

Cognition and Learning Needs

- Appropriate word mats
- Letter formation/number formation mats
- Teaching of spelling to reference phonics
- Phonics mats – consistent use of Unlocking letters and sounds across the Federation
- Concrete maths resources in all year groups
- Sentence stems
- Focus vocabulary
- Simple permanent displays
- Dyslexia friendly classrooms:
 - *Powerpoint slides or notebooks with coloured background*
 - *Limited information on the whiteboard*
 - *Use of coloured paper or overlays for writing tasks and print outs where appropriate*
 - *Visual timetables and a whole class run through*
 - *Chunking of information*
 - *Task sheets*
- Precision phonics interventions
- Flexible grouping
- Key information on daily powerpoints
- Word aware approach to the teaching of vocabulary in small groups
- Use of writing frames and scaffolds
- Nesy reading and spelling programme (KS2)
- Doodle Maths programme (KS2)

Communication and Interaction Needs

- Teaching strategies that consider difficulties with language and communication needs as well as social understanding
- Limited information on the whiteboard and powerpoint slides
- Use of 'widgit' software for visuals and symbols where appropriate
- 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 and personalised transitions where appropriate
- Carefully considered table plans and classroom arrangements to suit the needs of all learners
- Opportunities for 'think, pair, share' across lessons to facilitate thinking time and partner talk
- Teaching of 'word aware' in small group interventions

Physical and Sensory needs

- Careful seating plans taking into account lighting etc.
- Uncluttered and well organised learning environment
- Clearly organised learning environment
- Coloured overlays/backgrounds/ coloured paper to reduce visual stress
- Use of visual timetables and social stories
- Use of Widgit symbols for visual support
- 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

SEMH needs

- Access to the 'Rainbow Room' – a calm space to aid self-regulation
- Use of the Zones of regulation
- Circle time
- Use of timers for transitions
- Carefully considered seating arrangements
- Behaviour policy based on positive reinforcement
- Reward charts where appropriate
- Learning/Movement/Brain breaks

Backwell Federation Universal Provision Menu

