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**Universal Provision Checklist: Physical Needs**

Once desired outcomes have been set the universal provision checklist section should be used as a starting point. The checklist has been designed to be used as an audit tool for school practice, so that staff can check they are providing appropriate and purposeful support for the pupil at a universal level

|  |  |
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| **Fine motor skills development** |  |
| Is the pupil seated in their optimum position or working for example feet flat, bottom back in the chair, table at elbow height and face on to their work? |  |
| Have pre-writing skills been achieved before introducing formal handwriting? *(see assessment indicators for details)* |  |
| Are tasks adapted depending on the needs of the pupil and learning objective? |  |
| Is the additional time required to complete the learning activity? |  |
| Can joint/shared recording be utilised? |  |
| **Gross motor development** |  |
| Are tasks adapted dependent on the needs of the pupil and learning objective? |  |
| Do staff consider the position of the pupil and any equipment required to aid independence and support mobility/functional needs? |  |
| Is the frequency of mobility around the classroom/school reduced? |  |
| Is the accessibility of the environment increased by ensuring the classroom is clutter-free? |  |
| Is the pupil able to sit on a seat rather than on the floor? |  |
| Is personal autonomy encouraged? |  |
| Do staff target the development of independence? |  |
| Do staff allow more time for movement or activity for the whole group or create more time for some pupils by providing extension activities for others? |  |
| **Sensory processing**  *‘Sensory Processing Needs’ - how sensations from the body and the environment are interpreted & organized, making it possible for the individual to use the body effectively within their environment* |  |
| Are tasks adapted to meet the pupil’s needs? |  |
| Do staff consider the positioning of a pupil at a desk, on the carpet, or in the changing room? |  |
| Do staff provide opportunities for the additional practice of new skills? |  |
| Are prompt lists/learning mats for tasks used? |  |
| Are pre-prepared diagram/maps/graphs used for pupils to add information/interpret? |  |
| Are pre-written question sheets provided? Or are numbers used to prevent the pupil from having to copy out questions before answering? |  |
| Are parents encouraged to target the same skills at home? |  |
| **Social and emotional development** |  |
| Are rest breaks provided during the day? |  |
| Are opportunities provided for homework to be done during the school day? |  |
| Are inclusive and accessible games/activities provided on the playground at break and lunchtimes? |  |
| Do staff plan school trips and extracurricular activities so they are inclusive and accessible without the need for a parent to accompany the pupil? |  |

The [SEND Code of Practice](about:blank)  (2015) states that where a pupil does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on ‘additional to’ or ‘different from’ interventions.

If pupils are still attaining at a level significantly below age-related expectations and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to [Targeted Provision](#TargetGreen2)

For further specific resources and guidance please refer to the [SENCO Guide](about:blank)