**Universal provision**

Universal provision forms the foundation for all other provision or support in schools, colleges and other settings and comprises high quality teaching that is made available to all. This includes strategies, resources and adaptations to the curriculum and environment that teaching staff use to remove barriers to learning for children and young people (CYP).

Universal provision is based on inclusive approaches to teaching and learning which benefit all CYP but are essential for those with SEND. Reasonable adjustments for individual needs are made to ensure schools and settings are, for example, communication-friendly or adaptive for any sensory and physical needs that pupils may have.

An education provider’s universal provision for all CYP , including those with SEND, should include:

• A broad, balanced and relevant curriculum with high engagement of pupils

• High quality teaching that is differentiated and personalised

• High expectations of every pupil

• Ambitious targets based on appropriate assessment and dialogue with pupils and parents

• Potential areas of difficulty addressed and potential barriers to learning removed through the effective deployment of resources

• Regular assessment, monitoring and review of children and young people’s development and progress

**Inclusive Quality First Teaching**

Inclusive quality first teaching recognises that children and young people progress at different rates and have different ways in which they learn best. Teachers set high expectations for every pupil and use a range of strategies to overcome any potential areas of difficulty.

The essential characteristics of quality first teaching include;

* clear, well designed lesson plans
* frequent opportunities to involve and engage with pupils
* appropriate use of modelling, explaining and questioning for pupils to engage with higher levels of critical thinking skills
* providing pupils with the chance to talk both individually and in groups
* expectation that pupils will accept responsibility for their own learning and work independently.
* using encouragement and (authentic) praise to engage and motivate pupils

Pupils with SEND and other needs are included and make progress as the result of teacher-led, differentiated quality first teaching.

In order to achieve the high-quality teaching required for universal provision in schools, colleges and other settings, it is essential that teaching staff receive the ongoing continuous professional development necessary for understanding the needs of pupils with a variety of special educational needs and disabilities. Where there is robust universal provision, some children will be identified to require additional support, or targeted provision, in order to make good progress. It is important to remember that if the quality of universal provision is high, the need for targeted provision is likely to be less, as more of the pupils will have the majority of their learning needs met. Ongoing strategies by teaching staff to meet the needs of all pupils, particularly those with SEND, are likely to reduce the need for multiple targeted intervention groups and allow pupils to learn in a more inclusive way.

**Targeted Support/Provision**

High quality universal teaching should reduce the need for extra support for all children /young people. Nevertheless, it is likely that in order to make progress with their learning, behaviour or development some will require additional support in the form of carefully selected, targeted support and interventions - this will have been identified through the assessment process.

All targeted support and interventions should have a specific set of desired outcomes and children/ young people should access the targeted support or intervention alongside high quality classroom teaching.

Targeted support might be a long term strategy that needs to become an everyday part of the provision for a child /young person with SEND, such as the use of visual resources.

Targeted intervention are short term, focused teaching approaches that has been planned for a small group or individual child /young person with SEND.

The right intervention cannot be put in place if the Childs/young persons needs have not been appropriately identified and interventions will not be effective if they are poorly matched to the difficulties that the child /young person is experiencing in their learning.

Educational settings need to ensure that they avoid selecting support or interventions based on a desire to make a child / young person ‘fit in ‘ to a classroom situation.

They also need to avoid trying to make the childs/young persons needs ‘fit into’ the intervention that it currently on offer in the setting. Instead, educational settings need to drill down into the precise needs of the child/ young person and then personalise support and select interventions to match those needs.

**Specialist Support/Provision**

Some children and young people with more complex and significant difficulties may require specialist support or services to support what the school/setting can offer.

Specialist support does not mean this can only be delivered in a specialist setting. Many children and young people access specialist support within a mainstream setting.

Children and young people requiring specialist support will need access to a specific professional who may identify that a type of intervention or provision is required which is over and above that which is ordinarily available to children and young people of the same age.

Schools and settings have a range of specialists services that they are able to engage with such as Educational Psychology, Early Years SEND Teams, SEN Inclusion teachers ( SENIT) Specialist Teacher Autism Response Service ( STARS) Sensory teams – Deaf and hearing Impaired Team (DAHIT) Visual Impaired Team ( VIT)