



Oakhill School Universal Provision Offer



Universal Provision (Inclusive pedagogy)	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
Learning Environment	<ul style="list-style-type: none"> o Talk Partner (Buddy System) o Ensure displayed print is large enough to be read o Access to laptop/iPad for dictation/immersive reader o Phonics/spelling/vocabulary on display o Access to core English resources o Access to core Maths resources, e.g. Bead string, 100 square / number line, Base 10, Counters, Numicon, Vocabulary mats/banks 	<ul style="list-style-type: none"> o Clear visual timetable (WIDGET) o Speech and Language rich environment developing receptive and expressive language skills- key words/phrases definitions o Communication in Print materials and symbols o Consider seating position and orientation- children placed specifically in the class. o IWB to be clear so understands o Sand timers/timers 	<ul style="list-style-type: none"> o Social and emotional development e.g. buddy systems, friendship strategies, 5-point scale / feelings display, Worry box or worry eater o Social seating and proximity to the teacher o Identified safe spaces for calming down – regulation station/zone o Class behaviour system o Prompt cards o Individual work stations 	<ul style="list-style-type: none"> o Classroom de-cluttered with no trip hazards o No distractions when looking at IWB and whiteboard o Alternative environment/specific strategies to reduce sensory overload allowing sensory regulation (Sensory Box, Safe Space) o Range of writing implements available (writing slope) and alternative methods of recording including IT o Manage screen-time (including interactive whiteboards/TVs) o No distraction of noise o Pupil sitting facing the front or at the side ensuring everyone can see the IWB
Teacher Toolkit	<ul style="list-style-type: none"> o Pre-teaching of vocabulary or concepts o Alternative ways of recording learning- Pictures, Diagrams, Role Play, Art, Ipad, Microphones o Extra time given to complete tasks which have a focus on prolonged reading and/or listening engagement o Opportunity to share ideas/answers o Teach spelling 'tricks', e.g. mnemonics, rhymes o Provide daily opportunities to experience success, praise effort and be positive about mistakes o Precision teaching of reading, spelling and number facts o Writing / planning frames (including Colourful Semantics) with pictures to help with explanations. o Modelling of My turn, Your Turn, Our Turn o Background on IWB to be different pale colour NOT WHITE. o ICT used appropriately (Spell checker/Thesaurus/Youtube to show explanations rather than reading based activities, ipads/clicker) o Resources ready- Pencil, Rubber, Ruler, Paper, Whiteboard, Pen, Rubber o Sound Mats available (RWI) o Spelling support= spell checker, word banks, personal spelling logs o Coloured pens used to help organise writing o Modelling with speaking aloud when writing on the board 	<ul style="list-style-type: none"> o Pre-teaching of vocabulary or concepts o Clear instructions given with visual and auditory clues to back up what is being said o Time to complete steps of instructions – for child to process what they have been told and their thoughts o Give instructions clearly and check understanding o Allow thinking time when answering questions o Consider reducing dictations and copying from the board o Short and direct language o Introduce real objects and kinaesthetic means of teaching to maintain attention and support understanding. o Allow time for repetition (using the same language) o Allow additional time for processing, recapping and checking. Increase use of visual support, such as sand timers and whiteboards, to maintain attention and support understanding. Model how to extend sentences o Childs name before instructions o KISS (Keep it short and simple) o Adults role model appropriate skills 	<ul style="list-style-type: none"> o Opportunities to develop social development, interaction and promote positive peer relationships o Be explicit about the behaviours you expect to see and model them o Structured routines, including regular whole-class circle time o Use of choice and motivation o Calming strategies – ask what the child finds calming- Zones of Regulation o Tune in to signs of dysregulation - offering movement breaks, pre-empt difficult situations and plan accordingly e.g. action mats o Widget restorative conversation prompts o Comic strip conversations o Sample 5-point scale o Meet and Greet in the mornings o Mindfulness activities o Growth mindset o Self Esteem building approaches to enhance self worth- star of the week, rota of class jobs) o Adults maintain a positive narrative commentary about what is going on and why o Fidget toys 	<ul style="list-style-type: none"> o Carefully sequenced curriculum which includes access to key vocabulary, visual approach to phonics and reading o Pre-writing activities/warm up o Letter formation and fine motor skills activities o Grip development, e.g. dough-disco o Pre-prepared work – child not writing date and LO o Develop note taking skills o Movement / sensory breaks/ snacks o Ear defenders o Writing slopes o Teacher ensuring they are visible to everyone at the same time o Reduce background noise
Pupil Toolkit	<ul style="list-style-type: none"> o Visual task tick sheets/Widget Now & Next Boards / Planning templates to support organisation o Headset with microphone (e.g. for immersive reader) o Use of Post-it notes, numbered or ordered (1st/2nd etc.), big paperclips and highlighter pens o Phonics/spelling/vocabulary mats/banks, including sentence openers o Talking tins o Coloured overlays o Scaffolding o WAGOLL- What a good one looks like model to the child 	<ul style="list-style-type: none"> o Prompt cards for group roles and conversation skills o Social stories to develop understanding of social situations o Widget now/next board o Widget communication board/fan o Mini whiteboards – failing this, use a scrap of paper with a simple task list or checklist for reference. <p>Visual timetables. Visuals, post-it notes, displays and working walls. Communication buddy</p>	<ul style="list-style-type: none"> o Now and Next / Now, Next, Then Boards o Emotional-scaling strategies/zone of regulation o Personal 5-point scale o Regulation space in classroom o Exit pass o Fidget toys o Feeling cards, with actions 	<ul style="list-style-type: none"> o Adapted equipment (e.g. pencil grip) o Hand held fidget toys – squeezey objects o Sensory space in classrooms o Ear defenders help learners who find auditory input difficult to process
SEN Support	<ul style="list-style-type: none"> o Precision Teaching o RWI Tutoring 1:1 o Phonological Awareness intervention o 1:1 support in lessons 	<ul style="list-style-type: none"> o Time for Talk (EYFS/KS1) o Positive handling Plan o Lego Therapy o Forest School o ELSA 	<ul style="list-style-type: none"> o ELSA o Lego therapy o Individual behaviour chart o Thrive o Alternative 	<ul style="list-style-type: none"> o



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			Lunchtime	
External Agencies	<ul style="list-style-type: none">o Barriers to Learningo	<ul style="list-style-type: none">o Speech and Language Therapyo Autism Assessment Pathwayo Communication and Interaction Team	<ul style="list-style-type: none">o GP or Paediatriciano CAMHs Supporto ADHD Assessment Wayso Tor School/Mendip School supporto Mental Health Support Team	<ul style="list-style-type: none">o Occupational Therapyo Visual/Hearing Impairment Team