</li> <li>• One Page Profile updated frequently</li> <li>• Refer to Growth Mindset</li> <li>• RSE sessions (appropriate names for our bodies, what is appropriate/inappropriate touching)</li> <li>• Access to a calm down/quiet area.</li> <li>• Access to Emotional Support TA</li> </ul>	<ul style="list-style-type: none"> <li>• Termly progress meetings</li> <li>• Include all learning styles when teaching</li> <li>• Clear learning objectives and success criteria for each lesson/task</li> <li>• Display success criteria during task</li> <li>• Differentiated work</li> <li>• Scaffolding tasks when appropriate</li> <li>• Support from Teacher/TA when needed.</li> <li>• Talking partners</li> <li>• Pupil voice to inform teaching &amp; planning</li> <li>• Opportunities for children to edit, improve their work as well as self-assessment</li> <li>• Verbal feedback available during tasks</li> <li>• Laptops available</li> <li>• Flexible classroom timetable</li> <li>• Teacher/TA to check understanding during lessons/tasks</li> <li>• Opportunities for independent work, partner work and group work</li> <li>• Display work in various methods – book, digitally, poster, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate blinds and lighting</li> <li>• Quiet learning environment during focus tasks</li> <li>• Clear and tidy learning environment</li> <li>• Movement breaks – finger gym, body breaks, go noodle.</li> <li>• Position of the teacher</li> <li>• Position of the pupil in relation to the board</li> <li>• Allow thinking or talking time before answering</li> </ul>

## Universal Provision in St Anne's School

### Year Group 5

Communication and Interaction	Social, Emotional, and behavioural Difficulties	Cognition and Learning	Sensory and/or Physical
<ul style="list-style-type: none"> <li>• Use of clear and simple instructions.</li> <li>• Visual timetable</li> <li>• Regular stops as plenaries.</li> <li>• Talking partners.</li> <li>• Instructions on screen where appropriate.</li> <li>• Clear labelling of objects in the room.</li> <li>• Topic word sheets.</li> <li>• Working wall with key words.</li> <li>• Clear reward strategies</li> <li>• Calm environment</li> <li>• Access to resources to support – dictionaries, number squares, number lines etc.</li> <li>• Access to manipulatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear whole school behavior policy.</li> <li>• Sanctions chart on display.</li> <li>• Consistent use of rewards - dojos</li> <li>• Structured routines. Plans for the day explained at the start of the day.</li> <li>• Calm and clutter free environment.</li> <li>• Regular communication from school to home – Seesaw, face to face, phone call home.</li> <li>• Use of calming music.</li> <li>• Class worry box.</li> <li>• Emotions check in.</li> <li>• Mindfulness activities.</li> <li>• Classroom that has open discussion.</li> <li>• Growth mindset regularly referred to and displayed.</li> <li>• RSE sessions.</li> <li>• Internet safety sessions.</li> <li>• Praise and compliments. Use of compliment circle.</li> <li>• Pupil voice to inform planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated work.</li> <li>• Scaffolds to assist where needed.</li> <li>• Termly pupil progress meeting with HT</li> <li>• Parents evening twice a year.</li> <li>• Talking partners changed weekly. Differentiated tasks</li> <li>• Use of WAGOLL</li> <li>• Pupil choice opportunities.</li> <li>• Challenge areas.</li> <li>• Clear learning intentions and success criteria.</li> <li>• In the moment feedback.</li> <li>• Self and peer assessment.</li> <li>• Editing and self-mark work – use of purple pen to correct work.</li> </ul>	<ul style="list-style-type: none"> <li>• Calm area.</li> <li>• Quiet classroom environment.</li> <li>• Calm music.</li> <li>• Meditation</li> <li>• Yoga</li> <li>• Soft lighting, lamps and fairy lights.</li> <li>• Access to a range of equipment.</li> <li>• Tinker trays and fidget resources available.</li> <li>• Access to water.</li> <li>• Thinking time given.</li> <li>• Movements breaks.</li> <li>• Loose parts available.</li> <li>• Sand area.</li> </ul>

## Universal Provision in St Anne's School

Year Group – Year 6

Communication and Interaction	Social, Emotional, and behavioural Difficulties	Cognition and Learning	Sensory and/or Physical
<ul style="list-style-type: none"> <li>• Use of clear and simple instructions.</li> <li>• Visual timetable</li> <li>• Regular stop dans reminder of the time.</li> <li>• Instructions onscreen where appropriate.</li> <li>• Clear labelling of objects in the room.</li> <li>• Topic word sheets.</li> <li>• Working wall with key words.</li> <li>• Clear reward strategies</li> <li>• Calm environment</li> <li>• Literacy and numeracy working walls.</li> <li>• Chromebooks to support.</li> <li>• Dictionaries and thesaurus.</li> <li>• Access to manipulatives.</li> <li>• Fun friends for all pupils</li> <li>• Use of translator apps for EAL pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear whole school behaviour policy.</li> <li>• Sanctions chart on display.</li> <li>• Consistent use of rewards.</li> <li>• Structured routines.</li> <li>• Calm and clutter free environment.</li> <li>• Access to water.</li> <li>• Use of calming music.</li> <li>• Class worry box.</li> <li>• Mindful activities.</li> <li>• Classroom that has open discussion.</li> <li>• Traffic light hand fan for those requesting one.</li> <li>• RSE sessions.</li> <li>• Fun friend.</li> <li>• Internet safety sessions.</li> <li>• Praise and compliments.</li> <li>• Pupil power to inform planning.</li> <li>• Trauma informed staff to seek advise.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated work.</li> <li>• Scaffolds to assist where needed.</li> <li>• Termly pupil progress meeting with HT</li> <li>• Parents evening twice a year.</li> <li>• Flexible seating where we can.</li> <li>• Pupil choice opportunities.</li> <li>• Challenge areas.</li> <li>• Range of reference books</li> <li>• Learning intentions clear.</li> <li>• Success criteria (sometimes differentiated.)</li> <li>• Self and peer assessment where needed.</li> <li>• Editing and self-mark work.</li> <li>• Talking partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Calm corner.</li> <li>• Quiet classroom environment.</li> <li>• Calm music.</li> <li>• Access to a range of equipment.</li> <li>• Thinking time given.</li> <li>• Teacher moves around to help all pupils.</li> <li>• Differentiated handwriting resources.</li> <li>• Movements breaks.</li> <li>• Use of fidget toys/calming aids</li> </ul>