

Universal Provision EYFS and KSI

at Walter Halls Primary and Early Years School

Every classroom

- Widgit symbols
- R2RIO
- Visual timetable
- Emotion check ins
- Feeling post box
- Wake and shake
- Meet and greet
- End and send
- Scaffolding for all children
- Displays with symbols
- Calm corner
- Water bottle at the sink
- Smart boards are neutral colours but not black on white
- Assess, Plan, Do, Review
- Flexible groupings according to need
- A strong focus on the importance of positive relationships
- Visual working walls
- Interventions
- Neutral / low stimuli classrooms / displays
- pupil progress meetings every term.
- independent learning
- use chairs of different sizes and can use the floor to sit on.
- Oracy focus - Everyday routines prioritise spoken language and active listening to build strong baseline communication skills.
- Labelled resources including picture symbols
- Predictable continuous provision: Standard areas—such as construction, small world, reading, and malleable play—remain stable and structured so children know what to expect
- learning tools like number lines, phonics mats, are placed directly on tables or in easy-reach trays
- Structured transitions: Clear signals (like a tambourine, tidy up song or whistle) for routines
- Classroom teachers and TA's to discuss need with as well as SENDco & Assistant Headteacher

Sensory processing needs

- Ear defenders
- Movement breaks
- Fidget toys
- Sensory circuits

Cognition and learning needs

- Interventions
- Coloured paper/overlays
- Concreate objects / manipulatives
- Learning and Support team referral

Communication and Language needs

- Communication groups
- Lunch club
- OPAL group
- Adaptive communication – pair spoken language with visual aids, gestures, and signs.
- Periods of listening broken up with practical activity
- Chunked instructions

Social, Emotional and Mental Health needs

- Learning mentor access
- Social and Emotional Learning groups
- Crow's nest access
- Reflection time
- Woods
- Gardening group
- Team around meetings
- Stage 7 plan
- INclude support through Nottingham City.

Physical needs

- Pencil grips
- Fine motor groups
- Sensory circuits
- OPAL

This map outlines the universal provision available in every classroom for all pupils. Where additional needs are identified, support is provided through a graduated approach, beginning with targeted and, then specialist provision, based on each child's individual needs. The following pages provide further details about these levels of support.

Universal Provision KS2

at Walter Halls Primary and Early Years School

Every classroom

- Widgit symbols
- R2RIO
- Visual timetable
- Emotion check ins
- Feeling post box
- Soft starts
- Meet and greet
- End and send
- Scaffolding for all children and work that is adapted to suit needs.
- Adaptive teaching
- Movement breaks available and planned in
- Displays with symbols
- Calm corner
- Water bottle at the sink
- Smart boards are neutral colours but not black on white
- Interventions
- Neutral / low stimuli classrooms / displays
- Oracy focus - Everyday routines prioritise spoken language and active listening to build strong baseline communication skills.
- OPAL lunchtimes
- Assess, Plan, Do, Review
- Flexible groupings according to need
- A strong focus on the importance of positive relationships
- Visual working walls
- pupil progress meetings every term.
- Classroom teachers and TA's to discuss need with as well as SENDco & Assistant Headteacher

Sensory processing needs

- Ear defenders
- Movement breaks
- Fidget toys
- Sensory circuits

Cognition and learning needs

- Interventions
- Coloured paper/overlays
- Concreate objects / manipulatives
- Learning and Support team referral

Communication and Language needs

- Communication groups
- Lunch club
- OPAL group
- Adaptive communication - pair spoken language with visual aids, gestures, and signs.
- Periods of listening broken up with practical activity
- Chunked instructions

Social, Emotional and Mental Health needs

- Learning mentor access
- Social and Emotional Learning groups
- Crow's nest access
- Reflection time
- Woods
- Gardening group
- Team around meetings
- Stage 7 plan
- INclude support through Nottingham City.

Physical needs

- Pencil grips
- Fine motor groups
- Sensory circuits
- OPAL

This map outlines the universal provision available in every classroom for all pupils. Where additional needs are identified, support is provided through a graduated approach, beginning with targeted and, then specialist provision, based on each child's individual needs. The following pages provide further details about these levels of support.