SWANMORE CE PRIMARY SCHOOL

Ordinarily Available Provision (OAP) & Targeted Support

Everyday, Every Learner, Every Setting

At Swanmore CE Primary School, **Ordinarily Available Provision (OAP) directly interlinks with High Quality Inclusive Teaching (HQIT). OAP** focuses on creating the optimum learning environment to ensure all children can equitably access their education and benefit from **High Quality Inclusive Teaching**. It is available for all children, removing barriers as children grow towards becoming a resilient and independent member of the community. **Ordinarily Available Provision** is our whole school approach and first level of provision to ensure that every child feels that they belong, are able to learn and grow so that they can flourish **academically, socially and spiritually.**

Communication & Interaction (C&I)
Including Autism

Learning Environment
- Tidy, organised environments.
- Adults using concise, clear language.
- Visual timetables & predictable routines.
- Widgit symbols, pictures and visual supports.
- Quieter workstations where appropriate.
- Clear vocabulary on working walls.

Teaching Approaches
- Clear, concise and explicit instruction.
- Pre-teaching of key vocabulary.
- Consolidation of learning, e.g. over-learning.
- Collaboration and partner talk.
- Processing time given.
- Language modelled and scaffolded.
- 'Let's Think' and P4C sessions.
- 'Cueing in' - using name of child to gain attention before giving simple instruction.

Resources
- Visual prompts including social stories.
- Checklists and task plans.
- Communication boards and visuals.
- Dual coding (word alongside visual).
- Visual scaffolds such as word maps.

Cognition & Learning (C&L)
Including Specific Learning Difficulties such as Dyslexia, Dyspraxia and Dyscalculia

Learning Environment
- Calm, organised classrooms.
- Accessible resources and working walls.
- Visual supports to aid understanding.
- Adapted learning opportunities and flexible grouping (See T&L/Assessment Policy).
- Alternative environment offered.

Teaching Approaches
- Adapted learning built around next steps.
- Explicit instruction & modeling.
- Retrieval practice & opportunities for overlearning.
- Chunking & scaffolding, e.g. Sentence stems.
- 'I do, You do, We do' approach.
- Flexible grouping where applicable.
- Flexible methods of recording.

Resources
- Whiteboards for in the moment assessment.
- Writing frames.
- Talk tins.
- Extra time and adapted outcomes.
- Concrete and pictorial resources in English and maths.

Social, Emotional & Mental Health (SEMH)
Including ADHD

Learning Environment
- Welcoming and safe classrooms.
- High expectations, high support (calm/connect/support)
- Movement opportunties within class.
- Designated calm space within the classroom.
- Zones of Regulation/Trickbox strategies on display.

Teaching Approaches
- Positive relationship building with all.
- Positive praise & recognition (strength based)
- Emotional Coaching & Co-regulation.
- Consistent use of language (WINE)
- Coaching Conversations/Repair.
- Regular 'check ins'
- Opportunities for movement where needed.
- TRICKBOX strategies.

Resources
- Visual timers to support transitions.
- 'Now and Next' boards.
- Sensory regulation tools.
- Calm space/designated quiet zone.
- Zones of Regulation & strategies.

Sensory & Physical (S&P)
Including children with a hearing, visual or physical impairment.

Learning Environment
- Accesible classroom environments.
- Flexible seating and positioning.
- Sensory reduced environments: 40% display /neutral colours/clear around interactive whiiteboard.
- Alternative quieter working environments.,
- Reduced sensory: 40% display/neutral colours/no displays around IWB. Natural lgihting.

Teaching Approaches
- Adapted learning.
- Multi-sensory approaches to learning. Visual, Auditory and Kinaesthetic approaches.
- Visuals to support verbal delivery.
- Opportunities for movement/sensory breaks if needed.

Resources
- Assistive Technology.
- Specialist equipment following assessment.
- Sensory support, e.g. wobble cushions, bands.
- Adapted paper/use of overlays.
- Classroom seating position.

RELATIONSHIPS:
The key to every child feeling known, valued and part of our community.

HIGH QUALITY INCLUSIVE TEACHING:
Teaching is adapted to remove barriers whilst maintaining high expectations.

GRADUATED APPROACH:
Assess, Plan, Do, Review informs all provision & support.

COLLABORATION:
***Children, Staff & Families** working together to strive for the best outcomes possible.*

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SEND SUPPORT (SEND Register)

SEND SUPPORT is more **TARGETED SUPPORT for a specific need, following Hampshire's 'Assess, Plan, Do, Review' process** and offers provision ***'in addition to and different from their peers'.*** Children will have an **individual Support Plan (ISP),** outlining their **'Strengths, Interests, Barriers and *reasonable adjustments*** as well as small SMART targets to enable them to grow in **resilience** and **independence**. It is our third level of provision (following OAP and Targeted OAP) to ensure that every child feels that they belong, are able to learn and grow **academically, socially and spiritually.**

Communication & Interaction (C&I)

Practical Classroom Strategies

- Personalised timetable.
- Widgit symbols, pictures and visual supports.
- Literal language only (avoid sarcasm).
- Designated workspace.
- Opportunities to work alongside others who can provide a strong language model.
- Alternative communication methods, e.g. Communication Boards (Widget).
- Support verbal explanation using pictures or objects.
- 'Calm, Connect, Support' approach.
- Visual timers to support transitions.
- Forced choices 'This _____ or This_____.
- Red/Green communication bands/cards to communicate feelings non-verbally.
- Quiet Club at lunchtimes.

Intervention:

- Social Skills: Lego Therapy/Socially Speaking/EYFS- NELI.
- SaLT Targets from Hants SaLT.
- Colourful Semantics.
- Lunctime Provision - Quiet Club (KS1) & Social Skills Support.

Specialist External Support

- Outreach: Shepherds Down School
- STA - Communication & Interaction Team
- STA - Speech and Language Support.

Cognition & Learning (C&L)

Practical Classroom Strategies

- Seating at the front of the room, close to the board.
- More structured guided reading, e.g. explicit instruction based on learner's next steps within a smaller group with T/LSA.
- Deliberate personalisation of the curriculum to ensure manageable chunks of success.
- Additional time to rehearse learning.
- Concise instructions (support working memory)
- Backward Chaining - breaking the task down into small steps.
- Key words and information bookmarks.
- Use of cloze procedures.
- ·Access to alternative methods of recording – Talk to text, recording tins, scribes, mind mapping, google docs 'Talk to text' (including specialist ICT)
- Access to Barrington Stoke texts (Dyslexia friendly)
- Dyslexia friendly fonts (Arial/Comic Sans)

Interventions:

- SOS Spelling (Dyslexia friendly)
- Precision Teaching
- Colourful Semantics (sentence work)
- Access to The Learning Base
- Times Tables Champions.

Specialist External Support

- Outreach: Shepherds Down School
- Outreach: Lakeside

Social, Emotional & Mental Health (SEMH)

Practical Classroom Strategies:

- Avoid situations of shame and be vigilant to perceived injustice.
- Create predictability.
- Ensure conscious use of b. lang. and voice tone.
- Ensure seating position meets needs, e.g. able to see the door, sitting behind others.
- Responsibilities within the class.
- Intersperse preferred tasks with non preferred.
- Offer 'a *get out with dignity*' choice. 'This...or This'
- Personalise learning to strengths and interests
- Provide rest/movement breaks.
- Provide reasons for instructions.
- Regulation/Calm Space available.
- Personalised Zones of Regulation/Timetable.
- Red/Green communication bands/cards.
- Visual and verbal preparations for change.
- Coaching Conversations to 'Prep for Best' next time.
- Additional TRICKBOX strategies.

Interventions:

- ELSA Support (Access to The Wellbeing Base)
- EBSA Support in The Family Base.
- THRIVE /5C Needs Diagnostic Assessment.
- Regular 'Check ins' with trusted adult.

Specialist External Support

- Mental Health Support Team (MHST)
- CAMHS
- Counselling from outside agencies, e.g. Youth Options, Stop Domestic Abuse, Yellow Doors.
- Early Help
- Primary Behaviour Support (PBS)

Sensory & Physical (S&P)

Practical Classroom Strategies:

- Calm/quiet spaces to use within the classroom
- Access to 'The Bases' as part of pre-planned timetable.
- Careful seating (especially ch. with HI or VI) (glare w.board/infront of T/LSA to support lipreading)
- Deliberate use of multi-sensory approaches to learning (Visual, Auditory,Kinaesthetic).
- Adjusted recording demands/routines.
- Ensure resource appropriateness and availability.
- Provide adjustments to uniform, e.g. fabric/styles (should be inkeeping with school colours).
- Provide planned rest/movement/sensory breaks and targeted heavy work to aid regulation.
- Support with personal care, social stories.
- Assisted specialist technology, e.g. radio aids.
- Specialist resources to aid concentration – therabands, wobble cushions, Fidget tools.
- Specialist resources to support physical needs – slopes, bath steps, specialist scissors, writing slopes, supportive extra adult support in PE, DT etc.
- Specialist resources to support visual impairments – adapted sized fonts and colours, adapted PE equipment, high contrast environment adaptations.
- Specialist support to support hearing impairments – microphones to project teachers voice, positioning to enable lip reading.

Interventions:

- Sensory Audit including sensory school map.
- Sensory Circuits.
- Interoception Activities.
- School Therapy Packs - used prior to OT/PT referral.

Specialist External Support

- Specialist support from VI, HI and Phys. Disability STAS.
- Occupational Therapist/Physiotherapist.
- Consultation with PBS or Comm & Int. Team.