

Steps to supporting learners through Universal Provision.

What is Universal Provision?

Universal provision forms the foundation for all other provision or support in schools, colleges and other settings, and comprises high quality teaching that is made available to all. This includes strategies, resources and adaptations to the curriculum and environment that teaching staff use to remove barriers to learning for children and young people.

Where there is robust universal provision, some young people 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.

When should I use this document?

High quality teaching targeted at the area of need should be the first response to supporting students who may have a special educational need. This document should be used to identify any barriers the young person is facing and to implement the right support within the classroom. Commencement of Universal Provision can be triggered by teaching staff, the young person or their parent/carer.

How do I use this document?

The first step in using this document is to complete the Quick Checkers as completion of these will inform which areas of need under the SEND Code of Practice need to be addressed. Teaching staff will then be able to go to the relevant section/s within the document which highlights what barriers the learner may face and how to support.

The voice of the young person should be central to all support. It is therefore important that you discuss the young person's learning with them in order to gather and record their views.

What next?

Universal provision should be implemented for a term and then reviewed. If the young person has made little or no progress then a SEN Cause for Concern form should be completed and submitted to the SEN Department. Following that, a decision may be made to move the young person to SEN Support – Tier 2.

Once you have completed the Universal Provision document, please ensure that you have recorded this on the YP's ILP. This can be done as follows: ILP/Support/Additional Learning Support. Scroll down to SEN Provision at the bottom of the page and click Add New. Choose the Universal Provision option, detail which of the four areas of need are a barrier to learning for the YP and confirm the date the Universal Provision started. The Universal Provision document will then need to be saved in your own class file.

Conversation with Learner	
What do you find difficult?	
What are the ways you learn best?	
Did you receive any support in school?	
If the learner disclosed they have a diagnosis i.e. dyslexia then please ask if they are able to bring in a copy of any relevant paperwork (this should help with providing support).	
Is there anything else you would like us to know about your learning difference?	

Communication & Interaction – Quick Checker

There are concerns about the young person's:	Y/N
<i>Expressive language</i>	
Expressive language—their ability to use language to communicate with others, for example, finding the words they need or putting them in a cohesive sentence.	
Difficulty with speech sound or articulation skills.	
Difficulty using speech sounds accurately.	
Ability to use and express their ideas with clearly voiced and fluent speech, for example, stammering.	
<i>Receptive language</i>	
Ability to understand and process language including auditory memory and vocabulary, for example, remembering length of sentence.	
Ability to understand a sentence as a whole, for example.	
Attention and/or listening skills—their ability to engage successfully with language.	
Difficulty with sequencing words or events to tell a story.	

There are concerns about a young person's	Y/N
<i>Social and non-verbal communication</i>	
Social communication, difficulty with social understanding and interaction, for example, building and maintaining friendships.	
Rigidity of thought, for example, ability to manage changes in routine, literal understanding and use of language.	
Difficulties with non-verbal communication such as eye contact, interpreting facial expression, non-verbal cues and prompts, body language.	
Poor awareness of needs of listener and what's appropriate, for example, not giving context, detail, speed of speech, tone of voice.	
Poor conversation skills, not taking turns, taking on board other's ideas, following another's topic of conversation, using a monologue, dominating the conversation.	

Communication & Interaction – Universal Provision

All students need to be able to understand and use language effectively to access the curriculum and communicate with others. Student's linguistic competence supports their learning as well as their communication skills.

Many students have difficulty in understanding others and in expressing themselves. They may have difficulty with fluency of speech in forming sounds and words and in expressing their thoughts and ideas clearly.

Students may have difficulty with social interaction. They may have difficulties with attention and listening, social understanding and lack flexibility in thought and behaviour.

Difficulties with communication and interaction may mean that students need some short term support but it should not be assumed that they have special educational needs.

What you might see (Barriers)	What you can do to support
<p>Receptive and Expressive language <i>Difficulties with the use of language</i></p> <ul style="list-style-type: none">• For example, limited vocabulary, difficulty putting words into sentences correctly• Immature speech sounds <p><i>Difficulties with listening and attention,</i></p> <ul style="list-style-type: none">• Following multi step instructions for example, over reliance on others, acting out/withdrawing behaviours• Difficulty understanding non-literal language/ vocabulary, for example, understanding jokes and sarcasm, idioms, synonyms <p><i>Difficulties with understanding language</i></p> <ul style="list-style-type: none">• For example, may cue into certain words, difficulty remembering length of sentence, limited vocabulary	<p>Receptive and Expressive language</p> <ul style="list-style-type: none">• Close home/college links so staff are aware of any changes in home circumstances that may impact on learning and information is shared appropriately• Personalised learning targets in agreement with the pupil if possible• Flexible grouping strategies, including ones where the pupil can work with peers of a range of abilities• Simplifying language• Sequential instruction giving• Checking back for understanding• Cue YP into what you are saying• Modelling - adults to model and scaffold appropriate language and conversation skills

Some difficulty initiating conversation with adults and peers

- Knowing appropriate conversation starters
- Knowing when it is your turn to speak, awareness of the listener
- Social and non-verbal communication
- Some difficulty interpreting non-verbal cues and facial expression
- Some inconsistent use of eye contact and nonverbal prompts
- Some difficulty initiating conversation with adults and peers
- Some difficulty maintaining conversation
- Difficulties with listening and attention
- Difficulties with processing and understanding language

Social and non-verbal communication

- Some difficulty interpreting non-verbal cues and facial expression
- Some inconsistent use of eye contact and nonverbal prompts
- Some difficulty initiating conversation with adults and peers
- Some difficulty maintaining conversation
- Difficulties with listening and attention
- Difficulties with processing and understanding language

Classroom environment:

- Physical: quiet space to work, alternative seating (quiet area or near a buddy), limiting visual clutter – avoid crowds and easy access, keep classroom easy to move around
- Structural: clear routine, verbal and written instructions – visual cues, clear and not distracting, visual timetables and vocabulary - keywords, now and next instructions, narrative pack, short, direct teaching, high levels of paired talk, word walls, vocabulary work, key words, precision of language – good modelling of language and not correcting, word maps with pictures, using and practising scripts to help with new social situations and what to say/do, rewards, visuals, motivators attention and engagement activities, clear target setting, independence, workstation, scaffolding, competency framework for individuals and staff skillset
- Sensory: keep noise and visual clutter to a minimum, identify triggers and calming strategies.
<https://choices.somerset.gov.uk/025/send-news/somerset-sensory-processing-handbooklaunched/send-news/>

Speak to SEN Department for additional information and advice if required.

Cognition and Learning – Quick Checker

There are concerns about the young person's:	Y/N
Lack of progress, even with differentiated high quality first teaching approaches which are targeted to gaps and barriers.	
Performance levels i.e., they are below the level within what most children and young people are expected to work.	
Difficulty acquiring basic literacy skills and knowledge, for example, phonics, reading fluency and reading speed.	
Difficulty acquiring basic maths skills and knowledge, for example, number bonds, applying and remembering maths learning.	
Retaining and recalling information—in the short and/or long term.	
Difficulty in dealing with abstract ideas, applying from prior learning and problem solving.	
Slow processing—they take longer to work through problems and tasks, but can do with longer time.	
Poor independent learning skills such as the ability to focus, listen, organise themselves, sequence, or sustain attention on a task.	
High level of dependence on adult support.	
Lack of confidence, avoidance of tasks and reluctance taking risks.	

Cognition and Learning – Universal Provision

Student may show a slower rate of progress in some areas of their learning than their peers.

This may be a short-term difficulty that requires brief support but it should not be assumed that they have special educational needs.

Many YP show a slower rate of progress than their peers. This could be due to a range of factors for example developmental delay or the impact of life events. Often their rate of progress will increase over time through high quality teaching and in class support at a universal level.

What you might see (Barriers)	What you can do to support
Reading YP may have difficulty with: <ul style="list-style-type: none">• Engaging with reading independently or with some adult support• Making progress in their reading skills such as reading accuracy, fluency and comprehension• Reading words outside of their vocabulary	General <ul style="list-style-type: none">• Understanding strengths and interests• Knowledge and understanding of barriers to learning• Knowing YP's starting point and next steps to develop learning• Consistent HQT• Activate prior learning• Teaching using a multisensory approach with a lot of opportunities for overlearning• Teaching is sequential build on what the YP knows• Model, scaffold to independence• Use of effective questioning to enable engagement in learning• Regular assessment informing next steps• Opportunities to talk through learning with a peer Reading <ul style="list-style-type: none">• Wherever possible, use strengths, hobbies, interests and choice to engage students in reading• Opportunities for success in reading (reading books with over 95% accuracy and reading familiar books)• A strong culture of reading for meaning and enjoyment with an emphasis on language development and comprehension• Explicit teaching of fluency including re-reading for speed, intonation and response to punctuation

- Matching the quality of written work with their language skills

Phonological awareness skills

YP may have difficulty with:

- Identifying syllables, alliteration, rhyme
- Identifying and recalling individual sounds, graphemes
- Blending sounds and segmenting sounds orally
- Identifying and recalling individual phonemes (sounds)

Recognising common high frequency words

YP may have difficulty with:

- Remembering letter-sound relationships for reading and spelling
- Remembering high frequency words for reading and spelling
- Accurate and/or fluent reading
- Matching the quality of their written work with their language skills
- Understanding (comprehending) text
- Inferring meaning from and/or answering questions about text
- Reading words outside of their vocabulary

Points to be aware of:

YP may appear:

- Anxious or refuse when asked to read aloud
- To have over reliance on adults or peers and to avoid reading
- To overly rely on images and contextual clues when reading

- Talking about text, developing comprehension skills such as summarising, predicting and inference

Phonological awareness skills

- Speak to SENCo regarding 'Phonics for Adults'

Recognising common high frequency words

- Teach HFW using a multisensory approach, overlearn and use in context
- Pre teach vocabulary
- Explicit teaching of reading skills such as inference, scanning and summarising
- Paired reading approaches with peers
- Use of reading pens
- Paired reading
- Teaching of topic vocabulary
- Use of abridged versions of texts to support access to more challenging material

Spelling

YP may have difficulty with:

- Accurately spelling high frequency words and spelling rules such as root words, prefixes are not secure
- Recalling and/or knowing graphemes
- Spelling accurately using the correct grapheme (letter) choice i.e. spelling phonetically
- Breaking down words into syllables and sounds

Writing/Recording

YP may have difficulty with:

- The pace or quality of their handwriting and/ or letter formation, and do not competently use an alternate method of recording
- Understanding accurately using punctuation and grammar
- Difficulty forming or remembering sentences
- Sequencing thoughts
- Word finding
- Written work does not reflect ability or knowledge when speaking

Spelling

- Teach 'etymology' the roots, suffixes, and prefixes of words
- Teaching of topic vocabulary
- Use spelling strategies
- Use of an ACE dictionary

Writing/Recording

- Engage prior knowledge around the subject
- Teach relevant vocabulary
- Opportunities to talk before writing and to 'talk like an expert'
- Support writing with images
- Model the thinking process around language choice, grammar and mark when writing
- Allow thinking time
- Rehearse sentences

Resources

- Writing support such as pen grips, writing slopes, alternative methods of recording using technology such as speech recognition with training on their use
- Dictate function on Office 365. More information can be found at Dictate in Microsoft 365
- Word banks and scaffolding materials such as sentence starters, graphic organisers, pictures, labels, images, writing frames
- Talking tins for recording short sentences/other recording devices for longer pieces of writing (speech to text)

Numeracy - General

YP may have difficulty with:

- Remaining focused or motivated when learning in maths
- Learning new mathematical skills
- Making progress in their maths learning
- Sharing their thinking around maths tasks with peers or adults
- Using or applying mathematical concepts
- Sense of number and estimation
- Keeping up with the pace of learning
- High levels of anxiety within the maths classroom
- Mental arithmetic skills
- Basic understanding of quantity
- Understanding Base-10
- The four operations of addition, subtraction, multiplication and division
- Recording operations using written methods
- Difficulty understanding specific concepts such as fractions, ratio, percentages, time and money

Reading skills in maths

YP may have difficulty with:

- Reading mathematical questions
- Reading maths at a pace that is line with peers
- Understanding and using new mathematical language
- Remembering longer mathematical questions
- Using decimal points and place value
- Reading or 'seeing' vertical tables

Numeracy - General

- Start with opportunities for success
- Understand the specific barriers and strengths of learners
- Chunking, colour-coding, highlighting, regular review of learning points
- Access to worked examples and real world examples
- Allow the YP to talk through their learning and thinking
- Reinforce understanding of maths using 'hands-on' diagrams and models
- Follow Concrete, Pictorial, Abstract sequence of learning to introduce new concepts

Reading skills in maths

- Provide key words and sentence frames to support discussion around maths
- Peer reading support for language heavy questions
- Use of visuals and actions to support the introduction of new mathematical vocabulary and concepts.
- Allow extra time, chunk and colour code steps in a problem
- Use a different colour (prefer red) decimal point and make it obvious
- Print tables in a different colour or highlight them

Memory and speed of working in maths

YP may have difficulty with:

- Remembering verbal instructions, remembering information, keeping up with the pace of lessons
- Remembering sequences of numbers and therefore times tables
- Remembering words for symbols and the procedure the symbol represents
- Remembering where to begin in a page and presenting work in an organised way
- Finishing work in the given time scale
- Answering independent or confidently and they may need lots of checking from adults or peers
- Managing stress when working in time pressures

Directional confusion in maths

YP may have difficulty with:

- Using left and right
- Mathematical language such as prepositions (above, below) horizontal, vertical, diagonal
- Reading from and recording on tables, charts and graphs

Memory and speed of working in maths

- Avoid copying from the board
- Carefully choose language and length of verbal instruction. Encourage highlighting and chunking. Present information in a multisensory way
- Teach times tables in a multisensory way with colour, rhyme, music finger tables
- Teach each symbol in a multisensory way with physical movement and memory cards and on active displays
- Discuss page size, model examples and use larger squared paper or mark where to start
- Practice 'against the clock'/sand timer in fun ways. Allow more time, allow time for discussion before timed tasks
- Develop estimation skills so that they can be more confident with their answer when comparing to an estimate
- Lots of opportunities to work in timed situations with limited pressures

Directional confusion in maths

- Use a marker to help pupil start in the right place, prompt and sit with peers
- Use physical movement to demonstrate direction, signing or communication in print
- Colour code axes and column, row headings, use an L-shaped piece of card to read from tables/ use direction arrows on graphs and colour code co-ordinates

Resources

- Access to concrete resources (an' enable table') whiteboards, number lines, range of concrete resources

Cognitive barriers to learning (Executive Function)

Working Memory

Working Memory is crucial for developing fluent literacy and numeracy skills, organisation and following instructions.

YP may have difficulty:

- Remaining focused on the task and/or appear not listen effectively
- Being motivated to learn
- Keeping up with the pace of whole class teaching and learning
- Remembering instructions
- Managing multi-step tasks and problem solving
- Copying from a worksheet or the board
- Understanding and/or retaining verbal information (auditory processing)
- Understanding and/or retaining written information
- Organising tasks such as time keeping, homework, equipment
- Making academic progress
- Keeping their place in tasks
- They may appear to daydream
- Peer social interactions

Cognitive barriers to learning (Executive Function)

Working Memory

- Recap information from the previous lesson, reminders of the 'big picture' of learning
- Provide a visual model/example so the pupil knows what is required
- Be prepared to repeat instructions or modify how the learning activity is presented
- Remove distractions
- Gain YP attention before giving instructions
- Teach listening skills
- Avoid split attention
- Reduce cognitive load
- Keep it short and simple (KISS)
- Teach key vocabulary and overlearn
- Give processing time (wait time)
- Ask pupil to repeat instruction
- Dual coding (visual and aural presented together)
- Clear uncluttered presentation with no unnecessary images
- Clear visual environment
- Colour coding and highlight of key information
- Where possible include movement and rhythm, as a moving image is often remembered more easily
- Use YP strengths, such as drawing, to map out thoughts using diagrams or flow charts
- The use of visuals e.g. task steps, visual timetable, now and next boards
- Use scaffolding but look for opportunities to remove it over time
- Teach the YP strategies to minimise cognitive load such as note taking, highlighting, skimming and scanning, mind mapping, visualisation, colour coding, memory aids, Apps, memory games
- Use of small memory aids such as key words, facts, calculation techniques, sentence starters

Resources

- Relevant visual prompts
- Provide print outs of key information to avoid the need to copy from the whiteboard
- Use digital aids such as recording devices and Text to Speech software

<p>Speed of Processing</p> <p>Processing speed is the pace at which you take in information, make sense of it and begin to respond. This information can be visual, such as letters and numbers. It can also be auditory, such as spoken language.</p> <p><i>YP may:</i></p> <ul style="list-style-type: none"> • Take significantly longer than peers to start and complete tasks • Appear to forget information or instructions • Seem easily distracted • Give up easily and appear frustrated with learning • Lack confidence in their learning 	<p>Speed of Processing</p> <ul style="list-style-type: none"> • A calm quiet environment when giving instruction • Give time to process any information that is given either orally or in written form • Give time to think and recall the word needed to answer question (take up time) • Give time to recall / formulate sentence / thoughts • Give time to be able to recall the appropriate sounds when spelling • Give time to be able to retrieve the correct sound and blend them together when reading • Give extra time to complete tasks. It is also important to be aware that the CYP may find tasks more tiring than other pupils • Chunk information • Accompany talk with demonstration where possible • Visual processing - provide 'windows' to section off written material
<p>Approaches to learning</p> <p><i>YP may:</i></p> <ul style="list-style-type: none"> • Lack confidence and be reluctant to take risks in their learning and copy peers • Appear tired, distracted or passive • Appear anxious when asked to share learning • Have varied performance • Lack perseverance and have low self esteem • Be reluctant or unable to ask for help • Be overdependent on adult support 	<p>Approaches to learning</p> <ul style="list-style-type: none"> • Exploration of underlying learning needs using checklists or assessment • Pastoral support such as monitoring of self-esteem, regular specific praise • Use of student interests and strengths • Ensure high levels of success • Discuss what to do when work is challenging • Developing scripts for when work feels difficult • Support to reflect on the successes, challenges and thought processes for a piece of work

Social, Emotional & Mental Health – Quick Checker

There are concerns about the young person's:	Y/N
Ability to plan, attend, organise, regulate themselves and manage change.	
Level of hyper vigilance and their disproportionate 'fight, flight, freeze' response.	
Attendance at college	
Maintaining healthy peer relationships and friendships.	
Behaviour at home that may not be seen at college.	
Changes in demeanour and/or appearance.	
Unpredictability of behaviour with lack of obvious triggers.	
Engagement with the curriculum.	
Low confidence and/or self-esteem	
Failure to make anticipated progress across many areas of the curriculum	

Social, Emotional and Mental Health – Universal Provision

Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

You may see behaviours listed below, this may be infrequent and respond to provision that is expected for all YP. It is likely that a lot of YP will display these behaviours at some point during their education, but it does not mean they have a SEN.

What you might see (Barriers)	What you can do to support
<p>Ability to plan, attend, organise, regulate themselves and manage change.</p> <p><i>YP may demonstrate:</i></p> <ul style="list-style-type: none"> • Forgetting materials or instruction • Not paying attention • Disliking change in routine • Impulsive behaviours • Difficulty remaining on task • Difficulty with task transition • Rushing work 	<p>Whole college approach</p> <ul style="list-style-type: none"> • Ongoing good communication between college and home • School Policies which are underpinned by attachment and relationship-based principles • A positive and proactive approach to the social and emotional wellbeing and resilience of the whole college community • Ongoing CPD for all staff: Adverse Child (or young person) Experiences (ACE's), anxiety, wellbeing, loss and bereavement, supporting adults in school and YPs with SEN. Speak to SEN Dept regarding Wellbeing for Education Return. • Restorative approaches which are used to build, maintain, and repair relationships • PACE (Playfulness, Acceptance, Curiosity, Empathy) approach is a way of thinking, feeling, communicating, and behaving that aims to make the YP feel safe. It is based upon how adults connect with YP • Emotion coaching is a communication strategy which supports YP self-regulate and manage their stress response "I wonder if..." www.emotioncoachinguk.com • YP-centred planning • Liaison/referral to Pastoral

Level of hyper vigilance and their disproportionate ‘fight, flight, freeze’ response

YP may demonstrate:

- Verbal and physical aggression
- Inappropriate language
- Self-sabotaging behaviours
- Hiding
- Agitated and/or fidgety manner
- Age-inappropriate behaviours
- Becoming withdrawn
- Distress at change

Attendance at school

YP may demonstrate:

- Reduction in attendance/ and or being late
- Patterns of non-attendance
- Parent/carers report challenges getting their YP into college
- Missing lessons
- Difficulties with transition
- Frequent illnesses i.e. tummy ache, headache

Universal – All YP

- Solution focused approach to a range of different behaviours; focus on strengths/interests
- Personalised learning targets
- Safe predictable environment with clear expectations
- Consistent rules within the classroom that are appropriately differentiated where necessary
- Zones in the classroom/ safe space, including calm zone
- Keeping records of concerns
- Positive praise
- Put YP into pairings rather than expecting them to choose/buddying.
- Growth mindset - Carol Dweck
<https://www.mindsetworks.com/science/>
- Visual timetable for all YP
- Daily check in especially at the beginning and end of the day
- Keeping in mind strategies to support
- Change of face (changing adults to help deescalate a situation)
- Plan targeted opportunities to build positive relationships with the YP
- Give the YP a responsibility to increase self-esteem
- Set tasks with clear goals, outputs, and timescales for completion
- Use short, clear instructions; recap and reinforce these during lessons
- Make tasks short, with frequent breaks and opportunities to move around
- Provide ‘scaffolding’ in the form of writing frames, word mats, relevant classroom displays, access to technology
- Remind YP of a rule or expectation. Label the behaviour, not the YP. Say what you want them to do, rather than what you don’t

<p>Maintaining healthy peer relationships and friendships <i>YP may demonstrate:</i></p> <ul style="list-style-type: none"> • Falling out with peers • Not forming positive relationships • Needs to feel in control of peer relationships • Difficulties maintaining appropriate boundaries and relationships • Physical aggression with others • Isolated from peers and rejecting others <p>Managing and/or regulating their emotions (e.g. quick emotional reactions to seemingly small stimuli) <i>YP may demonstrate:</i></p> <ul style="list-style-type: none"> • Disruptive behaviour e.g. throwing chairs, • Destroying work • Verbal and/or physical aggression • Emotional outbursts, tears, screaming and shouting • Self-injurious behaviours <p>Behaviour at home that may not be seen at college <i>YP may demonstrate a change in behaviour at home, for example:</i></p> <ul style="list-style-type: none"> • Emotional at the end of the day which may present as challenging behaviours • Withdrawal • Difficulties with sleep, eating, self-care and independence <p>Engagement with the curriculum <i>YP may demonstrate:</i></p> <ul style="list-style-type: none"> • Avoiding work e.g. asking to leave the classroom • Taking time looking for resources • Disruption and distraction – shouting out, wandering around • Refusal to comply with adult requests • Withdrawal and/or leaving the classroom/college without permission 	<p>See above</p>
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<p>Change in demeanour and/or appearance <i>YP may demonstrate/present as follows:</i></p> <ul style="list-style-type: none"> • Change in appearance • Change in attitude to learning • Lack in motivation to engage with peers • Quieter or louder in class. • Changes may have occurred quickly or over time <p>Unpredictability of behaviour with lack of obvious triggers <i>YP may demonstrate:</i></p> <ul style="list-style-type: none"> • Behaviour which does not seem to follow particular patterns, triggers may seem unrelated, behaviours seem vary or change on a regular basis. <p>Low confidence and/ or self-esteem <i>YP may demonstrate:</i></p> <ul style="list-style-type: none"> • A fear of failure • Risk avoidance • Negative self-talk/ appraisal of self • Difficulty accepting praise • Fixed mindset • Unable to experience joy in success <p>Failure to make anticipated progress across subject areas</p> <ul style="list-style-type: none"> • This might also include reduced progress in maths & English 	<p>See above</p>
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Sensory & Physical – Quick Checker Physical Needs

There are concerns about the young person's:	Y/N
Physical skills/needs are affecting their learning and/or access to the curriculum.	
Physical skills/needs effect their stamina and endurance levels impacting on quantity and quality of work achieved (such as fatigue).	
Physical skills/needs affecting their ability to access the school site/facilities.	
Physical skills/needs requiring them to have assistance with personal care/moving and handling.	
Physical skills/needs requiring additional support/equipment to evacuate the building safely in the case of an emergency.	
Physical skills/needs impacting on their ability to complete activities of daily living such as toileting, dressing, use of cutlery, use of scissors, writing etc.	

Sensory & Physical – Quick Checker Visual Impairment

There are concerns which may be related to vision loss about the young person's:	Y/N
Losing their place when reading, skipping lines and struggling to find text on a page.	
Holding printed resources and/or objects very closely or at an unusual angle.	
Failing to respond to non-verbal instructions.	
Having difficulty accessing, or not paying attention to board work.	
Struggling in P.E., especially demonstrating poor spatial awareness.	
Appearing isolated during unstructured times	
Having difficulty interpreting facial expressions, social cues and can get too close.	
Being withdrawn or demonstrating behavioural issues.	
Tripping over, or having difficulty with steps/stairs/uneven ground.	
Has difficulty orientating in an unfamiliar environment.	

Sensory & Physical – Quick Checker Hearing Impairment

There are concerns which may be related to hearing loss about the young person's:	Y/N
Having noticeable delays or gaps in attention and listening, play, communication and understanding spoken interaction.	
Showing some of the following: poor speech intelligibility, difficulty with recognising and responding to phonics, limited vocabulary both receptive and expressive, and immature grammatical structures in spoken language.	
Being distractible in class, having poor listening skills in a busy environment, and asking you to repeat often.	
Having low levels of confidence.	
Voice varies considerably, which may be due to group size, distance from board/teacher, reverberant rooms or poor light levels.	
Being dependent on visual cues from their teacher or peers	
Having difficulty in responding to questions, instructions, starting work after teacher input or discussion, recalling information, social and academic interaction with peers.	

Sensory & Physical – Universal Provision

Some young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Young people with an MSI have a combination of vision and hearing difficulties. Some young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.’ Code of Practice, 6.34 and 6.35.

Physical - what you might see (Barriers)	How you can support
<i>Physical access to the college</i>	
<p><i>The YP may:</i></p> <ul style="list-style-type: none"> • Seek adult support to move around the college • Refrain from moving between areas of the college • Struggles to open doors • Requires additional support to evacuate a building in case of emergency • Requires physical support to negotiate the college site 	<ul style="list-style-type: none"> • Provide alternative areas for specific tasks to be carried out • Allow alternative routes around the college • Consider changing classroom locations to increase accessibility • Consider changing door handles • Consider handrails on steps • Consider use of step to access toilet/basin • Consider arrangements for lunch and break times, e.g. queuing earlier or leaving lessons earlier or later • Plans to reduce physical exertion around the college site. For example, consider location of lockers, cloakroom pegs • Create a Personal Emergency Evacuation Plans (PEEP) • Speak to SEN department for specific training
<i>Toileting & self-care</i>	
<p><i>The YP may:</i></p> <ul style="list-style-type: none"> • Require adult assistance with cleaning themselves occasionally • Require adult support to change their clothes • Be unable to get on and/or off toilet • Demonstrate poor balance on the toilet • Be unable to reach sink • Be unable to use taps/dry hands 	<ul style="list-style-type: none"> • Provide adaptations and commercially available equipment such as: • Installation of rails • Provision of bath-steps or stools • Change taps to leavers • Provide toilet seat with arms • Toilet seat insert • Follow guidance for Personal and Intimate Care Plan • Speak to SEN department for specific training

<i>Sitting and seating</i>	
<p><i>The YP may:</i></p> <ul style="list-style-type: none"> • Appears to be fidgeting/leaning in their chair • Appears to be distracted/taking longer to complete tasks in comparison to their peers • Complaining of pain or falling off their chair • Demonstrate poor quality of work, such as poor handwriting, longer time to eat • Struggles to maintain posture throughout the school day • Struggles to sit on and get up from the chair 	<ul style="list-style-type: none"> • Allow different types of chairs and tables across the college site: • Classroom - some chairs should have arm rests and tables should be in the height to accommodate the arm rests under the table. Use of block step to improve stability • Use of cushions such as wobble cushions or wedge cushions. Trial of a writing slope • Differentiation and modification of college day including <ul style="list-style-type: none"> • Rest periods • Consider working in different areas of the classroom—allow different positions for working; high kneeling, standing etc • Consider alternative workstations to allow flexibility for work whilst sitting on the carpet or work in standing • Allowing additional time for activities • Regular mobility/movement breaks • Speak to the SEN department for specific training • Ensure EAA team advised of any access arrangements
Handwriting and fine motor skills	
<p>Recording work</p> <ul style="list-style-type: none"> • Illegible handwriting • Reluctant to handwrite • Unable to keep up with pace • Unable to record ideas 	<p>Recording work</p> <ul style="list-style-type: none"> • Consider alternate ways of recording work for some tasks, e.g. voice recording or using a laptop • Use of a writing slope or alternative positions for working • Enlarged worksheets to account for larger/less clear handwriting • Consider positioning of worksheets, some CYP find tracking side to side easier than up and down • Reduce expectations of volume of work produced • Speak to SEN department for alternative programmes.
<p>Keyboard access</p> <ul style="list-style-type: none"> • Unable to type with both hands • Using single fingers 	<p>Keyboard access</p> <ul style="list-style-type: none"> • Consider alternative mouse, keyboard or other suitable equipment and associated keyboard/touch typing software.

Copying from the board <ul style="list-style-type: none"> • Can't track between board and book • Unable to record accurately • Missing information 	Copying from the board <ul style="list-style-type: none"> • Have a handout on the desk • Have electronic version • Consider where student sits
Coordination and mobility	
<i>The YP may:</i> <ul style="list-style-type: none"> • Require occasional, low-level support to mobilise in the setting • Experience difficulties sitting on the floor and/or getting up from the floor • Experience difficulties changing positions • Struggle to coordinate movements • Fall/trip frequently • Have difficulties navigating around the classroom e.g. bumping into furniture/people • Experience difficulties throwing/catching • Demonstrate poor timing and sequencing of movement • Experience difficulties learning new motor skills • Have difficulties with balance 	<ul style="list-style-type: none"> • Allow regular movement breaks • Consider position on the floor – dedicated spot, support etc • Allow extra time between transitions • Allow use of alarms for timings, visual timers and give regular reminders when a task is coming to an end. • Encourage use of checklists and task strips • Allow extra time to learn a new skills – break it down into smaller chunks • Reassure and give praise

Hearing impairment - what you might see (Barriers)	How you can support
<p><i>The YP may:</i></p> <ul style="list-style-type: none"> • Make less than expected progress in the curriculum • Lose focus or are more often distracted in comparison to peers • Vary in response to hearing their name e.g. good if familiar voice, when close or can see you • Not turn their head and smile, look up, and respond verbally to name • May give answers or comments which are not relevant, and show have missed information • Often ask for repetition of instructions • Have difficulty in starting a task after instructions (e.g. looks at other YP or asks for help) • Use limited vocabulary, do not pick up new curriculum words or names readily • Use non-specific language e.g. “that one” “over there” “it’s big” • Have difficulty expressing needs clearly or are difficult to understand if context is unknown • Use gestures, show or point alongside speech to help them get message across • Are very quiet in or withdraw from group social situations • Have issues with friendship group and socialising with peers <ul style="list-style-type: none"> • Have difficulty joining in playground games or age appropriate conversation 	<ul style="list-style-type: none"> • Improve the listening environment by: <ul style="list-style-type: none"> • Reduce background noise • Reduce reverberation (echo) by introducing soft furnishings, blinds, display boards • Ensuring electrical, plumbing and heating sources are quiet • Installing carpet, stoppers on chair and table legs, close doors between rooms • Organise class routines and seating to optimise teacher’s voice and minimize other noise • Pupil sits close to teacher • The face of teacher is well lit • All staff have ‘deaf awareness’ strategies, e.g. Repetition of contributions from others when required. Speak to SEN Dept if required. • Visual cues alongside speech to give meaning • Access to quiet spaces to work • Conduct a risk assessment: Be aware of possible impact of hearing difficulties for safety in other environments including: <ul style="list-style-type: none"> • Explicit teaching of fire practice • Planning if fire alarms are not heard in all areas including toilet • If applicable, consider ways to include in sports at distance for example, instructions and demonstration before game, visual ‘flag’ to start races or alert YP to stops and starts at distance • To support YP with hearing-aids Top tips for caring for hearing aids at home (ndcs.org.uk)

Visual impairment - what you might see (Barriers)	How you can support
<p><i>The YP may:</i></p> <ul style="list-style-type: none"> • Hold reading materials very close or at an unusual angle • Adopt a poor or unusual posture when reading • Not respond to non-verbal instructions such as facial expressions • Lose their place when reading, skip lines or struggle to find text on a page • Lack of confidence in group activities • Be hesitant when walking or bump/knock into things • Walk with an unusual gait • Have difficulty finding dropped items • Have a short attention span when reading or writing • Tilt their head excessively to one side, up or down • Use excessive head movements when reading • Squint or frown when looking at the board • Struggle to copy information from the board or from a peer next to them • Have poor hand/eye co-ordination 	<ul style="list-style-type: none"> • Joint working between college and family to discuss YP's vision impairment • Curriculum differentiation that takes account of individual visual needs • Enlarging of class resources e.g. larger text on worksheets • Use of matte laminates to reduce glare • Removing unnecessary text on worksheets • Ensuring good overall glare-free levels of light • Following medical advice about the wearing of glasses and/or occlusion (patching) • Making applications for Exam Access Arrangements as required. • Accessing and using e-books • Awareness and risk assessment of impact of vision impairment for safety e.g. fire practice, offsite or unfamiliar visits • Follow tips and strategies for creating an accessible environment. • Access training and events from Vision Support Team

<i>Sitting and seating</i>	
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