

**Waves of Provision @ Winford**  
**(September 2025)**

**Universal Strategies  
(Wave 1)**

**Cognition & Learning**

(inc Dyslexia / Dyscalculia)

- **Adaptive teaching**
- **Scaffolding tasks**
- **Breaking down tasks into small steps**
- **Simplifying language**
- **Allowing time for processing**
  
- Limit copying from board
- Use of colour backgrounds / overlays / paper / ex books
  
- Use of visual cues / prompts / memory aids (literacy) – flashcards, phonic cards, sound / word / vocab mats
- Use of visual cues / prompts / memory aids (numeracy) – flashcards, digit cards, number lines / squares, maths mats
- Use of concrete resources / manipulatives in maths
  
- Alternative ways of recording - writing frames, mind maps
- Use of assistive technology – spellchecker, dictation software, calculator, ipad, laptop

**Speech, Language and Communication**

(inc ASD)

Provision to support communication, focus and attention, peer relationships, anxiety or emotional regulation ...

- **Scaffolding tasks**
- **Breaking down tasks into small steps**
- **Simplifying language**
- **Allowing time for processing**
  
- Use child's name first to gain attention
- Use active learning strategies
- Consider grouping for collaborative work – provide child with a clear role
  
- Structured routines - advance warning of any changes where possible
- Class visual timetable
- Use of visual cues / prompts to support learning and routines
- Movement breaks
  
- Soft start to support morning transitions
- Access to quiet area for learning tasks when needed (to aid focus / reduce anxiety / reduce sensory overload)
  
- **Access to regulation station / calm corner**
- **Zones of Regulation (whole school approach)**

**Social, Emotional and Mental Health**

(inc ADHD)

**Physical / Sensory**

Provision to support motor skills and sensory needs ...

- Use of pencil grips / specialist angled pencils / writing slopes
  
- Sensory tools to reduce anxiety / support regulation – fiddle tools, doodle pads, ear defenders, move'n'sit wobble cushion, theraband
  
- Consider seating –
- position at front / back / side
- awareness of visual / auditory distractions (doors, windows, noise etc)
- awareness of possible sensory overload (noise, smells etc)
  
- Access to laptop for certain written tasks