Ordinarily Available Education Provision for children and young people with Special Educational Needs and Disabilities (SEND)

- September 2019 Refresh
The purpose of this guidance document

This document has been created from a working party of SENCO’s working with children and young people aged 0 - 25, our local Parent Involvement and Participation (PIP) Forum, SENDIASS, Governors, Practitioners and the SEND Team.

A document was then sent to all education providers for consultation. Feedback then informed this document.

For details of services and support please visit: www.northlincslocaloffer.com

“a pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that ordinarily available to pupils of the same age“

SEND Code of Practice (para 6:15)
Ordinarily Available Education Provision

Schools and education settings should read this in the context of their responsibility to operate a graduated response to assessing, planning for, reviewing and providing for the majority of pupil and student needs in their settings.

Ordinarily available provision is made from funding ordinarily available to the setting through their core, delegated budget or own funding source. **The education setting must always consider their graduated response and show evidence of interventions over time, before they consider that it may be necessary for an EHC Assessment to take place.**

Broadly speaking **ordinary provision** will be an integral part of the schools provision for all children and so this document outlines some of the practices and adaptations that are part and parcel of quality first teaching. The provision and strategies may be required for children and young people with SEND but will undoubtedly be of benefit to many of the learners in the setting.
Ordinarily Available Education Provision

This document describes a range of approaches that can be expected to be ordinarily available for children and young people, including those at SEND support. It cannot describe every intervention or strategy but indicates the type of arrangements that are typically available and should be read alongside North Lincolnshire Special Educational Needs Support: The Graduated Approach

and

SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges

This document will help schools and Local Authority to make decisions:

At a setting level as plans are made to meet pupil or student needs, and

At a Local Authority level when the Special Educational Needs and Disability Panel (SENDAP) considers whether there is evidence that in spite of the setting applying the graduated response over a reasonable period of time, provision is needed for the pupil that is over and above what is ordinarily available.
**Expectations on all settings – partnership with learners, parents and carers**

| The setting works in partnership with parents, carers and learners in decision making. | • The SEND information report is coproduced with parents and carers.  
• Parents and carers are signposted to www.northlincslocaloffer.com. This is referenced on the school’s website;  
• Parents and carers are aware of the range of communication channels available for sharing information about their child.  
• Parents are aware of SEN status of their child and the support and individually tailored interventions in place. They are involved in setting and reviewing targets for their child.  
• Formal and informal events take place to seek views in relation to SEN provision in the school e.g. pupils and parent surveys, coffee mornings.  
• Use of a home school diary / book bag / text / email to support communication directly with parents/carers in addition to communication given via learners. |
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| An effective partnership with learners and parents is evident through their participation in assessment and review processes. | • Learners are involved in the Graduated Approach; assess, plan, do, review process, setting and reviewing targets and identifying their own learning strategies.  
• Learners are helped to understand their own barriers to learning and to value their achievements.  
• Learners understand and are able to contribute to the targets they are working to achieve. |
## Expectations on all settings – pastoral

The setting recognises, and responds to, the need for pastoral support for learners with SEND, bearing in mind the individual’s social and emotional needs and other relevant contextual circumstances.

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<tr>
<th>Expectations</th>
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<tr>
<td>• There is a calm and purposeful climate for learning where pupils feel they belong and their contributions are valued.</td>
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<tr>
<td>• Pupils can identify an agreed safe space.</td>
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<td>• Language used in the classroom demonstrates positive regard for learners (e.g. Restorative Approaches).</td>
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<td>• Awareness that learners with SEND are vulnerable to bullying and an appropriate level of support and monitoring is in place.</td>
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<td>• PSHE is used to develop wellbeing and resilience.</td>
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<tr>
<td>• Peer awareness and sensitivity towards difference (including SEND) are raised at a whole school level. Work is done with classes and groups regarding specific needs or conditions as appropriate.</td>
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Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.

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<td>• Named adults / key workers as a stable point of reference when required.</td>
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<td>• Negative attitudes, beliefs and perceptions towards individuals and groups are challenged, in the classroom, the wider school and society.</td>
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<td>• Pupil voice is encouraged and acted on.</td>
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**Expectations on all settings – the physical and sensory environment**

| The physical environment is adapted to meet the needs of learners. | • The physical accessibility of the building and individual learning spaces are assessed.  
• The accessibility plan is on the school’s website and “reasonable adjustments” are made according to individual needs;  
• Extra-curricular activities and educational visits are planned to fully include pupils with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities; “Reasonable adjustments” are made.  
• Learners’ views are routinely sought and are used to inform in planning for physical or sensory adaptations that they may require. |
| Practitioners are aware of sensory needs and issues that may impact on learners. | • Staff have knowledge of the North Lincolnshire [Sensory Differences Toolkit](#)  
• Learners’ sensory needs are known and used to plan seating arrangements and movement breaks.  
• Pupils who wear glasses and/or hearing aids wear them and are seated in the optimum position.  
• Displays are meaningful and visually accessible to reduce sensory overload.  
• Staff are aware of lighting in the room e.g. use of natural light, glare from the board, who is facing the light, where you stand in relation to the light.  
• Use of pale background and accessible font styles on the whiteboard.  
• Staff are aware of smells and noise in the room and any particular individuals who may be impacted by these. E.g. classroom next to the canteen or music room. |
## Expectations on all settings – resources

| Resources are allocated appropriately to ensure additional needs are met. | • Resources are within easy reach of learners to promote independence and reduce stigma.  
• Learners have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders and weighted blankets.  
• Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate. Coloured backgrounds and paper are used to reduce visual stress.  
• Adapted physical resources such as PE and maths equipment are adapted to promote independence e.g. different size balls. |
| Quality and impact of support is scrutinised. | **Specific resources and strategies are provided to overcome potential barriers to learning.**  
Increased use of ICT resources. | • Concrete apparatus and adapted resources are available for those pupils who require it.  
• ICT is used to support alternatives to written recording and to promote independent learning. |
## Expectations on all settings - Assessment

| A regular cycle of Assess, Plan, Do, Review is used to ensure that pupils with SEND are making progress. | • Pupils’ strengths and difficulties in learning and behaviour are observed and monitored in different settings and contexts for a short period of time to inform planning.  
• Staff are aware of pupils’ starting points so that expected progress can be measured across each age range.  
• Assessment is used to inform planning and interventions.  
• Consideration is given for individual pupils’ developmental trends.  
• Case studies are used to demonstrate holistic progress. |
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| Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy. | • A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners.  
• Learners have regular opportunities to evaluate their own performance.  
• Self-assessment is routinely used to set individual targets.  
• The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for learners. |
Expectations on all settings - Assessment

Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.

Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish the learner's normal way of working. Please refer to the relevant exam board guidelines.

Arrangements could include:
- Rest breaks
- Use of a reader / Scribe / laptop
- Extra time

Adapted resources are used in class and assessments.
### Expectations on all settings – teaching and learning strategies

| Practitioners are aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice. | • Aspects of structured teaching are used according to pupil needs e.g. visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards), particularly during transitions.  
• Learners are given time to process information before being asked to respond. Tasks are broken down into small manageable steps. These steps are shown explicitly.  
• The pace and order of activities is varied to maintain interest and attention of all pupils. |
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| Practitioners differentiate to provide suitable learning challenges and cater for different learning needs and styles. Individualised and/or small group planning and programmes in more than one curriculum area. Use of steps-to success or similar to promote independence, scaffold and support learners. | • Modelling is used to aid understanding.  
• Visual/audio demonstrations and visual cues/audio commentary are used.  
• Key vocab is displayed with visuals.  
• Alternative to written recording are used routinely.  
• Study skills are explicitly taught. Pupils have access to homework clubs, or additional support with homework.  
• Homework is differentiated appropriately for pupils.  
• Teachers’ handwriting on the board and in pupils’ books is clear and legible.  
• Interactive whiteboard is used to effectively promote engagement and scaffold the lesson. |
## Expectations on all settings – teaching and learning strategies

| Practitioners ensure that learners have opportunities to work in different ways e.g. independently, in a variety of small groups and/or in pairs. Individualised and/or small group sessions. | • Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately differentiated resources.  
• Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role-models, mixed-ability groups, structured opportunities for conversation and sharing of ideas and access to additional adults where they are available.  
• Use of additional adults is planned to maximise their impact on learning. |
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| Practitioners ensure that collaborative learning and peer support is a feature of lessons. | • Strategies are used to build and maintain positive relationships across the whole school community (e.g. restorative approaches).  
• There are opportunities to develop peer awareness/sensitivity and support for different needs and disabilities both in and out of the classroom. |
## Expectations on all settings – staff skills and training

| All practitioners, including Teaching Assistants, make a positive contribution to learner progress. | • Additional adults are deployed proactively in the classroom and their impact on the learner is monitored carefully to ensure progress is supported.  
• Grouping / seating arrangements and additional support are used to promote independent learning as far as possible.  
• Strategies used in interventions are integrated into class teaching so that learners can sustain progress. |
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| There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners. | • There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments.  
• Best practice is shared within the school and with other schools via school to school partnerships, North Lincolnshire SENCO networks and the professionals area of the [local offer website](#). |
| Staff collaborate and have effective links with other relevant outside agencies and specialists. | • Practitioners know when to refer for extra support or advice.  
• The setting is aware of and regularly communicates with any other professionals who are involved with each learner.  
• Advice received from other professionals is used to inform teaching and learning. |
**Expectations on all settings – transition and transfer**

<table>
<thead>
<tr>
<th>Support is in place for routine and life transitions when required.</th>
<th>Transitions include:</th>
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| - Moving around the setting  
- Preparing for weekends and the start of holidays and beginning of term  
- Moving from lesson to lesson  
- Changing from structured to unstructured times  
- Moving from break to lesson times  
- Moving from one activity to the next within a lesson  
- Changes of staff, permanent and temporary  
- Special events: visitors, visits, celebrations  
- Life events: birth of a sibling, change in parenting arrangements e.g; change in parents relationship status, loss and bereavement or contact visits  
- Puberty | - Moving around the setting  
- Preparing for weekends and the start of holidays and beginning of term  
- Moving from lesson to lesson  
- Changing from structured to unstructured times  
- Moving from break to lesson times  
- Moving from one activity to the next within a lesson  
- Changes of staff, permanent and temporary  
- Special events: visitors, visits, celebrations  
- Life events: birth of a sibling, change in parenting arrangements e.g; change in parents relationship status, loss and bereavement or contact visits  
- Puberty |

Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. This includes learners who:

- Have insecure attachment, including but not limited to L1C, CIN, CP and forces pupils  
- Have social communication difficulty including ISIC  
- Suffered trauma, loss or bereavement  
- Are anxious  
- Safe space available within the classroom or an identified area of the school for time out.  
- Visual timetables are used, events are removed or ticked off when finished.  
- Timers are used to show pupils how long they have to work for/ how long they have to finish.  
- Opportunities for periods of respite using withdrawal to smaller groups. This might include self directed / individual time out.  
- Plans are made for unstructured times: safe spaces are available; there are structured alternatives such as games club, use of library for vulnerable learners.
## Expectations on all settings – transition and transfer

| Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit. | • Information is actively sought and shared about learners to support successful transitions and manage change both within the school and beyond.  
• This information is available for the learner’s parents and carers, other colleagues within the setting and receiving or previous settings as required.  
• Practitioners are aware of pupils who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting / classroom with a familiar trusted adult, creating social stories. |

Support for Broad Areas of Need – Communication & Interaction
This provision should be *in addition* to the expectations in section one.

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<thead>
<tr>
<th>Approaches &amp; Strategies</th>
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<td>• Whole school awareness and understanding of communication and interaction needs</td>
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<td>• Pupils will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities</td>
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<tr>
<td>• Tasks may need to be differentiated by level/outcome/pitch/pace and grouping</td>
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<tr>
<td>• Aspects of structured teaching might be helpful</td>
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<tr>
<td>• Staff are skilled in adjusting the pace and order of activities to maintain interest and attention</td>
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Support & Advice available
- Education Psychology Team
- Speech and Language Therapy Service
- **Speech & Language Toolkit**
- Behaviour Support Team
- **Behaviour Toolkit**
- Autism Spectrum Education Team
- **Autism Support & Strategies Toolkit**

“The Speech and Language Toolkit is a great practical resource that is used constantly in the Academy. It allows the staff to easily identify the areas of need that the children have and then gives practical easy strategies that they can implement. The format makes it simple to use even for those with no specialist speech and language training.” (School SENCo)
Support for Broad Areas of Need – Cognition & Learning
This provision should be *in addition* to the expectations in section one

**Approaches and strategies**

- Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties by promotion of appropriate interpersonal skills with other students
- Arrangements to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD) which may include multi-sensory teaching strategies, a focus on phonological awareness, motor skills programme
- Effective use of IT equipment to support learning
- Adults are trained and skilled in supporting students with general and specific learning difficulties

**Resources, advice available**

- SEN Support : The Graduated Approach
- SEN Support Strategies
- Early years SEND Inclusion Handbook
- SEND Early Years Resources
- Education Endowment Foundation Toolkit
- SEND Gateway - Cognition & Learning
- Speech and Language Therapy Service
- Educational Psychology Service
- Education Inclusion (SEND Teachers)
Support for Broad Areas of Need – Social, Emotional & Mental Health
This provision should be *in addition* to the expectations in section one

**Approaches & Strategies**
Settings should **assess SEMH needs** to help staff understand the barriers to learning that pupils face. Learning needs should also be reviewed using school’s own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural needs are not caused by an unmet learning need or communication difficulty.

- Use of whole school approaches to promote wellbeing and resilience
- A behaviour policy underpinned by a clear ethos and values
- Use of Restorative approaches to build, maintain and repair relationships
- Anti-bullying work
- Identification of key adult to build positive and trusting relationship
- Use of social stories
- Small group or 1 to 1 work
- Support available for staff working with pupils with SEMH via group or individual supervision or debrief sessions
- Emphasis on choice rather than control and “take up time” to respond to choice whenever possible
- Use of distraction techniques and giving responsibility
- Explicitly teaching de-escalation and self-management strategies
- Use of PSHE, Circle time and curriculum approaches to explicitly teach rules and routines, build self-esteem and develop social and emotional skills to all learners
- Use of Nurture Groups
- Developing attachment aware strategies
Support for Broad Areas of Need – Social, Emotional & Mental Health
This provision should be in addition to the expectations in section one

Resources, Advice and Consultation Available

- Early Help Assessment
- Children’s Multi Agency Resilience and Safeguarding Hub
- CAMHSLife Central
- The Local Offer
- Youth Counselling Service
- Early Years Behaviour Toolkit
- Behaviour Toolkit
- Educational Psychology Service
- Schools Nursing Service
- Behaviour Support Team

Restorative Thinking
LIFE Central
Support for Broad Areas of Need – Sensory or Physical

This provision should be in addition to the expectations in section one

Approaches and Strategies

- All staff are aware of individual students’ sensory/physical needs and implications in all teaching and learning environments
- Favourable seating arrangements are identified
- Staff are aware that for some pupils, a sensory or physical need could impact on their language and social interaction
- Staff should encourage students to wear appropriate sensory equipment and use physical aids
- Staff should ensure that all students have understood all instructions

Resources, Advice and Consultation Available

- Sensory Needs Toolkit & Strategies
- Therapy Pathways
- Education Psychology Team
- Children’s Disability Services
- Complex Disability Team
- Occupational Therapy Service
- Physiotherapy Service
- Hearing Support Team
- Vision Support Team
- School Nursing Service
- Portage
Contact us:

Email: special.needssection@northlincs.gov.uk
Tel: 01724 297148

North Lincs Local Offer:

Website: www.northlincslocaloffer.gov.uk