



Universal provision at Lyng C of E Primary Academy

At Lyng C of E Primary Academy, we offer lots of different types of support that is available to all our children when and if they need it. Below is a list of some of the ordinarily available provision (reasonable adjustments) that your child can access in their classroom. If you would like more information about the types of support available, please ask your child's teacher.

Name:	Year group:	Date:
Universal provision		
Communication and interaction	Cognition and Learning	
• Use of declarative language when appropriate (no demand). • Short simple instructions. • Tasks broken down into smaller steps. • Use name first before question/instruction. • Allow longer processing time. • Seating place in class i.e. near front or near exit; paired with suitable peer. • Daily timetable, visible so all children know what is happening during the day. • Warning of changes to routines. • Visual timetable. • First/Then board. • Use of Widgit visuals/visuals to support communication. • Speech and Language speech sound screeners. • Just One Norfolk SALT handbook. • WellComm. • One Page Profile, completed at the start of the year. • Off-white background on whiteboard. • Limited choices e.g. this or this, you choose • Support with transitions. • Pre-teach key vocabulary. • ATT Making Sense of Autism Training.	• Agile teaching. • Tasks broken down into small achievable chunks; simplified instructions. • Longer processing time. • Adult checking pupil understanding. • Planned grouping of children for peer/adult support, as appropriate. • Prompting and cueing from adults. • Concrete resources e.g. Numicon, base ten. • Word banks, writing frames, sentence starters. • Scaffolded worksheets/pre-prepared formats. • First/Then boards. • Chunking charts. • Dyslexia friendly classroom strategies. • Multi-sensory approaches and visual cues. • Spelling aids (word lists, sound charts, key vocab lists). • Handwriting aids (alphabet, letter formation mats). • Use of timers. • Post-its/One-minute planners/notepads/mini-whiteboards. • Adapted homework. • Adapted methods to share answers/ideas – i.e. partner talk. • Times Tables Rockstars. • Spelling/maths fluency prompts. • Read, Write Inc teaching materials. • PiXL assessments and therapies. • Doodle maths. • Salford Reading Assessments. • NAPS trackers. • White Rose maths. • Reading stars. • CGP books.	

SEMH	Sensory and Physical
• Whole staff safeguarding training. • All staff available for 'meet and greet' each morning. • School vision – pillars for light. • Class collective worship. • Whole school collective worship. • Shining light awards. • Feelings and wishes. • Restorative approaches. • PSHE curriculum. • Zones of Regulation check ins and strategies. • Zones of Regulation baskets. • Beacon House Trauma Informed training. • Norfolk Step on/Step up training. • Modelling use of emotional language. • Daily visual timetables displayed. • Consistent routines – structure and predictability. • Regular pupil voice. • Pastoral check ins (time to talk with a trusted adult). • Worry box/book/monster. • Ask it baskets. • Movement breaks. • Regulation breaks. • Taught relaxation strategies – 5 a Day. • Sensory regulation tools – fidget tools. • Transition plans. • Transition meetings. • Additional transition support (school and community team).	• Movement breaks. • WALT stickers. • Scribe to avoid extensive handwriting. • Sensory regulation tools – wobble cushions, fidget tools, chews, chair resistance bands. • Whiteboard and display font/sizes. • Seating positions. • Selection of pens/pencils/pencil grips. • Subtitles used on videos when appropriate e.g. in assembly. • Enlarged copies of handouts. • Ear defenders/ear loops. • Daily fine motor skill interventions. • Sensory audit checklists. • Just One Norfolk OT Handbook. • Medical needs training.

Targeted support

Targeted support captures the children who need support additional to and different from that which is provided within our universal offer. It is not limited to the following, but includes many ways that we respond to children's presenting needs. It identifies the support given to children that is above and beyond what is usually expected in class.

Progress is captured through work, teacher assessment or, in some instances, more formal assessments, such as SDQs (strengths and difficulties questionnaire). If a child needs support beyond that which we can offer in school, an external referral may be made.

Targeted support	
Communication and interaction	Cognition and Learning
• Personalised social stories. • Attention Autism (Bucket Time) intervention sessions. • 1:1 speech and language therapy sessions. • NHS SALT referrals and assessments. • NHS SALT interventions/modelling sessions. • WellComm intervention sessions. • Time to Talk/Socially Speaking interventions. • Talk Boost interventions. • Alternative forms of recording – talking tins, laptops etc. • Blank level questions. • Targeted Just One Norfolk SALT Resources. • Referral to Access through technology re: communication system. • Referral to EPSS autism team. • Personalised visual timetables. • <i>Widgit</i> symbols used to support spoken language/text. • 'I need help/time out' communication cards. • Private signal system.	• Work adapted to suit needs and ability. • RWI groupings. • Reading Stars/RWI interventions. • 1-1 readers. • HFW spelling programme. • Spelling shed. • Handwriting intervention. • Photocopies of information from the board (to aid tracking skills / reduce copying). • Task planners/organisation checklists. • Use of technology i.e. computer, iPad. • Touch typing interventions. • GL Dyslexia/GL Dyscalculia screeners. • Coloured paper/books. • Reading overlays and rulers. • Dyslexia friendly reading books. • Additional guided reading sessions. • Precision teaching. • Daily / regular small group maths/English support. • Small group writing/maths interventions. • Pre-teach (vocabulary). • Pre-teach (skills). • Working memory – metacognition activities. • Memory aids e.g. photographs of teaching input. • Working memory group (schools and community team) • Individual workstation available. • EPSS SLST teacher assessments. • PiXL therapies.

SEMH	Sensory and Physical
• 1:1 Zones of regulation support / Incredible five-point scale. • Individual Zones check ins. • Emotion cards/fans. • 1:1 ELSA Lead nurture interventions. • Boxall • Beacon House Psychoeducation toolkit. • Sensory circuits. • 1-1/small group sensory circuits. • • Support during unstructured times (break and lunch) when needed. • Worry busters/Emotional regulation/Yoga and Mindfulness (schools and community team). • Personalised social stories. • Bespoke transition into school • Reduced timetable if appropriate • Referral to EPSS SEMH team • External referrals – Just One Norfolk/Young Carers/Nelson’s Journey etc • Gardening and Forest School groups. • Soft start i.e. at start of school day, after lunch. • Individualised reward system when needed. • Access to a quiet space / time out i.e. calm corner, reading area. • Social stories. • Personalised regulation activities. • Incentives based on pupil’s interests. • Individual support with transitions.	• Personalised movement breaks. • Personalised sensory tools. • Personalised medical training. • Care plans. • Sensory circuits. • Additional fine motor skills / handwriting group. • Bespoke support for toileting. • Referral to Access through Technology. • ATT equipment. • Referral to EPSS ASD for sensory support. • Touch typing. • Referral to VSSS. • OT referrals. • Coloured overlays / tasks on coloured paper/ reading rulers. • Handwriting programmes. • Weighted blanket. • Writing slope. • Adapted uniform/uniform adjustments. • Specialist equipment – i.e. adapted books and books.