

Universal Provision

At Northleaze Primary School, our Universal Provision Offer reflects our inclusive ethos and commitment to ensuring every child can **Let their Light Shine**. This document outlines the strategies and support available to all pupils as part of our graduated response to SEND, ensuring that needs are met proactively and consistently across the school.

To develop whole school inclusive practice:

- Staff receive regular CPD on inclusive teaching and SEND strategies.
- Classrooms are designed to be accessible and nurturing, with visual supports and calm spaces.
- Pupil voice is encouraged through school council and feedback activities.
- Parents are partners in provision planning and are regularly consulted.
- Inclusive policies promote positive behaviour and emotional wellbeing.

Provision Across Areas of Need:

Cognition and Learning	Social, Emotional and Mental Health
<ul style="list-style-type: none"> • Adapted curriculum planning and outcomes • Use of visual aids, concrete resources, and writing frames • Adult support with tasks and personal copies of instructions • Speech-to-text / speech-to text software • Mixed ability pairings and electronic dictionaries • Booster groups for spelling, reading, and maths • Pre-teaching of key vocabulary and concepts • Chunking tasks into manageable steps with clear success criteria • Dual coding (visual + verbal) to support memory and understanding • Retrieval practice and low-stakes quizzing • Graphic organisers to support planning and sequencing • Peer tutoring or buddy systems • Learning walls with key vocabulary and models • Checklists and rubrics to guide independent work • Interactive whiteboard tools for modelling and revisiting learning • Formative assessment techniques (e.g. exit tickets, show-me whiteboards) • Personalised feedback that is specific, actionable, and encouraging • Opportunities for self-assessment and reflection • Clearly labelled resources and visual organisation systems • Quiet zones or distraction-free areas for focused work • Flexible seating arrangements to suit different learning styles • Classroom provision maps to track strategies used 	<ul style="list-style-type: none"> • Positive reinforcement behaviour policy • Social skills groups and seating arrangements • Anti-bullying ambassadors and reward charts • Access to nurture den, quiet spaces, and calm boxes • Supported transitions at lunchtimes • Emotion check-ins at the start of the day or lesson • Zones of Regulation for emotional literacy • Feelings charts or thermometers to help pupils express emotions • Circle time to build relationships and promote empathy • Mindfulness activities and breathing exercises • Calm corners ('spiritual space') in classrooms • Use of worry boxes or journals to support emotional expression • Regular wellbeing surveys or pupil voice activities • Staff modelling of emotional regulation and respectful interactions • Consistent routines and expectations to reduce anxiety • Visual behaviour prompts and social scripts • Opportunities for leadership and responsibility to build self-esteem • Positive phone calls or notes home to celebrate success • Access to pastoral support or designated adults • Staff training on trauma-informed and attachment-aware practice • Monitoring of SEMH needs through behaviour logs and pupil feedback

- Regular learning walks focused on inclusive practice
- Pupil progress meetings with a focus on cognition and learning need

Communication and Interaction

- Simplified language and increased visual modelling
- Visual timetables, symbols, flashcards, and checklists (use of Wigit resources)
- Structured routines and timers for transitions
- Additional processing time for questions and instructions
- Use of social stories to explain situations and expectations
- Speech sound booster sessions
- Use of Now and Next boards to support transitions and task completion
- Makaton signs or gesture-based communication where appropriate
- Repetition and rephrasing of key instructions
- Opportunities for role play and drama to develop expressive language
- Small group work to encourage turn-taking and listening skills
- Explicit teaching of conversational skills (e.g. greetings, eye contact)
- Visual cues for emotions and behaviour expectations
- Language-rich environments with labelled resources and displays
- Use of puppets or props to support storytelling and interaction
- Staff modelling appropriate language and interaction
- Opportunities for non-verbal communication (drawing, pointing, choosing)
- Consistent use of key vocabulary across subjects and settings
- Quiet spaces for decompression and processing
- Monitoring of communication needs through observation and pupil voice

Sensory and Physical

- Pencil grips, stand-up desks, and desk partitions
- Fidget aids, weighted blankets, and wobble cushions
- Noise-cancelling headphones and regular sensory breaks
- Fine motor skills groups
- Support with medical needs as required
- Alternative seating options (e.g. bean bags, therapy balls, standing desks)
- Access to sensory circuits or movement-based regulation activities
- Visual and tactile resources to support sensory engagement
- Low-stimulation classroom environments (e.g. soft lighting, reduced clutter)
- Individual sensory profiles to guide provision
- Use of sensory toolkits tailored to pupil needs
- Opportunities for outdoor learning and nature-based regulation (eg forest school/Opal)
- Access to quiet zones or low-stimulation areas (nurture den / class 'spiritual spaces')
- Adapted PE activities to ensure inclusion
- Use of timers or visual countdowns to support transitions
- Monitoring of sensory needs through observation and pupil feedback
- Staff training on sensory processing and regulation strategies
- Clear routines and visual timetables to reduce sensory overload
- Flexible uniform policies where sensory sensitivities are present

Monitoring and Review

Provision is monitored by the SENCo and class teachers through regular reviews, learning walks, and pupil progress meetings. Feedback from pupils and parents informs ongoing development. Universal provision is adapted based on need and linked to EHCPs and targeted support where appropriate.