

Cognition and Learning Needs

- Appropriate word mats
- Letter formation/number formation mats
 - Phonics mats
- Concrete maths resources in all year groups
 - Sentence stems
 - Focus vocabulary
- Simple permanent displays
 - Coloured overlays
- Precision phonics interventions
 - Flexible grouping
- Key information on daily powerpoints (Eg. Science symbols, reading dogs)
 - Word aware approach to the teaching of vocabulary
 - Teaching of spelling to reference phonics
 - Use of writing frames
 - Nesy reading and spelling programme
 - Doodle Maths programme

Communication and Interaction Needs

- Dyslexia friendly classrooms:
 - Powerpoint slides or notebooks with coloured background
 - Limited information on the whiteboard
 - Use of coloured paper for writing tasks and print outs
 - Visual timetables and a whole class run through
 - Boards backed in muted tones with minimal information and resources
 - Personalised timetables, word mats and check lists, task cards (where appropriate)
 - Timers for transitions
- Adapted curriculum planning, activities, delivery and/or outcome
 - Additional time for processing and recording
 - Access to keyboards for recording and headsets for dictating
 - Nesy Fingers
 - Social stories

SEMH needs

- Zones of regulation
 - Circle time
- Use of timers for transitions
- Seating arrangements
- Behaviour policy based on positive reinforcement
 - Reward charts where appropriate
 - Learning/Movement/Brain breaks

Backwell Federation Universal Provision Menu



Physical and Sensory needs

- Resources for Regulation - Wobble cushions, weighted vest, ear defenders,
- foot board, fiddle toys, chew toys, resistance bands,
 - Regular movement breaks
 - Pencil grips
 - Fine motor skills resources
- Support with medical needs as and when needed