

Core Standards for SEND for Swindon

Guidance Materials

Swindon Core Standards for SEND

5.1.3 Universal Provision Checklist

3.211 Universal provision checklists and resources

[Cognition and Learning Universal Provision Checklist \(editable resource\)](#)

[Physical/Medical Needs Universal Provision Checklist \(editable resource\)](#)

[Speech and Language Universal Provision Checklist \(editable resource\)](#)

[Social Communication and Interaction Difficulties Universal Provision Checklist \(editable resource\)](#)

[Social Emotional and Mental Health Needs Universal Provision Checklist \(editable resource\)](#)

[Sensory Needs Hearing Impairment Universal Provision Checklist \(editable resource\)](#)

[Sensory Needs Visual Impairment Universal Provision Checklist \(editable resource\)](#)

[What Purpose \(or Function\) Does Challenging Behaviour Serve for People? \(Editable resource\)](#)

[ABC Chart and example \(editable resource\)](#)

[SEMH Primary and Secondary Need Explained \(editable resource\)](#)

[Stress Reduction Plan \(editable resource\)](#)

At this stage it is the responsibility of the teacher or tutor to plan to meet the level of need. This is the PLAN stage of Assess Plan Do Review.

The Universal Provision Checklists allow the teacher to explore in further depth expected strategies at Universal Provision i.e. those strategies that should be universally available to all pupils through reasonable adjustment. The checklists have been co-produced by Swindon Advisory Teachers, SENCO champions, Swindon SEND Families Voice, STEP and our specialist providers.

Teachers may want to use the APDR proformas, the Pupil Profile to collate evidence about the whole child or young person to contribute to the provision at this stage.

Remember to consult with parents and carers as well at this stage.

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