

Brynhyfryd Primary School
Universal Learning Provision



COMMUNICATION AND INTERACTION – SPEECH AND LANGUAGE, ASD

Suggested Approach Speech & Language	Suggested Approach ASD
Clear classroom routines are taught and reinforced to promote good listening skills.	Maintain a calm, firm and consistent approach to managing behaviour
Pupil's name and eye contact established before giving instructions.	Keep language clear and avoid sarcasm, ambiguities and idioms
Classroom seating arrangements allow all pupils a good view of the teachers face when speaking.	Social stories shared
Speech and language link assessment and games utilised.	Sensory equipment available to aid self-regulation.
The purpose of activities is clearly identified and clear links are made to previous learning. Key topic vocabulary should be specifically pre-taught.	Visual supports such as: class visual timetable to prepare for change; task planners; prompts to show good listening and sitting.
Key topic vocabulary is introduced explicitly with the use of concrete, visual supports.	Working alongside good role models and pupils they are likely to socialise with on the playground.
Visual supports are used to reinforce language learning and development.	Clear class rules and routines which have been written by the class, understood and displayed visually.
Pupils' names are used before individual instructions are given.	Clear rules and routines for moving around the school
Adults take time to listen to what children are saying and model positive listening behaviours	Tasks broken down into manageable steps with a clear start and finish.
Pupils have regular opportunities to listen to adults reading to them in a quiet environment.	Tasks show a finished example wherever possible.
Classrooms arranged to facilitate collaborative working.	Clear separation between visual timetable and 'First, Then'
Pupils are supported to understand the benefits of developing good listening and attention skills	Well-organised classroom – equipment easily accessible, drawers for equipment labelled clearly, furniture arranged to best effect quiet area within the classroom.
Staff ensure that pupils are only required to focus on one adult voice at a time	Involvement of pupils with ASD, at a level relevant to them, in formulating their learning goals
Learning objectives use child-friendly language	Use of a visual timetable.
Adults adapt language used in response to pupils' levels of understanding	Quiet 'safe' space available.

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PHYSICAL AND SENSORY – PHYSICAL, MEDICAL, VI, SENSORY, HI, DCD

Suggested Approach Physical Needs	Suggested Approach Medical Needs
	Any pupil with healthcare/medical needs should have an Individual Healthcare Plan.
Assessment for learning informs planning for suitably differentiated teaching taking into account access issues for physical/mobility at this level of need.	Training needs are met to meet requirements of the healthcare plan. HCP's are reviewed at least yearly as part of the PCR/IDP or as changes or difficulties arise
Personalised planning is informed by regular audits of the school building, relevant procedures (especially in terms of administering medication) and minor additional access resources where necessary	Staff are all familiar and trained in specific needs. First aid trained staff listed and informed
Staff communicate regularly with parents to confirm and maintain access arrangements as well as how they can support their child's learning needs (taking into account factors such as possible fatigue). Expected access arrangements to support learning	A safe space available for medication storage is provided.
Access is maintained to all learning activities in class taking into account factors such as effective recording, appropriate seating and mobility.	Opportunities for rest given
Appropriate seating placement is available to maximise the pupils' view of the teacher and to reduce distractions.	Awareness of the impact the medical issue can have on the pupils ability to engage/concentrate and to make reasonable adjustments to staff expectations
Consider colour coding key information if pupils also have visual perceptual needs.	Suggested Approach Visual Impairment
Potential fatigue factors are taken into consideration for some physical impairments	Keep instructions simple and use the pupils name
Offer assistance for putting on additional clothing.	Ensure pupil sitting close to point of visual interest. For example, able to see the board or is in a good position to see body language and facial expressions
Playground arrangements allow for quieter as well as busier play areas.	Learning materials need to be clear, uncluttered, of good contrast and a suitable font size. This should be presented on A4 (not A3 as this can exacerbate visual conditions)

Additional time is provided for written recording and other activities requiring both fine and gross motor skills.	Good even lighting, avoid glare. Blinds used as appropriate
Pairing with a more coordinated peer/friend when engaged in work with higher use of physical skills is considered.	Support in developing self helps skills – putting on their own coat, different types of fastenings, toileting, washing hands, feeding, eating and drinking skills, brushing teeth.
Access to pre-prepared formats for graphical or other information to reduce written/drawn recording demand.	Extra time is given for visually demanding activities. Breaks given regularly to avoid visual and mental fatigue
Group approaches and peer partnerships maximise pupils' full participation and direct academic and social engagement.	Staff help other children to understand what difficulties the visually impaired pupil faces and what they can do to make them feel included.
Pupils may have specialised equipment/resources/programmes that will be monitored & reviewed by OT/Physio/SLT- all staff should be aware of these and be able to integrate/enable the delivery of them throughout the school day.	Suggested Approach DCD CONTD.
Suggested Approach Sensory difficulties	Use wide-stemmed pencils and pens, or by applying rubber grips to their writing utensils.
Pupils can have sensory needs relating to a wide variety of other ALN. Staff should be aware of the impact of this when planning activities/learning environments.	Provide graph paper to guide them in letter placement and spacing. Colourful, lined paper
Suggested Approach DCD	Set children up with note-taking buddies, allow them to use computers or provide electronic copies of material in advance to reduce note-taking strain
Task instructions are written in short sentences and check-lists used for assignments with multiple parts.	Type homework and use a computer in class
Demonstrate a task and read directions out loud, in addition to providing a printed version	Place pupils with dyspraxia at the front of the room so they have an easier view of the board. They may also find it easier to concentrate when distanced from doors, windows, bulletins and other classroom distractions.
Timelines to help fix events in child's mind. Avoid disturbing child when on task. Avoid fluorescent lights, fluttering ceiling displays. Promote a 'no-disturbance' culture showing respect for each child's work space.	Opportunity given to pause, get up from their desk, stretch and move around before continuing on with a lesson.
Adjust chair and/or desk height to ensure the pupil is in the proper position for desk work. (Feet flat on the floor, shoulders relaxed, and forearms supported on the desk.)	More time given to understand task requirements and complete assigned work.

Allow the child to work in different positions, like standing.	Suggested Approach Hearing Impairment
Suggested Approach Hearing Impairment	Opportunities provided to learn about other deaf young people and adults who have successfully managed issues arising from their deafness and may act as role models to younger deaf people.
In class support may be necessary from time to time to check for understanding and clarify concepts in certain topics.	Staff facilitate effective communication between the deaf child and their peers. They should help the other children to understand what difficulties the deaf child faces and what they can do to make them feel included.
Have an awareness of background noise such as from open windows/doors or electronics, and minimise as much as possible.	Make sure deaf children are sitting in an appropriate position to minimise background noise and distractions, and where they can clearly see the speaker/board.
Hearing aids checked regularly and the child should be wearing them at all times.	Make sure deaf children are facing you while you are talking.
Make sure all videos are subtitled.	Visual support will be helpful for key vocabulary.
Staff ensure that the pupils have stopped working and are listening before new instructions are given	The pupil may benefit from learning strategies that will help them cope with situations they may find difficult because of the impact of their deafness, for example even the youngest child can be helped to learn to ask a peer to face them when they speak. Encourage them to practise strategies.
Be aware that during group discussions a deaf child may find it difficult to hear pupils contributions. It may help to repeat what has been said by other pupils.	

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EMOTIONAL, SOCIAL AND BEHAVIOURAL DEVELOPMENT – BEHAVIOUR, ADHD,
TRAUMA, MENTAL HEALTH

Suggested Approach Behaviour	Suggested Approach ADHD
Create a list of class rules which all children have contributed to. Consistent explicit classroom rules in visual format.	Visual cues and prompts used.
Use social stories to explain the social rules and expected behaviour.	Pupil's name and eye contact established before giving instructions.
Emotionally available adult and relationships built	Clear and simple instructions, breaking down longer instructions and giving one at a time
Pupil's name and eye contact established before giving instructions.	Tasks are clearly explained, modelled or scaffolded, and staff check for understanding.
Clear and simple instructions, breaking down longer instructions and giving one at a time	Key points/instructions are jotted down
Key points/instructions are jotted down with the use of personal whiteboards if needed	New learning broken down into small steps.
Specific activities are differentiated appropriately, eg words for spelling practice, times tables practice, methods of recording. There are opportunities for practical and interactive, as well as paper and pencil tasks	New learning is linked to what pupils already knows, for example, start a lesson with a class mind-map of what they already know about a subject
Pupils have 'thinking time' or opportunities to work with talk partners before answering a questions, or say "I'm going to come back to you in a minute for your idea"	Specific activities are differentiated appropriately, eg words for spelling practice, times tables practice, methods of recording. There are opportunities for practical and interactive, as well as paper and pencil tasks
A range of lesson activities are planned to take account of different learning strengths, and practical activities offered where possible, eg learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting	Children have 'thinking time' or opportunities to work with talk partners before answering a questions, or say "I'm going to come back to you in a minute for your idea"
Visual cues and prompts, visual timetables are used. The child should be alerted to changes on the way by these being pointed out on the visual timetable	A range of lesson activities are planned to take account of different learning strengths, and practical activities offered where possible, eg learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.

Explicit teaching of independent and study working skills is routine. Pupils are encouraged to take charge of their learning and develop strategies that work for them.	Multiple examples of new concepts are provided and staff aim to take these examples from children's own real life experience rather than talking in the abstract.
Celebrate positive aspects of pupils' work and how their work can be developed / improved.	Visual cues and prompts, visual timetables are used. The child should be alerted to changes on the way by these being pointed out on the visual timetable
An element of 'control' is encouraged using choices and engagement	Explicit teaching of independent and study working skills is routine. Pupils are encouraged to take charge of their learning and develop strategies that work for them.
Engagement in activities they excel in.	There are opportunities for flexible grouping and pairing, for example by ability and mixed ability, including buddy systems/study buddies.
Now and next cards. Small manageable tasks Clear expectations and boundaries Specialised behaviour plan maybe required with support from Behaviour team.	A fidget box to allow them to use when needed. Opportunities for movement breaks if needed.
Suggested Approach Trauma	Suggested Approach Mental Health
A warm, accepting climate and ethos accepting and supportive for staff, parents and pupils	Supportive and welcoming environment
Quiet 'safe' space	Healthy eating and living activities
A calm, consistent learning environment with clear expectations, routines and rules, with secure and explicit boundaries in all curriculum areas and at times of less structure (for example, lunchtimes / transitions)	Routines and timelines
A calm, firm and consistent approach to managing behaviour	Supportive role model
A circle of friends or buddy system to help the child in building relationships.	Manageable tasks
Positive relationships as modelled by adults	Yoga, meditation and relaxation
Positive Teacher attitudes and behaviour	Warning signs identified and triggers within a support plan
A systematic approach to responding to behaviour: School Behaviour Policy	Opportunities to have a safe space
An ethos and conditions that support positive behaviours for learning and for successful relationships	Restorative approaches
Direct planning, teaching and modelling to enable pupils to make emotional, social and behavioural progress (explicit behaviour for learning skills/teaching routines/Personal, Social, and Health Education (PSHE)	Happy news daily Chatter Box at playtimes.
Frequently during the day share successes and provide specific praise (verbal, visual	I wish my teacher knew type activities

and written) in order to develop a sense of self and self-worth	
Use of logical consequences as part of a stepped approach in order to encourage pupils to self-regulate and make appropriate choices in order to develop their skills	Circle time/P4C activities
Trust building activities to build relationships	Check in's/check outs Small group work to build confidence.
Calm down kit to access as and when needed.	Quiet working space available Withdrawal options shared Feelings fans for all.

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COGNITION AND LEARNING – DYSLEXIA, DYSCALCULIA

Suggested Approach Dyslexia	Make sure a small reference chart is available to serve as a constant reminder for the cursive script in upper and lower case.
Don't ask person with dyslexia to read aloud. Reserve this for a quiet time with the class teacher. Alternatively, perhaps give the child advanced time to read pre-selected reading material, to be practiced at home the day before. This will help ensure that the child is seen to be able to read out loud, along with other children	If handwriting practice is needed it is essential to use words that present no problem to the dyslexic child in terms of meaning or spelling.
Accept homework created on a computer The use of computers for word processing	More time allocated for completion of work because of the extra time a dyslexic child needs for reading, planning, rewriting and proofreading their work.
Word processors make life much easier. Allow them to use the Spell Checker and help with grammar and punctuation so that you can see the quality of the content Provide access to assistive technology such as a computer, for pupils who find it difficult to write quickly enough in class	Provide coloured overlays
Discuss an activity to make sure it is understood	Provide handouts in lessons rather than asking pupils to copy text or take notes. Provide all handouts on coloured paper
Give the opportunity to answer questions orally	Use a sans serif font on all printed materials, such as Verdana, Arial or Calibri and make sure the font is at least 12 point or above.
Use different colour for each line if there is a lot of written information on the board, or underline every second line with a different coloured.	Change background colour when using a whiteboard or computer screen.
Ensure that the writing is well spaced.	Provide highlighters so learners can track text that has been read, or highlight important pieces of information.
A structured reading scheme that involves repetition and introduces new words slowly is extremely important.	Use multisensory ways of teaching.
All pupils in the class can benefit from structured and systematic exposure to rules and patterns that underpin a language.	Allow additional 'thinking' time. Break information up into smaller 'chunks'.

Spelling rules can be given to the whole class. Words for class spelling tests are often topic based rather than grouped for structure. If there are one or two dyslexics in the class, a short list of structure-based words for their weekly spelling test, will be far more helpful than random words. Three or four irregular words can be included each week, eventually this should be seen to improve their free-writing skills.	Font size should be 12-14 point or equivalent (e.g. 1-1.2em / 16-19 px). Some dyslexic readers may request a larger font.
When using mental arithmetic allow the dyslexic child to jot down the key number and the appropriate mathematical sign from the question.	Avoid underlining and italics as this can make the text appear to run together and cause crowding. Use bold for emphasis.
Encourage pupils to verbalize and to talk their way through each step of the problem. Consider using bullet points and numbering rather than continuous prose.	Avoid green and red/pink, as these colours are difficult for those who have colour vision deficiencies (colour blindness).
Encourage a dyslexic child to use a calculator.	Use alternatives to white backgrounds for paper, computer and visual aids such as whiteboards. Use cream or a soft pastel colour.
Put the decimal point in red ink. It helps visual perception with the dyslexic child.	Use attention-getting phrases like, "This is important to know because...."
Suggested Approach Dyscalculia	Use concrete examples that connect math to real life
Review what the child already learned before teaching new skills	Check in frequently to make sure the child understands the work.
Teach child to "self-talk" through solving problems.	Create separate worksheets for word problems and number problems.
Let the child write out charts or draw sketches to solve problems.	Highlight or circle key words and numbers on word problems.
Teach visual strategies e.g. bar maths	Give step-by-step instructions and have the child repeat them.
Allow extra time on tests.	Break down each task into small sections to be mastered one by one.
Provide charts of math facts, 'numeracy mats' or multiplication tables.	Make sure a small reference chart is available to serve as a constant reminder for the cursive script in upper and lower case.

