

Universal Provision Policy

COLCOT PRIMARY SCHOOL

2025-2026



Policy Rationale

At Colcot Primary School, we provide a consistent, inclusive learning environment where all pupils can thrive. Universal provision offers clear routines, visual aids, and structured support to reduce barriers and promote independence. This policy outlines our core offer to ensure equity and continuity across all progression steps.

Key Principles

- Equity and Inclusion:** All pupils are entitled to a consistent standard of support, regardless of ability or background.
- Clarity and Routine:** Visual structure and consistent expectations help children feel secure and able to access learning.
- Independence and Responsibility:** Provision is designed to promote self-regulation and ownership of learning.
- Progression and Readiness:** Resources and strategies are matched to developmental stage, with built-in challenge and support.
- Consistency Across the School:** Shared systems and displays ensure familiarity and reduce cognitive load.

Expectations of Teachers

Teachers are expected to:

- Ensure all universal provision resources are available, up to date, and used daily.
- Explicitly teach pupils how to use visual aids and support materials.
- Maintain consistency in displays such as behaviour expectations, visual timetables, and explanation prompts.
- Adapt resources to suit class needs while maintaining core elements across the school.
- Promote pupil independence through consistent strategies
- Keep learning environments purposeful, supportive, and inclusive..

Expectations of Pupils

Pupils are expected to:

- Use the support materials provided to help them complete learning tasks independently.
- Follow classroom routines and visual prompts to help manage their behaviour and learning.
- Engage with displays and resources to improve their understanding and confidence.
- Try different strategies before seeking adult help.
- Take responsibility for using tools such as sound mats, number lines, and charts appropriately.

Progression Step Guidelines

Progression Step 1 (PS1)

These resources are required to be available for children to access during each session.

Nursery:

- Visual timetable
- “Good sitting / good listening” display
- RWI (Read Write Inc) sound mats
- Number lines to 5 / 10 (based on ability)
- Counters and multilink / unifix cubes
- 5 / 10 frames
- Smiley face explanation display

Reception:

- RWI sound mats
- High-frequency word (HFW) mats
- Visual timetable
- “Good sitting / good listening” display
- Number tracks to 5 / 10 / 20 (based on ability)
- Counters, multilink / unifix cubes
- 5 / 10 frames
- Smiley face explanation display

Progression Step 2 (PS2)

These resources are required to be available for children to access during each session.

Year 1:

- Visual timetable
- “Good sitting / good listening” display
- RWI frieze and sound mats
- Complex sound chart
- HFW mats and mnemonics
- Capital letter mats
- Number tracks / lines to 10 / 20
- Hundred squares
- Part-whole frames
- Number lines counting in 2s, 5s, 10s
- Counters, multilink cubes
- 5 / 10 frames, bead strings
- Smiley face explanation display
- “3 before me” strategy display

These resources are required to be available for children to access during each session.

Year 2:

- Visual timetable
- “Good sitting / good listening” display
- RWI frieze and sound mats

- Complex sound chart
- HFW mats and mnemonics
- Capital letter mats
- Number tracks / lines to 10 / 20
- Hundred squares
- Part-whole frames
- Number lines counting in 2s, 5s, 10s
- Counters, multilink cubes
- 5 / 10 frames, bead strings
- Smiley face explanation display
- “3 before me” strategy display
- Multiplication square
- 10 / 20 frames
- RAG (Red-Amber-Green) explanation display
- “3 before me” strategy display

Year 3:

- Visual timetable
- “Good sitting / good listening” display
- RWI sound mats (where needed)
- Complex sound chart
- HFW mats and mnemonics
- Capital letter mats
- Number tracks / lines to 10 / 20
- Hundred squares, multiplication squares
- Place value charts
- Counters, multilink cubes
- 10 / 20 frames
- RAG explanation display
- “3 before me” strategy display

Progression Step 3 (PS3)

These resources are required to be available for children to access during each session.

- Visual timetable
- RWI sound mats (where needed)
- HFW mats
- Word mats including; Adjectives, Fronted adverbials, ISAWAWABUB (subordinating conjunctions), FANBOYS (coordinating conjunctions) etc
- Hundred squares
- Multiplication squares
- Place value charts
- Counters, multilink cubes or other concrete manipulatives

- Class displays linked to current learning for visual support e.g. concepts being covered, steps for success e.g. persuasive writing, methods for Maths
- RAG explanation display
- “3 before me” strategy display
- **Checklists or step-by-step guides** for complex tasks

Monitoring & Evaluation

- SLT will monitor implementation of universal provision through learning walks, lesson observations and listening to learners.

Policy Review

This policy will be reviewed annually to ensure universal provision remains a focus of classroom practice.

Signed: _____

Headteacher

Date: _____

Signed: _____

Chair of Governors

Date: _____