



Ordinarily Available Provision

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Education
Trust

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What Ordinarily Available Provision (the OAP) is:

- An emphasis on the importance of high-quality teaching and inclusive practice;
- A recognition that every teacher is a teacher of SEND;
- A set of co-produced strategies to help adults in school, parents and carers to support children with SEND and emerging needs at a universal level.

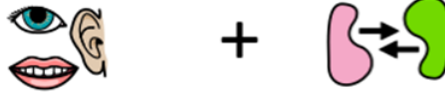
What the OAP is not:

- A replacement for high quality provision and specialist support through targeted and specialist interventions;
- A way to gatekeep services;
- An unrealistic set of expectations that teacher and senior leaders must meet;
- A list of must-dos for staff to use at all times.



Whole Class Strategies

Communication and Interaction



- Social communication
- Attention and listening
- Flexibility of thought
- Sensory processing and integration
- Receptive language
- Expressive language
- Speech clarity
- Selective mutism
- Dysfluency (Stammering)

The strategies listed below highlight the ordinarily available inclusive provision that are in place to support children with communication and interaction needs on a daily basis, across all areas of the curriculum.

Explicitly teach social knowledge as part of the curriculum.

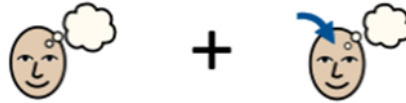
- Children are encouraged to **speak in full sentences** when responding, when appropriate.
- Teachers' questioning ensures that pupils articulate and justify their answers, arguments and opinions.
- Children are **given lots of opportunities to develop their understanding** through talk in lessons (speculating, hypothesising, imagining and exploring ideas), including through paired talk etc (active participation).
- Teachers model high quality talk.
- Oral imitation during Talk for Writing/ BookWrites lessons is used to support pupils in internalising language structures needed for writing.
- Across the curriculum, **teachers plan opportunities** for pupils to participate in discussions, presentations, performances, role play, improvisations and debates.
- Teachers support pupils in developing relevant strategies to **build their vocabulary**.

Visual support and tools to enhance the learning environment.

- Define areas and **support understanding** of sequences (for example visual sequences)
- **Structure** the learning session (for example, visual timetable, child or young person planner, whole class task or tick list, word maps, vocab banks)
- Seek whole class attention by raising your hand to show the stop sign while giving a verbal countdown '3, 2, 1' and ensure strategies are consistent across the school.
- Set out expectations for activities and the **timetable for the day**. There is a class visual timetable using Widget which is positioned at the front of the classroom, where all children can see it and is referred to regularly throughout the day. Including a whoops card for unexpected changes to the day.
- **Support narrative development**, for example story-boards, story maps, sequencing pictures. These are on display for children and young people to refer back to, when appropriate.
- Help pupils **express and capture their ideas**, for example encouraging them to use graphic organisers or mind-maps.
- **Support verbal instructions** with visual cues.
- **Audit the learning environment and adapt accordingly**, for example background noise minimised, classroom is uncluttered, consistent and carefully considered seating plans.
- **Learning breaks are planned** into the daily timetable to reduce the cognitive load and to avoid children and young people having to sustain attention and listening for extended periods of time.
- **Adapted language** to support attention and listening, for example reduce pace, give one instruction at a time, use strategies such as visuals or gestures alongside language.
- A clear structure to the day and learning environment, with **clear routines and expectations and visual supports and/or timetables**. First time, every time, everywhere, everyone. Be ready, be respectful, be safe. Aspiration, Responsibility and Kindness.
- In Key Stage 2, classrooms are arranged with desks facing forward. This supports children in attending to the teaching, maintaining focus and engaging fully with the lesson.
- Whiteboards are used regularly to assess children's learning. After recording, children hold their boards face down above the table in a 'hover' position. On the teacher's signal, "3, 2, 1...show me/ chin it" they raise their boards under their chins. This allows the teacher to clearly see all responses and assess the learning.
- Staff use Turn and Talk in lessons, assemblies and group work to ensure active participation. The phrase "Turn and Talk" is paired with a hand signal (two hands moving from forward-facing to facing each other).
- Staff use My Turn, Your Turn to secure active participation at key learning moments. Adults gesture to themselves to signal "My Turn" and gesture to the class with open palms to signal "Your Turn." This technique helps 'stamp' important learning before moving on.
- Choral Reading/ Response is used when staff require all children to read or respond together. It provides every child with the opportunity to participate. For example, after giving key information, the teacher rephrases it and the children finish the sentence together in unison.
- **Adequate processing time is given** (this may be as long as 10 seconds). During this time, staff should avoid adding any further information or asking questions.

Whole Class Strategies

Cognition and Learning



- Phonics
- Word reading
- Reading fluency and comprehension
- Spelling
- Handwriting
- Written composition
- Accessing the curriculum
- The number system
- Number facts and calculating
- Executive functioning

The strategies listed below highlight the ordinarily available inclusive provision that should be in place to support children with cognition and learning needs on a daily basis, across all areas of the curriculum.

<ul style="list-style-type: none">• Pupils are given work that matches their current level of attainment, as well as being supported to take part in age-related learning.
<ul style="list-style-type: none">• Use grouping flexibly, bringing together temporary groups of pupils, based on current needs.
<ul style="list-style-type: none">• All pupils have time with their teacher, as well as opportunities to work independently.
<ul style="list-style-type: none">• Learning is made accessible to all by<ul style="list-style-type: none">- breaking material into appropriate steps- using clear and concise language- helping children and young people to focus on key information- modelling tasks- using worked examples and scaffolds.

- Teachers **use scaffolding** in a way that supports independence, with a lessening of scaffolds over time. Scaffolds may be:
 - Concrete, such as structured mathematical apparatus
 - Visual, such as task planners, lists, and images that support vocabulary learning
 - Verbal, for example, using questioning to elicit misconceptions, or providing a verbal prompt like 'What have you done before that will help you with this task?'
 - Written, such as word banks, writing frames, or sentence starters.

- **Contexts and narratives** are used to help pupils **make sense of content**, make connections, and remember what they have learnt.

- There are **strategies for asking for help**, with visual reminders.

- All children and young people can choose a book that interests them, as well as a book for decoding practice (where this is still needed).

- **Text is made accessible**, this includes classroom displays and interactive whiteboards) and on printed material is carefully considered, with clear guidance provided for all staff (Link to BDA Style Guide <https://share.google/V0Vb5mUmKDopWcbRe>)

- **Technology** is available to support curriculum access and recording. For example, children and young people are provided with access to audiobooks, and to laptops with accessibility functions (such as 'Immersive Reader'). Pupils are taught the skills they need to use ICT to support their learning (for example, they learn to type).

- Pupils are supported to use a **range of methods for recording their learning**: for example, mind maps, visual story boards, diagrams, and use of ICT.

- Pupils are provided with **resources that support spelling**, for example, word lists, spelling books, and spellcheck functions.

- Pupils are provided with **resources to support handwriting**, including a variety of writing tools and pen(cil) grips, books with appropriately sized lines, and handwriting paper.

- **Hearing and vision are checked**, and language needs considered, when there are concerns about a child or young person's progress.

Whole class strategies

Social, Emotional and Mental Health



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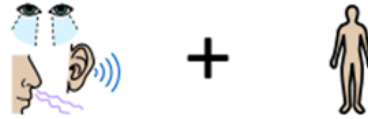
- Social understanding
- Emotional regulation
- Relationships
- Self-esteem and resilience
- Wellbeing and mental health
- Attention and engagement

The strategies listed below highlight the ordinarily available inclusive provision that should be in place to support children and young people with SEMH needs on a daily basis, across all areas of the curriculum.

• Be curious about behaviour ; adults to understand behaviour as a communication possible unmet needs.
• Consider the link between SEMH and language and consider the identification of any learning and language needs as well as environmental and experiential factors that may be contributing to the SEMH needs.
• Use relational approaches consistently as referred to in the Relationships and Behaviour Support Policy
• Positive behaviours are consistently modelled , noticed and explicitly praised by all adults.
• Adults reference emotions and feelings throughout the day by modelling their internal states in the moment and labelling their own thoughts, feelings and subsequent actions (for example acknowledging that running late may prompt feelings of anxiety). Adults use a PACE and WINE approach - wondering aloud and naming how pupils may be feeling internally.
• Provide opportunities for pupils to develop a positive sense of self so that they feel successful and valued. There are opportunities to build connection and belonging through contribution, for example having roles and jobs.
• 'Meet and greet' so pupils are welcomed in a predictable way to ensure a successful transition.
• Clear consistent routines , which are taught and understood by pupils and adults

Whole Class Strategies

Sensory and Physical



- Visual impairment
- Deaf and/or hard of hearing
- Multi-sensory impairment (MSI)
- Physical needs

The strategies listed below highlight the ordinarily available inclusive provision that should be in place to support children and young people with sensory and physical needs on a daily basis, across all areas of the curriculum.

Strategies to support visual impairments.

- **Teaching position** – avoid standing in front of windows, this can reduce you to a silhouette and make it difficult for all learners to see you properly.
- **Seating position** – children and young people who have VI need to sit in the best position to see the whiteboard but not separately from the other learners .
- **Print resources should be in an appropriate format**, (print size, font and contrast) on A4 paper.
- **Use black or dark blue dry marker pens** for white boards, and keep the white board clean to maximise contrast.
- **Worksheets clear and uncluttered**; keep drawings, tables and graphs as simple as possible.
- **Lighting** – Be aware of lighting and only use lights when necessary.
- **Be aware of the glare** – ensure consideration is taken to reduce the glare where possible.
- **Edges of stairs or steps are clearly highlighted.**

Strategies to support children and young people who are deaf or hard of hearing.

- **Preferential seating** within 1 metre of the class teacher so that they can access lip patterns with the speaker facing light, speaking clearly and naturally, standing still, facing the child or young person and not in front of a window.

- **Accessible videos** – show videos with captions, or sign-interpreted videos.
- **Reduce background noise** by monitoring voice levels of all children and young people, closing windows, closing doors and turning machines off.
- **Use alternative ways of gaining the child or young person’s attention**, for example wave, knock a table, or tap their shoulder lightly.
- **Never give up** or say ‘I’ll tell you later’ you can try using text on a laptop, gestures, objects or good old-fashioned pen and paper.
- **Make sure that the deaf child knows when the topic changes.** The child or young person will find it easier to guess your words if they know what you are talking about.
- **Use visual clues** – where possible point to what you’re talking about, and don’t be shy about using gestures to support your communication.
- **Speak one at a time** – group conversations can be difficult for a deaf child to follow. Make it easier by asking everyone to take their turn talking and to make a sign if they want to talk next.
- make sure your mouth and face is visible, finish your instruction before turning or walking away
- ensure you have the child's visual attention before speaking to them

Strategies to support multi-sensory impairments.

In addition to the strategies for visual impairment and deaf/hard of hearing:

- **Staff awareness** that children and young people will have reduced access to incidental learning.
- **Use a total communication approach** (Speech, BSL, tactile cues, on-body signs, objects and sounds of reference).
- **Avoid too many stimuli at the same time** (visual, tactile and auditory info).

Strategies to support physical needs.

- **Optimal seating position**, to allow for easy access to all resources and class teachers.
- **Allow more time** for movement when forming small groups within a class.
- **Encourage independence.** Even if they are not physically capable of fetching equipment, children and young people should be encouraged to make independent choices regarding what is required to complete a task.
- **A range of PE equipment** to choose from.
- **Organisation of rooms** to avoid trip hazards and support independent access to resources.
- **Bold floor markings.**