**Universal Provision at East Harptree and Ubley Primary Schools**

*EEF states in Recommendation 1 that all teachers need to “Create a Positive and supportive environment for all pupils without exception”.*

Universal Provision is based on inclusive approaches to teaching and learning which benefits all children, but is essential for those with SEND. Reasonable adjustments for individual needs are made to ensure all classrooms are supporting the needs of all pupils, for example, dyslexia-friendly, communication- supportive and adaptive for any sensory and physical needs that pupils may have. Universal provision entails high quality teaching within an inclusive environment and ensures a positive experience for all pupils whether they have special educational needs or not.

 **What should high quality universal provision include?**

Universal provision is for all pupils which incorporates those with SEND, it should be part of Quality First Teaching. It should include:

* Well-structured lesson where learning objectives are shared orally, reinforced visually and revised frequently, this will benefit all children
* A broad, balanced and relevant curriculum with high engagement of pupils
* High quality teaching that is adapted and personalised
* High expectations of every pupil
* Ambitious targets based on appropriate assessment and dialogue with pupils and parents
* Potential areas of difficulty addressed and potential barriers to learning removed through the effective deployment of resources, including TAs. A minority of pupils will be provided with access to specialist equipment and different approaches to learning
* Regular assessment, monitoring and review of children and young people’s development and progress against targets and outcomes

 **What does this look like in practice?**

Strategies for high quality universal provision in the classroom might include the following:

• A well-organised classroom with labelled resources including picture symbols

• Displays which support learning e.g. word lists, punctuation pyramids and multiplication grids (learning walls)

• Assessment of prior learning that supports the planning of learning objectives for all pupils (feedback and marking policy)

• Clear lesson structures with learning objectives presented orally and visually

• Instructions given in small chunks with visual cues

• Understanding checked by asking pupils what they have to do. Pupils being clear about what is expected of them e.g. use of ’What a Good One Looks Like’ (WAGOLL’)

• Understanding demonstrated in a variety of ways e.g. verbal explanations, drawings and diagrams, videos

• A range of groupings within the class including some random pairing activities

• Periods of listening broken up with practical activity

• Activities chunked into manageable tasks with the use of scaffolds and prompts

• A strong focus on the importance of positive relationships

• Effective use of praise for the celebration of all achievement including effort

• Memory supported by explicit demonstration and modelling of memory techniques

• Teaching Assistants planned for, and used, to maximise learning

**Other Universal Provision ideas;**

* Retrieval exercises at the beginning of lessons
* Trauma school – de-escalating situations – teach “self-regulation strategies” – introduce a safe space, avoid sensory over-load situations, quiet table available, labelling emotions “I can see that you are feeling ….”
* Sensory strategies – ear defenders available
* Dyslexic friendly classes – access to ACE dictionaries, coloured paper, coloured rulers, extra time for tests, clear instructions, chance to overlearn etc, suitable font, screening for all children, pre/post teaching
* Use of mindfulness
* Timetable of the day clearly displayed (eg visual timetables)
* Good role modelling of all adults

It should be noted that this is by no means an exhaustive list and there are many other elements of universal provision to consider. However, it can be seen that different strategies included here support the learning needs of pupils with different kinds of SEND and all strategies are positive additions to robust universal classroom provision.

**The importance of high-quality universal provision for pupils with SEND**

Where there is robust universal provision, some children will be identified to require additional support, or targeted provision, in order to make good progress. It is important to remember that if the quality of universal provision is high, the need for targeted provision is likely to be less, as more of the pupils will have the majority of their learning needs met. Ongoing strategies by teaching staff to meet the needs of all pupils, particularly those with SEND, are likely to reduce the need for multiple targeted intervention groups and allow pupils to learn in a more inclusive way.