



Alexandra CP School

Universal Provision Offer

How we respond to need in our classes, as and when needed and available to all in the area of:

Communication & Interaction

Strategies we may use

- Pupil's name and eye contact established before giving instructions.
- Clear and simple instructions, breaking down longer instructions and giving one at a time.
- Tasks are clearly explained, modelled, or scaffolded, and staff check for understanding.
- Key points/instructions are jotted down.
- New learning broken down into small steps.
- Link new learning to what pupil already knows, for example, start a lesson with a class mind map of what they already know about a subject.
- Specific activities are differentiated appropriately, e.g., words for spelling practice, times tables practice, methods of recording. There are opportunities for practical and interactive, as well as paper and pencil tasks.
- Give pupils 'thinking time' or opportunities to work with talk partners before answering a question or say "I'm going to come back to you in a minute for your idea.
- A range of lesson activities are planned to take account of different learning strengths, and practical activities offered where possible, e.g., learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving, and doing rather than sitting.
- Multiple examples of new concepts are provided, and staff aim to take these examples from children's own real-life experience rather than talking in the abstract.
- A list of key vocabulary for a particular topic or lesson is put up and staff teach the meaning of each word.
- A range of aids and resources is easily accessible to support learning and aid independence, such as letter and number charts, word banks of high frequency and topic words, number lines/squares, calculators, dictionaries, computer, and internet access (where appropriate).
- Visual cues and prompts, visual timetables are used. The child should be alerted to changes on the way by these being pointed out on the visual timetable.
- Staff provide writing frames and templates (e.g., writing up a science experiment) to help structure thinking.
- Staff provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings, etc.
- Explicit teaching of independent and study working skills is routine. Pupils are encouraged to take charge of their learning and

develop strategies that work for them.

- There are opportunities for flexible grouping and pairing, for example by ability and mixed ability, including buddy systems/study buddies.
- Celebrate positive aspects of pupils' work and how their work can be developed/improved.

Resources/ Interventions that we may use

- Dictionaries
- Word mats
- Thesauri
- Seesaw
- Toe by Toe/ Word Wasp/ Hornet
- Speech and Language programmes
- Dynamo maths
- Rapid maths
- Max's Marvellous Maths
- Read, Write Inc phonics
- Fresh Strat Phonics
- DFES HFW list
- Number lines
- 100 squares
- Times table squares
- Times Table Rockstars
- Visualizer
- Direct Phonics books
- Rapid Writing programme
- IDL
- ICT apps/programmes
- Dyslexia friendly approaches such as precision teaching, coloured papers, overlays
- ACE dictionary
- Purple Pen editing
- Talking partner work
- Talk 4 Writing approaches



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How we respond to need in our classes, as and when needed and available to all in the area of:

Social, Emotional and Mental Health Difficulties

Strategies we may use

- A warm, accepting climate and ethos accepting and supportive for staff, parents and pupils Positive relationships as modelled by adults
- Positive Teacher attitudes and behaviour
- A systematic approach to responding to behaviour: School Behaviour Policy
- An ethos and conditions that support positive behaviours for learning and for successful relationships
- School Council
- Seesaw
- Peer support
- Use of Restorative practice
- Consistent Anti-Bullying strategies (School Anti-Bullying Policy)
- Close contact with parents
- Home-school record of communication
- Behaviour diary/contact
- Use direct planning, teaching and modelling to enable pupils to make emotional, social and behavioural progress (explicit behaviour for learning skills/teaching routines/Personal, Social, and Health Education (PSE))
- A calm, consistent learning environment with clear expectations, routines, and rules, with secure and explicit boundaries in all curriculum areas and at times of less structure (for example, lunchtimes/transitions)
- Use a variety of social learning experiences/groupings which provide opportunities for peer modelling and positive social interaction.
- Frequently during the day share successes and provide specific praise (verbal, visual and written) to develop a sense of self and self-worth
- Consistently use logical consequences as part of a stepped approach to encourage pupils to self-regulate and make appropriate choices in order to develop their skills

Resources/ Interventions that we may use

- Worry Box
- Compliment Box
- LEGO ABC
- ELSA
- Unearthing
- Draw & Talk therapy.
- PASS questionnaire
- Emotional Register
- FRIENDS Resilience Programmes
- SAP



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How we respond to need in our classes, as and when needed and available to all in the area of:

Autism and Social Communication Difficulties

Strategies we may use

- Maintain a calm, firm and consistent approach to managing behaviour.
- Adults should keep language clear and avoid sarcasm, ambiguities, and idioms use of a scribe.
- Pupils should be cued into instructions and key pieces of information.
- There should be visual support such as: class visual timetable to prepare for change such as: task planners, prompts to show good listening and sitting.
- Working alongside good role models and pupils they are likely to socialise with on the playground.
- There should be clear class rules and routines which have been written by the class, understood, and displayed visually.
- There should be clear rules and routines for moving around the school.
- Tasks should be broken down into manageable steps with a clear start and finish.
- Tasks should show a finished example wherever possible.
- Clear separation between visual timetable and 'First, Then'
- Well-organised classroom – equipment easily accessible, drawers for equipment labelled clearly, furniture arranged to best effect quiet area within the classroom.
- An environment that is as calm and quiet as possible/opportunities to work in quieter areas.
- Meaningfully using their strengths, favourite activities, and special interests.
- Involvement of pupils with ASD, at a level relevant to them, in formulating their learning goals
- Time out
- Quiet 'safe' space.
- Access to social groups as required
- Use of social stories as needed

Resources/ Interventions that we may use

- Worry Box
- Compliment Box
- LEGO ABC
- ELSA
- Unearthing

- Draw & Talk therapy
- PASS questionnaire
- Emotional Register
- FRIENDS Resilience Programmes
- SAP
- Social stories
- Social groups



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How we respond to need in our classes, as and when needed and available to all in the area of:

Speech, Language and Communication Needs

Strategies we may use

- Clear classroom routines are taught and reinforced to promote good listening skills.
- Classroom seating arrangements allow all pupils a good view of the teachers face when speaking.
- The purpose of activities is clearly identified, and clear links are made to previous learning.
- Key topic vocabulary is introduced explicitly with the use of concrete, visual supports and should be specifically pre-taught.
- Visual supports are used to reinforce language learning and development.
- Pupils' names are used before individual instructions are given.
- Adults take time to listen to what children are saying and model positive listening behaviours.
- Pupils should have regular opportunities to take part in learning discussions with peers and adults.
- Classrooms are arranged to facilitate collaborative working.
- Staff must ensure that the pupils have stopped working and are listening before new instructions are given.
- Pupils benefit from being prompted to listen through the use of a verbal or non-verbal prompt.
- Pupils should be given specific praise related to good listening and attention skills.
- Instructions and tasks should be broken down into manageable 'chunks'.
- Language should be reduced, chunked and simplified to support accurate retention.
- Instructions should be given in the order of necessary action.
- Pupils should be seated with a good view of the teacher thus enabling use of nonverbal communication such as gesture and facial expression to support engagement.
- Pupils should be supported through the use of verbal bullet points.
- Staff and pupils agree an appropriate non-verbal cue that can be used to attract and maintain attention.
- Pupils engage in listening games and activities to develop appropriate skills.
- Pupils are supported to understand the benefits of developing good listening and attention skills.
- A quiet, distraction-free 'listening' environment is available for pupils to work in at certain times.
- Staff ensure that pupils are only required to focus on one adult voice at a time.
- Pupils are supported with visual resources.
- Pupils will benefit from the use of priming to support listening and provision of accurate responses.
- Adults should support pupils to engage in social and learning conversations.
- Pupils are supported to link new learning to previous learning and experiences.

- Learning objectives should use child-friendly language.
- Pupils are provided with a range of opportunities to develop their understanding of curriculum specific and general vocabulary.
- Real objects, pictures and other visual information should be available to support developing understanding.
- Information and instructions are delivered in manageable chunks to prevent overloading memory capacity.
- Adults should monitor the language demands of expected tasks to ensure successful engagement Adults should adapt language used in response to pupils' levels of understanding.
- The classroom ethos should encourage pupils to ask questions to confirm, develop and secure their developing understanding.
- Staff should ensure that the pace of lessons is modified to enable pupils to process learning successfully.
- Adults should adapt language usage to respond to pupils' levels of understanding of both concrete and abstract concepts.
- Pupils should be encouraged to identify and explain 'why things happen' and 'how they know' with reference to both explicit and implicit information.

Resources/ Interventions that we may use

- Narrative Therapy
- BLANK level work
- Black Sheep Press materials
- Colourful Semantics
- Word maps
- Vocabulary Banks
- SEEMA materials
- Social stories
- Social groups



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How we respond to need in our classes, as and when needed and available to all in the area of:

Physical and Neurological Difficulties

Strategies we may use

- Assessment for learning informs planning for suitably differentiated teaching taking into account access issues for physical/mobility at this level of need.
- Personalised planning is informed by regular audits of the school building, relevant procedures (especially in terms of administering medication) and minor additional access resources where necessary.
- Access is maintained to all learning activities in class taking into account factors such as effective recording, appropriate seating and mobility.
- Appropriate seating placement is available to maximise the pupils' view of the teacher and to reduce distractions.
- Consider seating pupils with writing arm on the outside edge of a shared table.
- Consider colour coding key information if pupils also have visual perceptual needs.
- Potential fatigue factors may need to be taken into consideration for some physical impairments School trips will need careful planning and risk assessment to ensure that reasonable adjustments are made for some limitations in mobility or likelihood of fatigue.
- Some assistance may be required for putting on additional clothing.
- Playground arrangements should allow for quieter as well as busier play areas.
- Additional time may need to be provided for written recording and other activities requiring both fine and gross motor skills.
- Pairing with a more coordinated peer/friend when engaged in work with higher use of physical skills is considered.
- Access to ICT or pre-prepared formats for graphical or other information to reduce written/drawn recording demand.
- Staff are available to monitor physical status and support the taking of medicines (if needed).
- Group approaches and peer partnerships maximise pupils' full participation and direct academic and social engagement.
- Differentiation and access arrangements maximise success in learning activities to ensure an appropriate level of challenge.
- 'Process feedback' and recognition are given (through specific feedback about: strategies, effort, perseverance, challenge-seeking and improvement) leading to greater confidence and intrinsic motivation

Resources/ Interventions that we may use

DCD pack

Ball

Wobble board

SMART physio

TACPAC

Theraputty/ OT programmes

Physiotherapy programmes



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How we respond to need in our classes, as and when needed and available to all in the area of:

Sensory Impairment

Strategies we may use

- Any difficulties with access due to existing hearing loss should be able to be met through class curriculum differentiation.
- The teacher should manage the classroom environment to produce the best possible listening conditions.
- Class positioning to have a line of sight to the speaker.
- Consideration of seating and grouping so that the child can be near the focus of the lesson and can see whoever is speaking.
- An environment as free from noise as possible, close windows and doors and if necessary create a 'quiet' area.
- Think about social interactions and be sensitive to potential difficulties arising from missing verbal interactions.
- Pupils should be enabled to communicate their knowledge and understanding accurately, using a variety of approaches. This should inform grouping and remove barriers to their learning.
- Use of written/visual cues and context to assist understanding.
- Build in time for the pupils to assimilate new ideas and avoid overload by delivering too many oral instructions.
- Most auditory information can be accessed with personal hearing aids, FM radio aid system.
- Staff need to gain attention of the pupil before speaking and speak clearly, naturally and at a normal rate. They should not cover their hands or walk around the room whilst talking and should use short sentences rather than long complex ones.
- Staff should sensitively reflect what other pupils are saying and encourage other pupils to speak one at a time and face the hearing impaired pupils.
- Staff should be aware of their position in class and avoid having a light source for example a window or interactive whiteboard behind them as this creates a shadow and makes it difficult for the pupil to lip read or see facial expressions.
- Pupils should be given time to think and process what is being said before they make a response and a range of responses not just written, should be used.
- Pupils should be allowed time to read or look at pictures or visual aids before they are required to give a verbal response.
- New vocabulary should be explained and pictures and concrete objects which give the words meaning should be provided to support verbal information.
- The Pupil's name should be used before asking a question or giving an instruction and they should be provided with a visual indication as to the location or to the person speaking
- Allow extra time to complete the task and be aware of the fatigue the pupil may experience because of the amount of effort they have put into listening and lip reading.

- TV/DVDs should be used with subtitles.
- Assessments and examinations which have elements which require pupils to listen should be given on a 1:1 basis, with a live voice to allow pupils to access lip reading cues.
- Core vocabulary will need to be reinforced.
- Instructions may need to be repeated or modified to match learning needs.
- Programmes to develop spoken and written language and communication skills may need to be followed through and incorporated naturally into all aspects of the school day.
- Staff should take time to check understanding. Context will give a hearing-impaired pupil more opportunity to understand concepts
- Some in class support may be necessary from time to time to check for understanding and clarify concepts in certain topics. This should be provided by the school.
- 'Quiet zones' should be provided, where lower levels of noise are encouraged and established. Deaf children and other children can take part in quieter activities, such as sharing books, completing puzzles or talking.
- Staff should facilitate effective communication between the deaf child and their peers. They should help the other children to understand what difficulties the deaf child faces and what they can do to make them feel included.
- Adult support should be regularly reviewed to ensure that the deaf child does not become unnecessarily dependent on that person for social support
- Staff can support boosting the deaf child's confidence by praising them when they contribute to group activities and particularly when they have made their own friendships The pupil may benefit from learning strategies that will help them cope with situations they may find difficult because of the impact of their deafness, for example even the youngest child can be helped to learn to ask a peer to face them when they speak. Encourage them to practise strategies that they can use to improve circumstances for themselves.
- The deaf child should be taught aspects of social interaction, such as modelling appropriate behaviours, praising interaction and playing games that require turn taking and cooperation Make sure children can see the adult at carpet time and are not getting distracted.
- Colour code words and pictures around the room if child also has visual needs. Think about when the children are getting tired as they might not tell you.
- For trips, plan and make changes to make sure:
- Give extra help for putting on coats as needed.
- Quieter as well as busier play areas outside.
- Extra support for mark-making activities.
- Opportunities to play alongside and with more coordinated friends to help them take part in physical activities and so they can share things like drawing.
- The environment should be free of clutter.
- Consideration should be given to 'demarcation' (marking boundaries) of key areas through changes in floor surface or the use of furniture.
- The child should be shown around the setting at every visit from table to table to let them know what is available and where it is in the setting.
- When in a free flow activity make sure that any changes in depth or steps are high marked. Show the child around if any

changes are made at any time.

- Keep mobile toys e.g. scooters, bikes etc. in a clearly demarked area.
- Good contrast between foreground and background may be helpful for laptop screens and visually simplified pictures.
- High contrast table coverings should be used for table top activities such as snack and activities. Specific teaching of ICT skills should be included as part of children's learning and accessibility settings should be used where necessary.
- Consideration of optimum colour pairings to create contrast for a child who is colour blind will be important.
- Children may have to wear prescription glasses to visually access some areas of the curriculum but will be able to manage well in the setting environment with low levels of support. They may require access to enlarged print. Infant print size is generally 16-24 font size. Avoid books where there is text across the pictures.
- Children should be taught active scanning techniques for busy pictures. Books such as Usborne 'Hundred Words' books or the 'Can you find....' series are useful for this.
- Mark- making activities should be carried out with dark pens e.g. felt pens, 4b pencils and high contrast backgrounds. Blackboard and chalk and whiteboards with dark marker pens work well.
- Glue for sticking should be coloured to aid contrast.
- Encourage lots of 'pouring play' activities e.g. sand and water to help develop strategies to help overcome difficulties with 3D vision and gauging depth of field.
- Sorting and finding activities such as treasure baskets should be provided to aid depth vision and discrimination
- You might need to tell children what the facial expressions of the children around them are and what they mean.
- Adults should always say the names of the other children in groups the child is working in. There should be positive role toys such as teddies wearing glasses and books that include children with glasses.
- There should be support given for the children to understand themselves as visually impaired through books, role play activities e.g. exploring toys with their eyes not working so well. Settings should work closely with parents to ensure that messages and positive role modelling is consistent in the nursery and at home.
- There should be support for developing and maintaining the child's self-esteem as they move through the setting.
- Consideration should be given to teaching the skill of joint attention as the children may not pick this up without support due to missing visual cues
- Children should be provided with lots of verbal cues with lots of extra verbal commentary where needed.
- Precise locational language should be used to help locate and identify items being used e.g. 'the water jug is on the snack table' rather than 'the jug is over there'.
- Children with VI will not be able to achieve incidental learning and will need to be provided with extra opportunities to help fill the gaps.
- An adult will need to do a direct showing walk around the room and tables and give a commentary of what is available to highlight the activities and things available around the room. There may be gaps in learning through not being able to see well enough to be able to distinguish between like objects such as a cow or a horse and this experience will need mediating. Adults will need to monitor these potential gaps in knowledge so they can be addressed. Displays of the child's work should always be placed at eye level.
- Adults should be aware of the effect of glare on shiny surfaces and laminated pictures. Children should be provided with matte finished surfaces instead.
- Hand under hand exploration may be needed at times.

Resources/ Interventions that we may use
Hearing loop Visual scanner Enlarged print



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Specific Literacy Difficulties

Strategies we may use

- Use of word mats
- Clarify or simplify written directions.
- Underlining or highlighting the significant parts of the directions.
- Present a small amount of work.
- Block out extraneous stimuli.
- line markers can be used to aid reading
- Additionally, using larger font sizes and increasing spacing can help separate sections. Highlight essential information.
- Use a placeholder in consumable material
- Provide additional practice activities e.g.: instructional games, peer teaching activities, self correcting materials, computer software programs, and additional worksheets
- Provide a glossary in content areas.
- Use an audio recording device.
- Use of assistive technology. Assistive technology products such as tablets, electronic readers/dictionaries/ spellers, text to speech programs, audio books
- Use explicit teaching procedures.i.e., present an advanced organizer, demonstrate the skill, provide guided practice, offer corrective feedback, set up independent practice, monitor practice, and review)
- Repeat directions. Ask pupils to repeat the directions in their own words.
- Simplify directions by presenting only one portion at a time
- Maintain daily routines
- Provide a copy of lesson notes.
- Provide students with a graphic organizer. An outline, chart, or blank web can be given to students to fill in during presentations. This helps students listen for key information and see the relationships among concepts and related information.
- Use step-by-step instruction. New or difficult information can be presented in small sequential steps.
- Simultaneously combine verbal and visual information. Verbal information can be provided with visual displays (e.g., on an overhead or handout).
- Write key points or words on the whiteboard. Prior to a presentation, the teacher can write new vocabulary words and key points on the whiteboard.

- Use balanced presentations and activities. An effort should be made to balance oral presentations with visual information and participatory activities.
- Balance between large group, small group, and individual activities.
- Use mnemonic instruction. Mnemonic devices can be used to help students remember key information or steps in a learning strategy.
- Emphasize daily review. Daily review of previous learning or lessons can help students connect new information with prior knowledge.
- Change response mode. For students who have difficulty with fine motor responses (such as handwriting), the response mode can be changed to underlining, selecting from multiple choices, sorting, or marking. Students with fine motor problems can be given extra space for writing answers on worksheets or can be allowed to respond on individual whiteboards.
- Provide an outline of the lesson. An outline enables some students to follow the lesson successfully and make appropriate notes.
- Place students close to the teacher. Students with attention problems can be seated close to the teacher, whiteboard, or work area and away from distracting sounds, materials, or objects. Encourage use of assignment books or calendars.
- Use cues to denote important items. Asterisks or bullets can denote questions or activities that count heavily in evaluation. This helps students spend time appropriately during tests or assignments.
- Design hierarchical worksheets. The teacher can design worksheets with problems arranged from easiest to hardest. Early success helps students begin to work
- Allow use of instructional aids. Students can be provided with letter and number strips to help them write correctly
- Number lines, counters, calculators, and other assistive technology can help students compute once they understand the mathematical operations
- Display work samples. Samples of completed assignments can be displayed to help students realize expectations and plan accordingly.
- Use peer-mediated learning. The teacher can pair peers of different ability levels to review their work, read aloud to each other, write stories.
- Use flexible work times. Students who work slowly can be given additional time to complete written assignments.
- Provide additional practice. Students require different amounts of practice to master skills or content.
- Use assignment substitutions or adjustments. Students can be allowed to complete projects instead of oral reports or vice versa. Also, tests can be given in oral or written format
- Expect less written work
- Allow more time for reading, listening and understanding.
- Prepare a printout of homework and stick it in their book
- Provide numbered steps, e.g. 1. Do this. 2. Do that etc.
- Give a printout. Suggest they highlight key areas and draw thumbnail pictures in the margin to represent the most important points.
- Don't ask person with dyslexia to read aloud
- Words are likely to be misread or skipped, causing embarrassment.
- Accept homework created on a computer
- Word processors make life much easier. Allow them to use the Spell Checker and help with grammar and punctuation so that you can see the quality of the content.
- Discuss an activity to make sure it is understood

- Visualising the activity or linking it to a funny action may help someone with dyslexia remember. Give the opportunity to answer questions orally
- Use different colour chalks for each line if there is a lot of written information on the board, or underline every second line with a different coloured chalk.
- Ensure that the writing is well spaced.
- Leave the writing on the blackboard long enough to ensure the child doesn't rush, or that the work is not erased from the board before the child has finished copying. A structured reading scheme that involves repetition and introduces new words slowly is extremely important.
- Don't ask pupils to read a book at a level beyond their current skills,
- Save the dyslexic child the ordeal of having to 'read aloud in class'. Reserve this for a quiet time with the class teacher. Alternatively, perhaps give the child advanced time to read pre-selected reading material, to be practiced at home the day before. This will help ensure that the child is seen to be able to read out loud, along with other children. Real books should also be available for paired reading with an adult, which will often generate enthusiasm for books. Story tapes can be of great benefit for the enjoyment and enhancement of vocabulary.
- All pupils in the class can benefit from structured and systematic exposure to rules and patterns that underpin a language.

Spelling rules can be given to the whole class. Words for class spelling tests are often topic based rather than grouped for structure. If there are one or two dyslexics in the class, a short list of structure-based words for their weekly spelling test, will be far more helpful than random words. Three or four irregular words can be included each week, eventually this should be seen to improve their free-writing skills. All children should be encouraged to proof read, which can be useful for initial correction of spellings. Dyslexics seem to be unable to correct their spellings spontaneously as they write, but they can be trained to look out for errors that are particular to them. The value of learning the skills of estimation cannot be too strongly stressed for the dyslexic child. Use and encourage the use of estimation

Do not ask them to copy text from a board or book

- The child should be taught to form the habit of checking his answers against the question when he has finished the calculation, i.e. is the answer possible, sensible or ludicrous?
- When using mental arithmetic allow the dyslexic child to jot down the key number and the appropriate mathematical sign from the question.
- Encourage pupils to verbalize and to talk their way through each step of the problem. Teach the pupil how to use the times table square and encourage him to say his workings out as he uses it.
- Encourage a dyslexic child to use a calculator.
- Ensure that he has been taught to estimate to check his calculations.
- Put key words on a card index system or on the inside cover of the pupils maths book so it can be used for reference and revision.
- Rehearse mathematical vocabulary constantly, using multi sensory/kinesthetic methods. Put the decimal point in red ink. It helps visual perception with the dyslexic child. Make sure a small reference chart is available to serve as a constant reminder for the cursive script in upper and lower case.
- If handwriting practice is needed it is essential to use words that present no problem to the dyslexic child in terms of meaning or spelling.

- The use of computers for word processing.
 - Audio tapes for recording lessons that can then be written up at a later stage. Written record of the pupil's verbal account, or voice activated software can be used. More time should be allocated for completion of work because of the extra time a dyslexic child needs for reading, planning, rewriting and proofreading their work.
 - Provide coloured overlays
 - Provide handouts in lessons rather than asking pupils to copy text or take notes. Provide all handouts on coloured paper.
 - Use a sans serif font on all printed materials, such as Verdana, Arial or Calibri and make sure the font is at least 12 point or above.
 - Change background colour when using a whiteboard or computer screen.
 - Provide highlighters so learners can track text that has been read, or highlight important pieces of information.
 - Provide access to assistive technology such as a computer, for pupils who find it difficult to write quickly enough in class.
 - Use multisensory ways of teaching.
 - Allow additional 'thinking' time.
 - Break information up into smaller 'chunks'.
 - Use sans serif fonts, such as Arial and Comic Sans, as letters can appear less crowded. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans.
 - Font size should be 12-14 point or equivalent (e.g. 1-1.2em / 16-19 px). Some dyslexic readers may request a larger font.
 - Larger inter-letter / character spacing (sometimes called tracking) improves readability, ideally around 35% of the average letter width. If letter spacing is excessive it can reduce readability. Inter-word spacing should be at least 3.5 times the inter-letter spacing.
 - Larger line spacing improves readability and should be proportional to inter-word spacing; 1.5/150% is preferable.
 - Avoid underlining and italics as this can make the text appear to run together and cause crowding. Use bold for emphasis.
 - Avoid text in uppercase/capital letters and small caps, which can be less familiar to the reader and harder to read.
 - For headings, use a font size that is at least 20% larger than the normal text. If further emphasis is required, then use bold.
 - Use formatting tools for text alignment, justification, indents, lists, line and paragraph spacing to support assistive technology users.
- In Word, you'll find these tools in the 'Layout' tab: Add extra space around headings and between paragraphs.
- Ensure hyperlinks look different from headings and normal text.
 - Use single colour backgrounds. Avoid background patterns or pictures and distracting surrounds. Use sufficient contrast levels between background and text.
 - Use dark coloured text on a light (not white) background.
 - Use alternatives to white backgrounds for paper, computer and visual aids such as whiteboards. Use cream or a soft pastel colour.
 - When printing, use matt paper rather than gloss. Paper should be thick enough to prevent the other side showing through.
 - Left align text, without justification.
 - Avoid multiple columns (as used in newspapers).

- Lines should not be too long: 60 to 70 characters.
- Use white space to remove clutter near text and group related content.
- Break up the text with regular section headings in long documents and include a table of contents. Use active rather than passive voice.
- Be concise; avoid using long, dense paragraphs.
- Use short, simple sentences in a direct style.
- Use images to support text. Flow charts are ideal for explaining procedures. Pictograms and graphics can help to locate and support information in the text.
- Consider using bullet points and numbering rather than continuous prose.
- Give instructions clearly.
- Avoid double negatives.
- Avoid abbreviations where possible; always provide the expanded form when first used. Provide a glossary of abbreviations and jargon
- Avoid green and red/pink, as these colours are difficult for those who have colour vision deficiencies (colour blindness).

Resources/ Interventions that we may use

- Cream paper
- Audio recording aids:
- ipads/tablets/ talking tins
- Instructional games
- Number lines
- 100 squares
- Multiplication squares
- Class organisers
- Calculators
- Coloured overlays
- Toe by Toe/ Word Wasp/ Hornet
- IDL
- Precision Teaching of HFW
- Rapid Reading
- Rapid writing
- Direct Phonics
- ACE dictionary



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How we respond to need in our classes, as and when needed and available to all in the area of:

Developmental Coordination Difficulties

Strategies we may use

- Over-learn material through repetition and a graded step-by-step approach.
- Give structured assignments with clear directions and remember to provide plenty of feedback and praise
- Use wide-stemmed pencils and pens, or by applying rubber grips to their writing utensils.
- Provide graph paper to guide them in letter placement and spacing.
- Colourful, lined paper
- Set children up with note-taking buddies, allow them to use computers or provide electronic copies of material in advance to reduce note-taking strain.
- Cloze procedure
- Touch-typing.
- Type homework and use a computer in class
- Place students with dyspraxia at the front of the room so they have an easier view of the board. They may also find it easier to concentrate when distanced from doors, windows, bulletins and other classroom distractions.
- Give opportunity to pause, get up from their desk, stretch and move around before continuing on with a lesson.
- Give more time to understand task requirements and complete assigned work.
- Write task instructions in short sentences and use check-lists for assignments with multiple parts. Demonstrate a task and read directions out loud, in addition to providing a printed version
- Bullet points and other formatting
- Use recorded materials and books to listen to
- Formulate a list of class rules and have all of your students contribute to it.
- Try using role-play to act out situations that encourage the social skills
- Help with tasks that require fine motor skills.
- Practice multi-sensory letter formation e.g. sandpaper letters, sky writing, rice trays
- Use pencil grips, writing lines, stencils
- Break down each task into small sections to be mastered one by one
- Provide balance or wobble boards, walking on the line and hand to hand throwing using bean bags or water-filled balloons
- Allow child to choose activities which meet child's own interests.
- Avoid disturbing child when on task.

- Avoid fluorescent lights, fluttering ceiling displays.
- Keep wall displays to a minimum.
- Promote a 'no-disturbance' culture showing respect for each child's work space.
- Supply time-tables, daily diaries and instructions for specific activities in sequenced picture cards.
- Get the attention of the child before giving instructions.
- Use simple language with visual prompts.
- Provide time to process the information.
- Use activities, demonstrations and pictures.
- Provide visual supports to help recollection of personal experiences.
- Use closed questions rather than open ended questions.
- Role play to develop understanding of the concepts of private and public.
- Have consistent explicit classroom rules.
- Use social stories to explain the social rules and expected behaviour.
- Use role play and drama to explore different outcomes and scenarios.
- Timelines can help fix events in child's mind.
- Teach from 'concrete' to 'abstract' by making concepts relevant to child's own experience.
- Give advance notice of any changes.
- Give clear rules and consequences.
- Use strategies such as comic strip conversations and mind reading etc.
- Teach each skill in all the possible contexts and in different ways.
- Prepare for change.
- Introduce to sensation gradually.
- Provide other options if the student cannot overcome the sensory difficulty.
- Introduce new sensory experiences using the child's interests, eg messy play making aliens to get used to slimy texture.
- Give a distraction free learning environment.
- Reduce the social demands while learning.
- Permit time out if child is becoming over-stimulated.
- Identify and focus on teaching necessary play skills such as turn-taking, negotiating etc.
- Introduce a circle of friends or buddy system to help the child in building relationships.
- Seat the student closer to the board, teacher, and/or another student who could help.
- Adjust chair and/or desk height to ensure the student is in the proper position for desk work (Feet flat on the floor, shoulders relaxed, and forearms supported on the desk.)
- Allow the student to work in different positions, like standing.
- Provide a slant board (or large three-ring binder) for a sloped writing surface.
- Provide pencil grips.
- Have spring-loaded or loop scissors available.
- Provide special paper as needed, like raised-line paper or graph paper.
- Provide different writing tools (thin markers, gel pens, etc.) to reduce pencil pressure.

- Give breaks so the student can move around a few times a day.
- Give teaching notes ahead of time or have a note-taking buddy.
- Use worksheets that reduce the need to copy, like fill-in-the-blanks or matching.
- Use larger print for worksheets, notes, and textbooks.
- Have the student dictate to a scribe or use speech-to-text software.
- Give outlines of diagrams or maps so the student only needs to mark what's being taught. Allow the student to use a computer for written assignments.
- Provide extra time for tests and writing assignments.
- Allow oral answers on tests.
- Provide checklists, rubrics, step-by-step, and visual directions for assignments.
- Give directions slowly and in short sentences.
- Pre-teach physical skills in small parts.
- Teach specific handwriting strategies that show how to print letters consistently

Resources/ Interventions that we may use

- Pencil grips
- Thick pens/pencils
- Graph/squared paper
- Spring loaded scissors
- Balance board
- Wobble board
- Daily diaries
- Sloping desk
- Sit n Move cushions
- Sensory breaks
- Resistance bands for chair legs
- Fidget tools
- Daily mile
- Therpautty exercises
- Teodorescu programme
- Social stories
- Visual timetables & Schedules
- LEGO Therapy



Alexandra CP School

Universal Provision Offer

How we respond to need in our classes, as and when needed and available to all in the area of:

Specific Mathematical Difficulties

Strategies we may use

- Review what the student already learned before teaching new skills.
- Teach students to "self-talk" through solving problems.
- Let the student write out charts or draw sketches to solve problems.
- Teach visual strategies e.g. bar maths
- Use graph paper to help line up numbers and problems.
- Use life like coins, blocks, and puzzles to teach math ideas.
- Use attention-getting phrases like, "This is important to know because...."
- Use concrete examples that connect math to real life.
- Check in frequently to make sure the student understands the work.
- Use graphic organizers to organize information or help break down math problems into steps.
- Create separate worksheets for word problems and number problems.
- Highlight or circle key words and numbers on word problems.
- Allow extra time on tests.
- Give step-by-step instructions and have the student repeat them.
- Provide charts of math facts or multiplication tables.
- Use visual aids or manipulatives when solving problems.
- Let the student use a calculator when computation isn't what's being assessed
- Give a rubric that describes the elements of an assignment.
- Use an extra piece of paper to cover up most of what's on a math sheet or test to make it easier to focus on one problem at a time.
- Give more space to write problems and solutions.
- Break down worksheets into sections

Resources/ Interventions that we may use

- Numicon
- blocks
- coins
- number lines
- 100 squares
- Multiplication squares
- Calculators
- Dienes blocks
- Max's Marvellous Maths
- Dynamo Maths
- Rapid Maths
- White Rose maths
- Badger Maths
- RUCSAC model