

MAC Primary - Universal Provision

Communication and Interaction	Social, Emotional and Mental Health	Cognition and Learning	Physical and Sensory
• Visual timetable / Now/Next in every classroom • Objects of reference / communication cards • Clearly labelled resources • Cold calling - adapted questioning dependent on pupil needs • Mixed ability seating • Chunking down learning tasks into short and manageable parts • Explicit, broken-down instructions • Modelled use of language • Pre-teaching of key vocabulary • Scaffolds to support written/verbal communication • Use a range of recording i.e. voice recording, videos, computer programmes etc. • Use pupils' name before providing instructions • Allow time for processing - the 10 second rule • Repeat key words or phrases • Checklists and task lists	• Fidget toys available for pupils who require them • Mixed ability seating • Positive praise • Adult check-ins • Quiet, breakout spaces • Allow movement breaks • Emotion coaching approach • Clear classroom rules and routines • Classroom jobs/monitors • Merit/rewards charts • Use of zones of regulation or 5 point scale to help identify emotions • Individual reward charts • Offer choices • 'Catch' the pupil being good and emphasise positive reinforcement • Wobble cushion/resistant bands to support sitting on chairs or on carpet spots • Meet and greets at key transition points e.g. morning, lunchtime etc.	• Multi-sensory approach - utilise concrete resources where possible • Assistive technology - scanning pens, iPads etc. • Seating plans - consider needs of pupils and who needs to be closest to teacher • Explicit links to prior learning • Chunking and breaking tasks down. Provide visual prompts if necessary. • Make instructions explicit and clear • Use of modelling and frequent checks for understanding • Guided practice before independent practice • Use of scaffolds or resources to support e.g. writing frame or partially completed example which are slowly removed • Flexible grouping throughout the lessons as required • Use of a visual timer • Coloured overlays	• Clutter-free environment • Ensure space around whiteboard/interactive boards are clear • Understanding of pupils' individual access arrangements • Ear defenders • Movement breaks • Seating plans based on individual needs • Clear work surfaces • Reduce background noise • Avoid teaching while standing in front of a light source • Voice recorders / sound buttons • Resistant bands on chair • Sensory rings • Careful seating based on specific needs e.g. sitting at the front, in the middle to have a clear view of board and teacher • Eliminate inessential copying from the board