



At Potters Gate Primary and St. Andrew's Infants, we offer a wide range of high-quality provision across the whole school. Our Universal Provision (Wave 1) describes quality inclusive teaching, which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment. Below are the strategies and support that we offer to all children, at Wave 1.

General Strategies
Praise - house points, certificates, class rewards, marbles in a jar
Class rules and expectations
Chill out area- bubble room, safe space
Clearly labelled resources with pictures and symbols
Cream/Blue coloured backgrounds to be used on all IWB's.
Large bodies of text to be broken up by colours/spacing.
Dyslexia friendly fonts
Resources such as writing slopes, pencil grips, left-handed equipment, overlays, spring-loaded scissors
Working walls (what a good one looks like)
Visual, concrete aids to support learning e.g. counters, 100 squares, number lines, counting beads, handwriting/alphabet strips, range of dictionaries, class word banks, vocabulary mats, phoneme posters, place value equipment.
Whiteboard/verbal responses rather than written records
Visual clues displayed in class - Visual timetables, Visual timers e.g. 1, 3, 5, 10 minute Sand timers, SPaG posters
Communication aids to demonstrate when help is required e.g. traffic light cards/bubble cards/ personalised cards on desk
Reading area to include a range of fiction & non-fiction high interest/low ability reading material.
Alternative methods of recording e.g. camera, laptop, iPad
Seating arrangements: All children can comfortably see the board.
Differentiated questions at carpet/group sessions. Questions pitched to challenge all abilities, questions used to ensure others are listening and on task
Metacognition and Growth Mindset language
Differentiated and Scaffolded English/Maths with work set to their ability.
Pre-teaching, Group consolidation through extra explanations.
Mixed ability partner work.
Paired Reading e.g. Y1 reading buddies from Y6. Class reading support – volunteers into school.



Speech and Language

Use the child's name and have the child's full attention before giving out an instruction.
Ask the child to repeat back any instructions given to ensure he understands before the task begins.
Model the correct grammatical structures if there is an error. E.g. "I broked my pencil" – "Oh dear, you broke your pencil"
If an instruction is missed or appears not to have been understood, count to 10 in your head. Then repeat exactly as you said the first time, so no new information needs to be processed.
Keep all classroom instructions short and simple, presenting them one at a time.
Give instructions in the order you would like them carried out.
Prepare the child at the beginning of each task by reminding them what they need to do.
Encourage the child to pick out the key story elements in their narrative
Provide the child with good models of language. If they produce a word incorrectly, model this back with the correct production.
If you do not understand a word a child says, take the blame and tell them that your ears are not working properly today.
Chunk instructions to enable the child to understand and follow instructions easier.
Pre-teach vocabulary to develop a wider range of words.
Provide concrete, hands-on experiences of new vocabulary – make it meaningful.
Reduce the amount of questions asked and swap them for comments, comment on what the child is doing rather than asking them what they are doing.
Hearing test – ensure the child has had a recent hearing test to ensure they can hear their name being called and to rule out any concerns.
NELI – Nuffield Early Learning Intervention
Phonics Screening check (Y1/2)

Sensory

Ear defenders - A child who presents with an over-responsive type of sensory processing disorder with noise may find it useful to have a set of noise reducing headphones
Provide an individual quiet working space for the child to access on a daily basis if required.
Wiggle cushion and weighted blankets.
Heavy work jobs around class and school
Fidgets toys – The child is allowed to choose one to help them concentrate at class input times.



Fine and Gross Motor

Before PE, ensure the child has taken part in warm-up activities to wake and engage their muscles

Wiggle/wobble cushion – Ensure the child has a good sitting posture before completing handwriting/fine motor skills activities.

Plan and facilitate specific fine motor skills activities to develop hand/eye coordination and writing readiness.

Plan and facilitate specific gross motor skills activities.

Chubby pencils, pencil grips and spring scissors

Social, Emotional and Mental Health (SEMH)

RIP and PIP

(Reprimand in Private and Praise in Public)

Feelings Scale every day

Bubble card- placed on teachers chair or desk signalling the pupil wants to talk.

Use specific positive praise with the whole class to emphasise desired behaviours. Ensure the behaviour is described. E.g. "Well done, Fred, you sat down as soon as I asked you to".

Make tasks kinaesthetic wherever possible.

Visual timetable, Now and Next visuals – Use an individual timetable to ensure the child knows what is happening each day, thus reducing anxieties.

'Check-in' time – When the child is going through particular stress it may help them to have 10 minutes "check-in time" at the beginning of each morning/afternoon to prepare them for the day/sessions and settle them.

Pre-learning – A key worker could prep them before the lesson, going through tasks, key information to be discussed. This would reduce anxieties and increase self-esteem.

Ensure that learning tasks are differentiated appropriately to give them a good chance of experiencing some success with their work and to encourage their cooperation and engagement.

Transitions - If the child continues to be difficult at transition back to class at the end of playtime have a plan in place with all staff that they can do a job that means they go back into school ahead of the other children.

Make expectations as visual as possible, for example take photos of the child doing 'good sitting' 'good looking' 'good listening' 'good helping' etc. – refer to these regularly with the child so that he can see what positive behaviour looks like for them.



<p>Ensure frequent, brief contact with the adults in the class. Make contact with a few words, a touch on the shoulder, leaving an object with them for a few minutes to reassure you are there for them.</p>
<p>Create a calm, safe place for the child by setting up a workstation in a quiet part of the classroom. Equip the workstation with everything the child will need, at the same time telling them that they will be participating in class activities. The workstation needs to be used for when the child is struggling to access work, increased levels of anxiety, and also a place for 'time out' as an alternative to taking them out of the room.</p>
<p>Calm Box – make and decorate a box which can be filled with appropriate calming activities. This could be used to help him concentrate in class input times or as a learning break within a task when he struggling to concentrate. Make it clear that the learning break will be time limited (5mins) and after that time he will be expected to join back in, with help if needed. Use of a timer needed.</p>
<p>Task Board – Use a task board to help the child organise a task and follow instructions.</p>
<p>Adult Champion – touch base and check-ins with pupils</p>
<p>Learning breaks – The child may benefit from an active learning break. The child could run an errand e.g. Take a sealed envelope to a member of staff who will then know that the child needed a short break, and then to send them back to class.</p>
<p>Give the child “take up time” when they are given an instruction. Follow this up with lots of praise when they follow the instruction</p>
<p>Give very high levels of praise/ rewards to the child when they are showing behaviour that you want to see in the classroom.</p>
<p>Have a positive communication book - one (or more) examples could be included in this written from any adult.</p>