

Enfield Local Authority
expectations of provision for
all learners including those
with SEND.

A guide for professionals
working with learners in
accordance with the SEND
Code of Practice.

Ordinarily Available Provision in all Enfield Schools and Colleges

This document is for use in all Enfield schools: primary and secondary; maintained, academy and independent settings.

It has been devised by the Enfield School and Early Years Improvement Service (SEND team) in collaboration with Enfield school SENCOs.

Ordinarily Available Provision in Enfield Schools



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- Autism Spectrum Disorder (ASD)
- Speech Language and Communication needs (SLC)
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- Social Emotional and/ or Mental Health needs (SEMH)

The Enfield Local Authority SEND consultant team (Enfield Schools and Early Years Improvement Service) would like to thank all the professionals who have contributed their expertise to this document.

A special thank you is extended to Enfield SENCOs for their contribution.

Please see the Enfield Inclusion Handbook for more detailed advice on policy practice and procedures relating to SEND and Inclusion in and across Enfield educational settings.



Ordinarily Available Provision in Enfield Schools and Colleges

Introduction

Welcome to *Ordinarily Available Provision in Enfield Schools and Colleges*. I hope that you find this booklet a powerful resource in your school improvement tool kit and that you will actively promote its use in training and school evaluation activities.

Ordinarily Available Provision in Enfield Schools and Colleges provides clarification about the types of provision expected of schools in meeting the obligations set out in the SEND Code of Practice. Crucially it identifies approaches that require no additional funding or staffing but which constitute engaging teaching and effective differentiation as required by the teachers' standards. It should be read in conjunction with the Enfield Inclusion Handbook which outlines the values, priorities and responsibilities of the Local Authority and the associated educational settings.

Devised by the School and Early Years Improvement Service (SEND team) in collaboration with Enfield SENCOs and teachers in primary and secondary phases, it seeks to promote high quality, inclusive teaching and learning which is inspired, pragmatic and which drives the progress of groups and individuals. Although our key aim has been to provide teachers and leaders with concrete examples of effective provision for learners with SEND, the approaches emphasise strategies to foster engagement, independence, curiosity and ambition through skilful support and challenge- for all.

Enfield children and young people, regardless of their ability or the barriers to learning they may experience, deserve a challenging, imaginative and exciting curriculum. It is the responsibility of all mainstream settings whether local authority-maintained colleges or schools, academies or independent institutions, faith schools or free schools to meet these expectations of ordinarily available provision for the SEND learners in their care. Teachers in special schools as well as those in mainstream school ARPs (Additionally Resourced Provisions), will also find much in this document that chimes with their understanding of good teaching and learning. We also know our resourceful colleagues in nurseries and PVIs across the borough will dip into this document and adapt, transform and develop the strategies to suit the needs of those younger learners.

While most strategies will be very familiar to teachers and particularly SENCOs, we hope you will also find some 'new to you' approaches that will inspire and refresh your pedagogy. Although much of the advice is applicable to all learners (particularly in section A) some is directed at meeting the needs of those with particular difficulties or needs (sections B and C). The booklet is sectioned for easy reference (see contents page) and formatted for reproduction, sharing and display. You can be sure whatever you discover has been tried and tested in some other school so is almost certainly worth a go!

I would like to thank SENCOs, Enfield education related professionals School and Early Years Improvement colleagues for their generous contributions to this document and acknowledge the inspiration drawn from similar documents published by local education authorities nationwide. Ambitious and inclusive education for all learners is a shared responsibility and I am delighted we have been able to work together to produce this resource to support the efforts of us all.



Head of SEND and Curriculum Inclusion.

Inclusive School-wide Policies and Practice	
1	Leadership and management
PP 1.1	Senior and middle leaders, and governors, are aware of the statutory guidance and non- statutory advice expressed in the SEND Code of Practice and in Disability Discrimination legislation.
PP 1.2	Leaders promote ‘an inclusive environment that meets the needs of all pupils’ (Ofsted framework 2019 criteria for ‘good’) SLT create a culture of inclusion through the policies, systems and structures of the school and through school improvement intent, implementation and evaluation of impact.
PP 1.3	‘Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture’ (Ofsted framework 2019 criteria for ‘good’).
PP 1.4	The school’s policies relevant to inclusion (Access policy and accessibility plan Single opportunities policy, inclusion policy, teaching and learning and assessment policies, behaviour and welfare policies etc) are regularly updated and shared with parents and other stakeholders. All school polices recognise the diverse needs of SEND children and are personalised sensitively and flexibly to ensure the best outcomes for the child.
PP 1.5	SEND funding (including through EHCP budgets) represents the best value for money in the interests of SEND learner/s.
2. Curriculum, teaching and learning, and assessment	
PP 2.1	‘Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition’ (OFSTED framework 2019 criteria for ‘good’).
PP 2.2	The school promotes teaching and learning approaches that enable access for children with different disabilities and are aware of how some disabilities will make learning access difficult
PP 2.3	Where necessary, management plans and risk assessments are put in place to support curriculum access.
PP 2.4	SEND learners are encouraged to verbalise their needs.
PP 2.5	Whole school policies, protocols and approaches to promote wellbeing and resilience are in place.
PP 2.6	Adults are trained in supporting students with SEND needs (including SEMH)
PP 2.7	The school’s own screening tools are reviewed regularly to ensure they provide best evidence of individual learner needs
PP 2.8	PSHE/ SRE and circle time, and curriculum opportunities to teach social rules and boundaries, social and emotional skills and self-esteem are part of the curriculum offer for all learners.
3. Personal development, welfare and behaviour	
PP 3.1	Risk assessments and management plans are put in place to support social development in extra -curricular and in unstructured spaces and time.
PP 3.2	Restorative approaches are used routinely and skilfully to promote positive relationships.
PP 3.3	Anti- bullying work is implemented.
4. Developing capacity through CPD and specialist support	
PP 4.1	Enfield education and health services are consulted to ensure provision is appropriate for individuals and cohorts. Outreach from special schools is sought and used effectively. SENCOs make use of the expertise and resources of charities (e.g. RNIB, MIND). Teaching and learning leads make use of inter school expertise to support differentiation.
PP 4.2	Staff are encouraged to access specialist advice and support (both internal and external) and facilitate interagency working.
PP 4.3	Staff are trained in the use of specialised equipment- by staff and learners (e.g. hearing aids, braille IT technology etc) and understand how to promote the most effective use of this equipment by learners and adults.
PP 4.4	Staff are trained to be aware of the impact of some disabilities on learners’ development of language and on the development of their social communication skills.
5. Working with learners and parents	
PP 5.1	The views of SEND learners are actively sought and valued. They are taken account of when planning provision for individuals and cohorts.
PP 5.2	Lines of communication with the family are open. The sharing of equipment, strategies and records between home and school is encouraged. Parent/ guardian views are actively sought and valued.
PP 5.3	In the event of prolonged absence due to health issues, lines of communication with home are maintained and efforts made to include the learner in school activities and news and to sustain relationships with peers.
PP 5.4	Progress and development needs are reviewed regularly. These include annual reviews, ILPs and care plans. Expectations of all students are high and reflected in target setting as well as teaching and learning practice.

Section A: Quality First Teaching for all learners including those with SEND (QFT)

	QFT1. Curriculum Planning		QFT2. Teaching Pedagogy and Practice
QFT 1.1	A culture of inclusivity and value of all learners is expressed clearly in the school's vision and is evident in all aspects of school culture including the SDP.	QFT 2.1	Teacher questioning is targeted and effective in ensuring all learners are included and that all are supported to develop higher order thinking skills.
QFT 1.2	Inclusive teaching is promoted through CPD and is measured through school evaluation paperwork and procedures. Peer observation and coaching are encouraged.	QFT 2.2	Teachers model the learning process explicitly and unpack the steps learners should adopt to be successful. Success criteria are explicit and shared in child appropriate language.
QFT 1.3	Best practice planning (schemes of work, medium term planning and lesson by lesson planning) is collaborative and draws on the expertise of specialists.	QFT 2.3	Teachers model and explicitly develop learning behaviours such as team work, turn taking, critical thinking, creative play and exploration, personal expression and reflection.
QFT 1.4	Planning ensures that a clear sequence of learning is identified with definite learning and assessment outcomes. The sequence and outcomes are shared with learners throughout the learning pathway.	QFT 2.4	Teachers model and reinforce basic skills alongside the learning of knowledge and concepts e.g. literacy (speaking and listening, reading and writing) numeracy and IT.
QFT 1.5	Success criteria / steps to success are explicit and relevant to the assessment focus of key outcomes. Elements of the criteria are personalised to meet the needs of individual learners.	QFT 2.5	Learning is 'chunked' to ensure learners motivation and engagement is maintained. Stamina is developed over time.
QFT 1.6	Planning ensures a logical progression from one area of knowledge/ set of skills to the next so that new learning is built on previous learning to enable the transfer of prior learning.	QFT 2.6	Collaborative learning is structured to encourage peer to peer modelling and learning. Pair and small group talk is integral to lesson structures.
QFT 1.7	Adults take account of individual learners' targets when planning to ensure appropriate scaffolding and challenge is present for each child.	QFT 2.7	Teacher exposition and questioning is effective and precise. Teacher language is positive and most teacher talk is about learning (not behaviour).
QFT 1.8	Engagement, enjoyment and learner confidence and self-esteem, are significant factors in all planning.	QFT 2.8	Preparation and thinking time are provided- learners are coached to offer answers or opinions in a public forum. Pre- teaching and opportunities for 'over learning' are provided.
QFT 1.9	The selection of activities and resources designed to promote engagement and enthusiasm for learning is an important consideration in planning.	QFT 2.9	Outcomes (especially assessment outcomes) are varied in style and genre including spoken word, visual and physical.
QFT 1.10	Teachers plan outcomes with an awareness of the importance of celebrating success of all learners. Work is 'published' and learners praised and rewarded for progress and effort.	QFT 2.10	Learning approaches are varied and where possible, multi- sensory. Learners are encouraged to ask questions, hypothesise and explore ideas. Learning is mostly active, and learner centred.
QFT 1.11	Teachers plan the best use of the learning space to facilitate the learning of all and especially those with any identified need. Seating plans support progress for all.	QFT 2.11	'Brain' breaks, movement breaks and sensory breaks as well as refocus activities are responsive to the concentration and motivation needs of the learners.
QFT 1.12	Learning spaces are effectively maintained without distracting clutter. Lighting and noise levels are adjusted, and seating plans ensure positive working partnerships.	QFT 2.12	Merits, points, postcards, tokens and motivational activities are used to reinforce the value of effort and progress regardless of ability.

Section A Quality First Teaching for all learners including those with SEND (QFT)

QFT3. Assessment, Feedback and Reporting		QFT4. Resources, Materials and Equipment	
QFT 3.1	Teacher or student written feedback and/ or conferencing (in line with school policies) is constructive. It identifies the next steps required for the learner to progress. All feedback recognises the needs of the individual and focusses on what the learner can do.	QFT 4.1	A learner with SEN could be provided with organisational resources such as a visual timetable. Other organisational resources (planners, white boards, target sheets, graphic organisers) may be beneficial for the whole class
QFT 3.2	Feedback is a (verbal or written) dialogue. The learners' reflections are encouraged. Evidence of progress may be gathered through photographs.	QFT 4.2	Scaffolding and differentiated resources are provided to allow access to comparable learning as that of other students. Resources recognise the learning style preferences of the child.
QFT 3.3	Expectations of the learner are high, and advice identifies specific strategies for improvement. Teachers follow up advice to see that the learning has been embedded.	QFT 4.3	Differentiated and alternative resources e.g. manipulatives are sensitively produced and routinely offered to all learners.
QFT 3.4	Learners are encouraged to evaluate their own progress rather than to rank themselves against their peers. Teachers are sensitive to learners' perceptions of themselves when sharing information about rankings and groupings.	QFT 4.4	Reading comprehension is developed through active reading approaches e.g. chunking, sequencing, cloze etc. Collaborative learning through talk supports deep understanding and personal response
QFT 3.5	Internal assessment tasks are differentiated where appropriate to avoid SEN learners regularly 'failing' in universal tasks undertaken by their peers.	QFT 4.5	Instructions or stepped directions are provided in personalised formats e.g. checklists and task planners. 'What a good one looks like' models demonstrate what an outcome should look like.
QFT 3.6	Extra time, alternative venues and special arrangements (including adapted resources and papers) are applied in internal assessments if applicable in external assessments.	QFT 4.6	Literacy support (spelling banks, colourful semantics, dictionaries, sentence starters, graphic organisers etc) are provided to support reading and writing.
QFT 3.7	Learners are provided with scaffolding resources to allow access to activities provided for their peers.	QFT 4.7	Creative, flexible and fluid differentiation is used to enable access to universal resources
QFT 3.8	Readers or scribes are provided where appropriate (in internal and external assessment situations).	QFT 4.8	Longer reading and writing tasks are chunked with supporting notes or frames e.g. sentence starters, vocabulary banks etc.
QFT 3.9	Alternatives to writing (e.g. oral responses) are considered. Scribing is offered where appropriate.	QFT 4.9	Resources and / or tasks are reformatted e.g. into more visual genres such as posters or cartoons.
QFT 3.10	Where behaviour or lack of effort has hindered progress, learners are encouraged to recognise how to close the gap between ability and attainment. Grouping decisions recognise ability rather than behaviour.	QFT 4.10	Where possible/ appropriate, a handout of the power point or lesson notes to help in preparation for or retention of the lesson content is provided for individuals or for the class.
QFT 3.11	Disapplication, special arrangements and special consideration applications are submitted for examination board/NCA consideration.	QFT 4.11	Visuals are provided to support and illuminate challenging literacy or numeracy tasks.
QFT 3.12	All examination and assessment success is celebrated equally as a representation of progress and effort rather than attainment.	QFT 4.12	Homework tasks recognise the learning and organisational abilities of learners. Where possible, space and support to do homework is provided.

Section B: Ordinarily Available Provision by Broad Area of Need

Communication and Interaction (CI) Ordinarily Available Provision (in addition to section A QFT)	
Specialist CPD for individual professionals or for groups of professionals can be accessed through the Autism Educational Trust and through Enfield professional services and outreach facilities.	
1. Learning environments	
CI 1.1	The learning atmosphere in the room is calm and purposeful.
CI 1.2	The environment is responsive to learners need i.e. rich and varied for some learners and calm and quiet for others. Learners are offered sensory breaks when the environment is over stimulating.
CI 1.3	Teachers consider how sensory stimuli (visual, auditory, olfactory, temperature etc) impact on the ability of the learner to concentrate and, where possible, make adjustments (see below)
2. Curriculum, teaching and learning and assessment	
CI 2.1	Activities are sequenced into logical learning chains that signpost the progress of a task and maximise the chances of success.
CI 2.2	Transition structures and routines etc are explicitly shared with and understood by the learner and adhered to by the adults.
CI 2.3	Verbal, auditory and written communication is supplemented with visual cues. Visual prompts include representation of key vocabulary
CI 2.4	Adults avoid using idiom, sarcasm or irony.
CI 2.5	Language (spoken and written) appropriate to the task and context is actively modelled by the teacher
CI 2.6	Clear linguistic signposting is modelled to mark the progress of a communication e.g. First, next, now...
CI 2.7	Learners are given processing time.
CI 2.8	Tasks and outcomes are differentiated sensitively and appropriately.
CI 2.9	All learners' attempts at on task speech are acknowledged, supported and valued.
CI 2.10	The density of the information being taught is reduced. Information is chunked and presented accessibly to encourage active engagement.
CI 2.11	Instructions are stepped. Recall and understanding are regularly checked.
CI 2.12	Strategies to actively develop learners' imagination through story telling are employed e.g. with props and prompts such as puppets, realia, story boxes.
CI 2.13	The learner's attention is sought before teaching progresses through use of their name followed by a clear concise instruction e.g. 'Stop.'
CI 2.14	Adults plan with an awareness of the learner's sensory needs and factor in sensory breaks or changes of activity where appropriate and possible.
CI 2.15	Where possible, teachers vary the genre of any written pupil product to allow the learners strengths and preferences to be accommodated (e.g. rather than a written report, a verbal or diagrammatic response may demonstrate pupil understanding)
CI 2.16	A school wide audit of teaching and learning pedagogy and the curriculum (structures, content, resourcing and staffing) will ensure inclusion for students with communication and interaction needs
CI 2.17	Review of SDP priorities is undertaken to identify where developments to teaching and learning might support children with communication and interaction and other common ASD needs.

3. Resources	
CI 3.1	Timers (where helpful), visual timetables and chunking are used to keep learners focussed on tasks. Dense texts are minimised or chunked to encourage access and engagement.
CI 3.2	Information is presented in a variety of formats including diagrams, pictures, tables etc.
CI 3.3	Reading and writing tools such as graphic organisers, sentence stems, note making grids and cartoon strips are provided to support independent learning activities.
CI 3.4	Alternative means of communication are used consistently where appropriate (Makaton, PECS, ICT and symbols) in school and at home.
4. Personal development, welfare and behaviour	
CI 4.1	Learners' behaviour is managed as consistently as possible.
CI 4.2	Blanket policies, systems and practices are adjusted to facilitate inclusion.
CI 4.3	Learners are actively prepared for changes to routines or expectations of them in a timely fashion.
CI 4.4	Positive motivators are employed. The learner's interests and ambitions are well known to adults and are employed to-courage effort and enthusiasm.
CI 4.5	All adults working with the learner are aware of de-escalation techniques and de-escalation is instituted as soon as a challenging situation emerges. Adults speak calmly and avoid shouting.
CI 4.6	Adults are aware of body language; their own and that of the learner's peers.
CI 4.7	Adults act promptly to address potential bullying.
CI 4.8	A risk assessment has been conducted where outbursts are frequent or challenging. A risk assessment and management plan has been agreed with parents and other key adults.
CI 4.9	Where physical intervention is likely to be necessary, all adults are fully trained. Approaches have been agreed in advance with senior leaders and parents.
CI 4.10	Triggers to inappropriate behaviour have been identified and preventative or diversionary measures have been instituted
CI 4.11	Communication with home has been developed to share information about triggers and effective responses.
CI PLUS	OAP PLUS: Examples of provision that will be 'ordinarily available' in some settings where resources allow. In other settings this provision may be 'additional to' what is ordinarily available.
CIP 1	A safe, low stimulus place for the learner to go when necessary has been set up.
CIP 2	Adults are aware of and responsive to the learner's sensory needs and provide 'sensory breaks' or adjustments where appropriate and possible.
CIP 3	The lighting, temperature, visual stimuli, auditory distractions, smells and peer proximity issues that may impact the learner's ability to focus on learning have been considered and minimised.
CIP 4	Social situations are modelled through discussion, role play, simulation or through other teaching and learning approaches. These may be delivered by trained adults outside of the main classroom (e.g. LASS groups)
CIP 5	Learners are taught elements of the curriculum in small group sessions (where appropriate) to build confidence
CIP 6	Learners are pre- taught key concepts and vocabulary to facilitate their ability to participate fully in whole class learning.
CIP 7	Social stories resources are produced and used (where appropriate) to guide learning behaviours
CIP 8	Symbols and signs are exhibited (where appropriate) to provide visible prompts and reminders.

Cognition and Learning (LC) Ordinarily Available Provision (in addition to section A)	
Specialist support and advice can be accessed through Enfield Educational Psychology Service, Enfield Health Services, Outreach from Enfield Special Schools (various), Enfield Learning Consultants (SEYIS) and through school and inter-school teaching and learning practice and expertise.	
1. Learning Environments	
LC 1.1	Seating plans are used to promote supportive and purposeful learning experiences.
LC 1.2	Adults are deployed to ensure positive peer collaboration is enhanced not stifled.
2. Curriculum, teaching and learning, and assessment	
LC 2.1	Stage and ability assessment frames and resources are used to set objectives and track progress e.g. KS1 objectives may be more appropriate for a KS2 child with MLD.
LC 2.2	SENCO and teacher/s review the learning needs of the learner to identify where changes in teaching or learning approaches would accelerate progress. Discuss with parents if appropriate.
LC 2.3	SENCO and teacher/s implement a learning skills programme to promote a shared awareness of what constitutes effective learning for this learner.
LC 2.4	SENCO and teacher/s (and other adults) ensure the evidence base upon which planning for and implementation of interventions and other provision, is secure and fit for purpose.
LC 2.5	SENCO, line managers and teacher/s monitor and evaluate the effectiveness of adjustments, modifications and differentiation and share information and good practice approaches across curriculum areas.
LC 2.6	Teachers use the teaching and learning good practice strategies identified in section 1 of this document.
LC 2.7	Activities are sequenced into logical learning chains that signpost the progress of a task and maximise the chances of success.
LC 2.8	Adults plan with an awareness of the learner's cognitive needs and factor in support activities and resources where appropriate.
LC 2.9	Verbal, auditory and written communication is supplemented with visual and kinaesthetic cues. Visual prompts include representation of key vocabulary
LC 2.10	Language (spoken and written) appropriate to the task and context is actively modelled by the teacher
LC 2.11	Clear linguistic signposting is modelled to mark the progress of a communication e.g. First, next, now...
LC 2.12	Learners are given processing time.
LC 2.13	Tasks and outcomes are differentiated sensitively and appropriately.
LC 2.14	Collaborative learning features in lesson planning and delivery.
LC 2.15	Reading and writing is supported and prepared for through high -quality talk activities.
LC 2.16	All learners' attempts at on task talk are acknowledged, supported and valued.
LC 2.17	The density of the information being taught is reduced. Information is chunked and presented accessibly to encourage active engagement.
LC 2.18	Instructions are stepped. Recall and understanding are regularly checked.
LC 2.19	Strategies to actively develop learners' imagination through story telling are employed e.g. with props and prompts such as puppets, realia, story boxes.
LC 2.20	Learning expectations and steps to success are explicitly explained. Success criteria have been differentiated for the learner.
LC 2.21	Where possible, teachers vary the genre of any written pupil product to allow the learners strengths and preferences to be accommodated (e.g. rather than a written report, a verbal or diagrammatic response may demonstrate pupil understanding). IT produced outcomes are encouraged and facilitated where possible.
LC 2.22	Differentiation (by resource, task, grouping, adult intervention) is creative and sensitive to ensure access to the learning and to promote self-esteem and inclusion.
LC 2.23	The use of multi-sensory approaches is common practice in all learning spaces and subjects, and particularly for students with identified needs

LC 2.24	Teaching with a focus on literacy and numeracy transferable skills is common in all subjects and learning areas.
LC 2.25	Teaching with an awareness of learning theory including motor skills development, phonics and CPA (concrete-pictorial- abstract) learning approaches is promoted.
LC 2.26	Access to high quality IT based learning is common in all subject areas for all students and especially those with identified needs.
LC 2.27	Adults are trained in supporting students with general and specific learning difficulties
3. Resources	
LC 3.1	Information is presented in a variety of formats including diagrams, pictures, tables etc.
LC 3.2	Reading and writing tools such as graphic organisers, sentence stems, note making grids and cartoon strips are provided to support independent learning activities.
LC 3.3	Differentiated tasks and resources are sensitively and appropriately produced and deployed
LC 3.4	Homework is differentiated by resource and outcome. Checks are made to ensure the learner has copied instructions accurately.
LC 3.5	Self- esteem and ambition is boosted through celebration of abilities and positive values. Motivators are used to encourage positive attitudes to learning. Independence and resilience is developed.
4. Personal development, welfare and behaviour	
LC 4.1	Adults are aware of the potential social and communication difficulties the learner may experience and take measure to support peer relationships.
LC 4.2	Positive motivators are employed. The learner's interests and ambitions are well known to adults and are employed to encourage effort and enthusiasm.
LC 4.3	Adults act promptly to address potential bullying
LC PLUS	OAP PLUS: Examples of provision that will be 'ordinarily available' in some settings where resources allow. In other settings this provision may be 'additional to' what is ordinarily available.
LCP 1	Individualised visual timetables are constructed and used to share what is coming next.
LCP 2	Specialised resources (e.g. IT based programmes) are provided to support the learners acquisition of key skills.
LCP 3	Learners are taught elements of the curriculum in one to one or small group settings (where appropriate) to build confidence and support access.
LCP 4	Learners are pre- taught key concepts and vocabulary to facilitate their ability to participate fully in whole class learning.
LCP 5	Social stories resources are produced and used (where appropriate) to guide learning behaviours
LCP 6	Symbols and signs are exhibited (where appropriate) to provide visible prompts and reminders.

Social Emotional and Mental Health Needs (SEMH) Ordinarily Available Provision (in addition to section A QFT)	
Enfield Child and Adolescent Mental Health Service (CAMHS), Enfield Educational Psychology Service, Early help services, health services, Enfield Behaviour Support Service and SEYIS. Outreach can also be accessed from Enfield Special Schools (various), Enfield Virtual School (if appropriate) and charities such as MIND.	
1. Environments	
SE 1.1	School leaders and teachers consider how room layout and seating plans can be used to encourage positive learning experiences and minimise distraction and frustration.
2. Curriculum Teaching and learning, assessment	
SE 2.1	The teacher builds success into planning by focussing on aspects of the curriculum the learner enjoys.
SE 2.2	Opportunities to give the learner responsibility are actively sought and supported.
SE 2.3	Teachers emphasise choice and offer take up time to encourage learners to make positive choices.
SE 2.4	Activities and tasks are chunked more finely and allow movement and respite time.
SE 2.5	Reasonable adjustments to take account of the emotional, mental and physical distress that the learner may feel as a result of the underlying cause but also of the symptoms are made.
SE 2.6	Expectations of the learner are clear, and consistency required.
SE 2.7	Adults work in partnership with parents and guardians so that home and school messages align.
SE 2.8	Transitions and changes over time (changes of teacher, of class, of school) are prepared for by the adults who then prepare the learner by activating coping strategies.
SE 2.9	Distracting, calming or therapeutic activities that can reduce stress are used.
SE 2.10	A record of when symptoms manifest themselves, is kept to identify patterns, triggers and effective therapies.
SE 2.11	Adults are aware of how to use tone and body language to redirect the learner.
SE 2.12	The causes of the behaviour rather than the behaviour where ever possible are addressed. (i.e. reduce the stress, improve self- esteem etc).
SE 2.13	Positive behaviours are reinforced through rewards.
SE 2.14	Expectations are reinforced through positive teaching.
SE 2.15	High quality SEMH education features within the curriculum and in enrichment provision.
SE 2.16	Choice is offered but within a limited range to promote some independence and responsibility.
3. Resources	
SE 3.1	Plans and programmes are updated regularly to recognise growing maturity and development.
SE 3.2	Play based activities are used regularly.
SE 3.3	Distraction techniques or objects are used to encourage learners to set aside harmful activities such as self- harming.
SE 3.4	Positive scripts with set patterns of language are prepared so that the learner understands what to expect.
4 a. Personal development, welfare and behaviour <i>For individual learners with SEMH issues</i>	
SE 4a.1	Consistent and positive messages about how the learner is valued are extended by all adults.
SE 4a.2	There is flexibility and responsiveness in the approaches that will support positive behaviour.
SE 4a.3	Reasonable adjustments are made to recognise behaviour difficulties as well as learning needs.
SE	Adults understand the context behind behaviours.

4a.4	
SE 4a.5	Adults recognise the communication messages that underpin the behaviour.
SE 4a.6	The learner is provided with models of alternative, more positive behaviour.
SE 4a.7	Adults allow choice and offer alternatives.
SE 4a.8	Social skills programmes to teach the learner alternative ways of getting needs met are provided.
SE 4a.9	Adults anticipate potentially challenging transitions and plan to maintain calm and control.
SE 4a.10	Relationships are promoted and mediated through buddy systems, circle time, clubs and activities. Encourage learners to take responsibility for each other.
SE 4a.11	Restorative processes are implemented wherever possible.
SE 4a.12	Adults recognise potential triggers to conflict and distress and take preventative action.
SE 4a.13	Opportunities to build trust between the learner and a named adult are actively sought. The learner is encouraged to confide in trusted peers as well as in adults.
SE 4a.14	All adults regularly in contact with the learner are aware of the context of the learner's behaviour without breaching confidentiality
SE 4a.15	Adults communicate and liaise regularly with home to ensure that the whole picture is visible to school and parents/ guardians.
SE 4a.16	Careful measures are implemented to manage transitions between settings (e.g. pre-school settings to primary to secondary) but also between classes and teachers within a phase. Continuity is maintained in at least some aspect of the learner's school life.
SE 4a.17	Professional advice is sought and acted on and adults work in partnership to identify appropriate support for looked after children, children in need, bereaved children and children living away from a parent (e.g. forces children).
SE 4a.18	Multi- agency expertise is used where behaviours suggest anxiety, abuse, self- harming, substance abuse, eating disorders or other possible child protection concerns.
4 b. Personal development, welfare and behaviour <i>School wide systems and approaches</i>	
SE 4b.1	Adults are trained in supporting students with general and particular SEMH needs.
SE 4b.2	The school's own screening tools are reviewed regularly to ensure they provide best evidence of individual learner needs.
SE 4b.3	Learners with suspected SEMH issues are screened regularly to ensure their educational and welfare needs are being met.
SE 4b.4	Learners demonstrating behaviours that are a cause for concern are screened appropriately to ensure that no underlying needs including communication difficulties are going unmet.
SE 4b.5	External advice is sought and acted upon in a timely fashion.
SE 4b.6	Whole school policies, protocols and approaches to promote wellbeing and resilience are in place.
SE 4b.7	The whole school behaviour policy has a clear set of values and procedures and is applied consistently. However, where reasonable adjustments can be made, children with SEMH will have that policy tailored to suit their needs.
SE 4b.8	Restorative approaches are used routinely and skilfully to promote positive relationship repair.
SE 4b.9	Anti- bullying work is implemented.
SE 4b.10	PSHE/ SRE and circle time as well as curriculum time are used to teach social rules and boundaries, social and emotional skills and self-esteem.

SEP	OAP PLUS: Examples of provision that will be 'ordinarily available' in some settings where resources allow. In other settings this provision may be 'additional to' what is ordinarily available.
SEP 1	Staff are trained in de-escalation and distraction techniques. De-escalation scripts are shared and applied.
SEP 2	All key adults are trained to implement all aspects of the learner's risk assessment relating to physically challenging behaviour (e.g. Approach training)
SEP 3	All significant adults are trained in attachment theory and attachment difficulties aware approaches
SEP 4	A trusted key adult, preferably with training, is identified to build a relationship with the learner.
SEP 5	A time out safe space for reflection is provided.
SEP 6	Small group or one to one support is provided for the learners (with a counsellor, mentor or trusted adult).
SEP 7	Small group opportunities are available to support learners' academic needs, build self-esteem and prime them for success in the classroom.
SEP 8	Nurture groups are implemented to support the learner to build successful relationships and make learning and developmental progress.
SEP 9	Small social skills groups are available to provide learners with opportunities to verbalise SEMH issues and to develop coping strategies.
SEP 10	Social stories and scripts are constructed and used to remind learners of expectations and to modify behaviour.
SEP 11	Buddy or peer mentor schemes are set up.
SEP 12	External specialist support is accessed for learners at risk.
SEP 13	Adults have access to a school nurse who is able to provide advice personalised to the learner.
SEP 14	Staff working with learners with SEMH receive group or individual support.
SEP 15	The learner is placed in a nurture group setting or in a place where similar approaches can be applied.
NB	<i>Section 3 provides further advice from specialists for adults working with learners with SEMH</i>

Physical and Sensory Needs Ordinarily Available Provision (in addition to section A QTS)	
1. Hearing Impairment (HI)	
1. Environments	
HI 1.1	Learners are seated near the front of the class with a clear view of the teachers face and any visual data. Support oral text with visuals.
HI 1.2	Learners are seated away from background noises e.g. fans, heaters, windows. A quiet working environment is maintained.
HI 1.3	The pupil is seated where s/he has best view of the teacher and peers to facilitate lip-reading. This is usually on the window side of the room. The learner is seated 1-2 metres from the teaching position.
HI 1.4	The pupil is seated away from sources of background noise e.g. heaters, computers, busy sinks etc.
HI 1.5	The teacher faces the pupil to provide the best listening and lip-reading conditions.
HI 1.6	The teacher avoids positioning him/herself with back to a window/light source
1. Curriculum, teaching and learning and assessment	
HI 2.1	Instructions are delivered clearly and at an appropriate volume.
HI 2.2	Adults check that the lesson content has been understood. Adults repeat and rephrase and have the learner repeat back key instructions. The learner is encouraged to ask questions, clarify and confirm.
HI 2.3	The quantity of work is reduced whilst still fulfilling the objective of the lesson where appropriate.
HI 2.4	Adults are aware of the pupil's particular difficulties accessing all speech sounds (spelling, word attack skills).
HI 2.5	Comprehension is checked through discussion and sensitive questioning. Adults do not assume that a hearing-impaired child will understand what he/she can read.
HI 2.6	Extra time for taking notes is provided.
HI 2.7	Extra time to complete tasks/exams is provided.
HI 2.8	Dictation or similar tasks requiring simultaneous writing and lip reading (which is impossible) are avoided.
HI 2.9	Time for listening, thinking and responding are provided.
HI 2.10	Homework requirements are fully noted in diary.
HI 2.11	Adults avoid turning their backs on the learner or engaging activity which obscures the mouth e.g. walking around the room. bending over equipment etc
HI 2.12	Adults use clear diction, with normal rhythm and intonation. Lip movements are not exaggerated
HI 2.13	Exam concessions (e.g. scribe, small space venue) are implemented for internal as well as public exams.
HI 2.14	Opportunities to extend the pupil's language are grasped.
HI 2.15	Information/instructions is/are broken down into chunks.
HI 2.16	The learner's understanding of instructions and information when seated in large groups such as assemblies or exam halls, is checked.
3. Resources	
3.1	Additional time/guidance for completion of all activities is given.
3.2	Information is made available in visual format.
3.3	Appropriate modification of reading materials is made.
3.4	Alternative methods of presenting information e.g. use of flash cards are considered.
3.5	A variety of methods for recording information e.g. computer, diagram, mind map... are employed.
4. Personal development, welfare and behaviour	

HI 4.1	The health and safety needs of a child with partial or no hearing particularly in high risk areas such as PE, technology and science, have been considered.
HI 4.2	Medical information provided by appropriate specialists has been shared and read.
HI 4.3	Adults are aware that hearing impaired pupils may have immature and delayed language relative to the severity of their hearing loss and differentiate accordingly.
HI 4.4	Pupils are encouraged to make effective use of any amplification provided
HI 4.5	Peer awareness of pupil's disability and associated needs (as appropriate and in agreement with the pupil and parent) is promoted.
HI 4.6	Any hearing aids or amplification systems are checked regularly to ensure they are in full working order
HI 4.7	Adults are aware that the learner may lip read comments by other learners and adults.
HI Plus	OAP PLUS: Examples of provision that will be 'ordinarily available' in some settings where resources allow. In other settings this provision may be 'additional to' what is ordinarily available.
HIP 1	HI role models to support development of HI identity (as appropriate and in agreement with the pupil and parent) are provided.
HIP 2	Key staff are trained in BSL, Makaton, PECs or other appropriate communication systems where possible.
HIP 3	Specialist teachers or instructors provide support for HI learners.
HIP 4	Adults make appropriate use of scribes.
HIP 5	Classroom noise is minimised e.g. by adding felt pads inside pencil pots. Ensure table and chair legs have rubber feet and echoes are dampened e.g. by using fabric and displays to cover bare walls
HIP 6	A base room with acoustic adaptations is made available to HI learners.
HIP 7	Hearing loop technology is made available in some or all learning spaces
HIP 8	Information is pre- taught or shared in advance of the lesson.
2. Visual Impairment (VI)	
1. Environments	
VI 1.1	The impact of contrasting colour and shade when presenting material is considered. Heavily lined paper is offered to partially sighted learners.
VI 1.2	Contrasting colour is used to demarcate spaces and their functions.
VI 1.3	The lighting is reviewed to ensure an even light throughout the room or individual lighting.
VI 1.4	Glare is avoided. The pupil is positioned away from direct sunlight and adjust blinds or curtains accordingly.
VI 1.5	The teacher avoids positioning him/herself with back to a window/light source.
VI 1.6	The pupil with a VI is seated near to the main teaching activity.
VI 1.7	Passageways in classrooms and corridors are free of clutter.
VI 1.8	Resources and equipment are organised and labelled to be easily accessible.
2. Curriculum, teaching and learning, and assessment	
VI 2.1	All necessary examination concessions, both internal and external e.g. extra time, modified/enlarged print papers, reader etc are applied for and in place.
VI 2.2	Alternative methods for recording information in the classroom and for homework are considered e. g. audio.
VI 2.3	The pupil is addressed by name before being asked a question.
VI 2.4	Expectations of the volume of work to be produced is adjusted whilst still fulfilling the objective of the lesson.
VI 2.5	Information is provided in advance of lesson so that the pupil has an opportunity to become familiar with the content

VI 2.6	Additional time is given for completion of all written/reading activities.
VI 2.7	Supportive marking and assessment practices are employed.
VI 2.8	Information displayed in classrooms, corridors and on notice boards is in an accessible format.
VI 2.9	Information is recorded in a variety of formats e.g. computer, Dictaphone, diagram, mind maps.
3. Resources	
VI 3.1	Appropriate modifications are made of learning materials presented both at near and distance vision levels accompanied by verbal reinforcement of this information.
VI 3.2	Only the relevant section of maps/diagrams are reproduced to reduce the amount of information that in view.
VI 3.4	Text formatting strategies e.g. Arial, size 14 point are employed.
VI 3.5	"Accessibility Options" on the computer to enable pupil to individualise settings are used.
4. Personal welfare and behaviour	
VI 4.1	The health and safety needs of a child with partial or no sight in particularly high risk areas such as PE, technology and science, have been considered.
VI 4.2	Medical information provided by appropriate specialists has been shared and read.
VI 4.3	Peer awareness of pupil's disability and associated needs (as appropriate and in agreement with the pupil and parent) is promoted.
OAP PLUS: Examples of provision that will be 'ordinarily available' in some settings where resources allow. In other settings this provision may be 'additional to' what is ordinarily available.	
HIP 1	ICT, talking books and braille literature are regularly used resources.
HIP 2	Reading apps for school and home use are encouraged.
HIP 3	Opportunities for the pupil to develop touch typing skills using recommended software are provided.
HIP 4	A 3D printer to create physical representations is used.
HIP 5	The learner (and parents and key staff) are provided with mobility training (including use of canes)
HIP 6	Information is made available in alternative formats e.g. e-books, audio format, large print books
HIP 7	Large print dictionaries/atlas, talking calculator, heavy lined paper, high contrast rulers etc are provided.
HIP 7	Scribing is offered where appropriate.
3. Physical Disability (PD)	
1 Environments	
PD 1.1	Flexible teaching arrangements are adopted, e.g. seating which allows learner to move to access the lesson
PD 1.2	All staff are aware of the implications of the physical impairment and its impact on different areas of the curriculum
PD 1.3	Obstacles are removed so that the student can move freely from lesson to lesson.
PD 1.4	Physical access issues such as ramps, toilets, lifts and classroom layout is considered.
PD 1.5	Sight lines of wheelchair users e.g. board height is considered.
2. Curriculum, teaching and learning, and assessment	
PD 2.1	A variety of methods for recording information e.g. computers is employed.
PD 2.2	Use of scribe is provided if required.
PD 2.3	Extra time to complete tasks/exams is provided if appropriate.
PD 2.4	A reduction in the quantity of information required is considered, if appropriate.
PD	Extra time for taking notes is provided, if appropriate.

2.5	
PD 2.6	Success in physical learning by adapting to learner response times is maximised e.g. by offering activities such as catching a bounced rather than a thrown ball; kicking a stationary rather than a moving ball.
PD 2.7	All examination access arrangements are in place.
PD 2.8	Any specific arrangements for SATs/GCSEs/ are met. These are in place for internal formative tests as well as external examinations
PD 2.9	Key transitions are planned.
PD 2.10	Adults ensure that the student feels included and is encouraged and praised to mitigate against potential low self-image
3. Resources	
PD 3.1	A wide variety of portable resources, e.g. writing slopes, coloured overlays, grips, etc are offered.
PD 3.2	Computers and audio-visual aids in the student's learning and teaching programme are employed.
PD 3.3	Necessary specialised equipment such as adapted keyboards, page turners, word boards or special desks are provided.
PD 3.4	Alternative equipment such as a recorder if writing is difficult is provided.
4. Personal development and welfare	
PD 4.1	Peer awareness of pupil's disability and associated needs (as appropriate and in agreement with the pupil and parent) is promoted.
PD 4.2	Support for the student from classmates is encouraged.
PD 4.3	Communication to prevent isolation is actively planned and mediated.
PD 4.4	Social skills are taught if necessary.
PD 4.5	Wheelchair users are talked to at their eye level whenever possible.
PD PLUS: Examples of provision that will be 'ordinarily available' in some settings where resources allow. In other settings these approaches may be 'additional to' what is ordinarily available.	
PDP 1	Key staff are trained in moving and manual handling.
PDP 2	Access to equipment and transport is arranged.
PDP 3	Mobility equipment such as walkers, standing frames, work chairs are purchased and serviced. Staff are trained in supporting the use of this equipment.
PDP 4	Equipment designed to facilitate learning e.g. I-pads or similar personal IT equipment, grips, scissors height adjusted work stations, writing slopes, sports equipment are purchased and maintained.
PDP 5	Adapted equipment designed to meet personal care needs e.g. toileting facilities are purchased and maintained. Appropriate staff are trained in the use of specialised personal care equipment.
PDP 6	The learning space layout is considered to ensure the learner's access to the learning and the social interaction opportunities are optimised. Sight lines of wheelchair users are considered.
PDP 7	The use of supporting adults is well planned to ensure that learning is supported but social interaction is maximised, and resilience and independence promoted
PDP 8	Physical access adjustments are made e.g. ramps, toilets, lifts and classroom layouts.
PDP 9	Small group motor skills and co-ordination work and/or work on physiotherapy/OT programme are provided.
PDP 10	Small group touch typing skills training is provided.
PDP 11	Easels, portable reading racks or adjustable desks are provided where possible.

Section C

Additional strategies to meet the needs of learners with particular SEND characteristics.

Please use in conjunction with the broader areas of need expectations and advice detailed in sections A and B.

Autism Spectrum Difficulties	
Specialist advice can be obtained through the Autism Educational Trust (see the school standards document) and through Enfield Professional services. Outreach support is also available from Enfield Special Schools.	
1. In the primary phase:	
ASD 2.1	Teach social skills using resources such as social skills picture books, circle time and comic strip conversations.
ASD 2.2	Construct a visual schedule.
ASD 2.3	Teach learners play skills using designated play objects.
ASD 2.4	Provide opportunities for imitative play.
ASD 2.5	Teach learners to communicate through pictures or objects.
ASD 2.6	Encourage communication of feelings through visuals and objects.
ASD 2.7	Implement a buddy system.
2. In the secondary phase:	
ASD 3.1	Communicate with parents or carers through a home- school diary or similar tool.
ASD 3.2	Construct a visual colour coded timetable for all students
ASD 3.3	Prepare learners for change by pre-teaching the concept and providing symbols.
ASD 3.4	Teach social skills using resources such as social skills picture books, and in PSHE, drama and English discussion. Use moving image as well as comic strip conversations.
ASD 3.5	Provide visual reminders of deadlines.
ASD 3.6	Provide time and resources to support recording and note making.
ASD 3.7	Put in place special assessment approaches where appropriate. Assist revision and examination preparation.
OAP PLUS: Examples of provision that will be 'ordinarily available' in some settings where resources allow. In other settings these approaches may be 'additional to' what is ordinarily available.	
ASDP 1	Sign post the building (indoors and out) with visual cues to identify areas.
ASDP 2	Zone learning spaces into designated activity areas.
ASDP 3	Identify a designated low stimulus relaxation area.
ASDP 4	Designate a key worker member of staff to act as mentor and/or first responder.

Language difficulties	
1. Planning for inclusion	
SLT 1.1	Be aware of the language demands of a whole class activity. Consider how best to convey instructions and direct activities in ways that will be clear and unambiguous for learners with language difficulties.
SLT 1.2	Reduce background noise and distractions where possible.
SLT 1.3	Consider where the pupil is sitting within the classroom.
SLT 1.4	Create distinct zones for different types of learning and for storage of different resources.
SLT 1.5	Label equipment and containers.
SLT 1.6	Encourage a routine at the start of every lesson e.g. pen, pencil, rubber and ruler all ready, school diary out, subject specific books out.
2. Language aware teaching	
SLT 2.1	Consider whether the pupil has a hearing loss.
SLT 2.2	Encourage the pupil to use strategies to process information such as repeating, silent rehearsal, identifying important words in the instruction.
SLT 2.3	Make the pupil aware of the teaching objectives.
SLT 2.4	Teach good listening skills.
SLT 2.5	Encourage the pupil to explain what they have heard. This can encourage participation as well as allow for tailored support.
SLT 2.6	When introducing new vocabulary consider using visual strategies e.g. multiple meaning tree, spider gram, word map.
SLT 2.7	When introducing or discussing topics consider using mind maps.
SLT 2.8	Refocus the pupil's attention when necessary.
SLT 2.9	Use the pupil's name frequently.
3. Conveying instructions and setting up tasks, and checking understanding	
SLT 3.1	Simplify your language. Be aware of the complexity of language used e.g. length of sentence, the structure (grammar) or the vocabulary used.
SLT 3.2	Before starting an activity, explain each step. Use clear simple language and include visuals where possible e.g. use real objects, pictures, photos, symbols. Be aware of multi-sensory materials.
SLT 3.3	If there is a sequence of directions to follow, pause between each one to allow the pupil time to process the information i.e. use of chunking.
SLT 3.4	Emphasise key words by using slight stress and appropriate non-verbal communication.
SLT 3.5	Consider using visual task plans, action plans and frameworks.
SLT 3.6	Tell the learner if you have not understood them and try to work it out together i.e. using pictures, objects and guesswork. Try not to keep asking the pupil to repeat it.
SLT 3.7	If a pupil cannot think of a word, then try providing a range of prompts.
4. Talk into writing	
SLT 4.1	Focus the pupil's attention before giving instructions by using the name and encouraging eye contact.
SLT 4.2	Observe the pupil's response to check the information has been understood i.e. through expression.
SLT 4.3	Have realistic but high expectations.
SLT 4.4	Give the pupil time to talk. The pupil may need more time to understand a question.

SLT 4.5	Avoid finishing the sentence for a pupil but repeat back what the pupil has said clearly and correctly so that good examples are heard i.e. model.
SLT 4.6	Provide a variety of different opportunities to practice using informal and formal language (with a focus on vocabulary but also syntax, tenses etc) before setting writing tasks.
SLT 4.7	Provide opportunities for shared writing to build confidence and practice skills in a supportive environment.
SLT 4.8	Model the writing process. Demonstrate how language transfers between thinking and talking and then into writing.
SLT 4.9	Provide scaffolding to support writing and give learners opportunities to talk to peers about the learning as they use the scaffolding.
SLT 4.10	Celebrate progress in talking, writing or reading of learners with language difficulties whenever possible.

Specific Learning Difficulties (SpLD)	
1. General Advice	
SpLD 1.1	Ensure classroom procedures and rules are made clear.
SpLD 1.2	Use visual/pictorial aids to support text understanding.
SpLD 1.3	Develop a consistent marking policy.
SpLD 1.4	Construct a “dyslexia friendly tool box” with magnetic letters, ICT software, electronic spellers, literacy games, word mats, coloured filters.
SpLD 1.5	Acknowledge the pupil’s strengths and focus on achievement.
SpLD 1.6	Ensure all lessons incorporate visual, auditory and kinaesthetic activities.
SpLD 1.7	Set realistic targets to ensure success.
SpLD 1.8	Reduce information and highlight important facts.
SpLD 1.9	Request the learner repeats instructions back to the teacher to check understanding.
SpLD 1.10	Teach organisational skills. Make use of organisational tools such as colour coded timetable, books and rooms.
SpLD 1.11	Plan for a structured multi-sensory teaching programme.
SpLD 1.12	Keep verbal instructions clear and concise.
SpLD 1.13	Personalise materials where possible.
SpLD 1.14	Share good practice within the school - information and good practice sharing across key stages can be very beneficial.
2. Adjustments to curriculum materials	
SpLD 2.1	Ensure books and materials are matched to pupil’s reading interests.
SpLD 2.2	Accept a variety of pupil responses e.g. recording tables, bullet points models, pictograms, verbal feedback, mind mapping.
SpLD 2.3	Display key words, key phrases and word banks on walls or tables or in subject specific books.
SpLD 2.4	Make visual timetables available on desks for individual pupils.

SpLD 2.5	Encourage text annotation-the underlining or highlighting of key words.
3. Environmental adjustments	
SpLD 3.1	Seat learners near the front of the classroom.
SpLD 3.2	Present information on non- white paper.
SpLD 3.3	Use specific fonts – Helvetica, Arial, Verdana, Comic Sans MS.
SpLD 3.4	Adopt 1.5 line spacing.
SpLD 3.5	Use colour coded lines to assist pupil in copying tasks.
SpLD 3.6	Make use of memory aids
SpLD 3.7	Ensure structured, cumulative multi-sensory phonic and spelling programmes are in place.
4. Pupil outcomes	
SpLD 4.1	Allow extra time for copying down if handouts cannot be provided.
SpLD 4.2	Scaffold learner writing and reading response tasks with plans, graphic organisers and writing frames.
SpLD 4.3	Encourage cursive writing.
SpLD 4.4	Scaffold all independent tasks and homework to ensure learners can access the task.
SpLD 4.5	Use visual aids for tracking.
SpLD 4.6	Use visuals to label resources.
SpLD 4.7	Allow extra time to complete tasks/examinations to allow thinking time to process answers.
SpLD PLUS: Examples of provision that will be 'ordinarily available' in some settings where resources allow. In other settings these approaches may be 'additional to' what is ordinarily available.	
SpLDP 1	Use tinted overlays where appropriate.
SpLDP 2	Make use of standardised and diagnostic tests to inform target setting and planning.
SpLDP 3	Make use of ICT interactive software such as Lexia, Nessy; Word Shark 3; Number Shark; Pen friend; Clicker; Writing with Symbols; Text Help-Read & Write Gold.

Social, Emotional, Mental Health Needs.(SEMH)	
1. Promoting positive behaviour and developing social confidence	
BSS 1.1	Ensure pupils feel they are known and valued members of the class and school community e.g. 'pupil of the day'.
BSS 1.2	Give clear and concise instructions.
BSS 1.3	Promote team-building activities that develop the cohesive bonding of the class.
BSS 1.4	Ensure peer support is used when appropriate.
BSS 1.5	Offer the pupil a dignified way out of conflict.
BSS 1.6	Give regular feedback on how they are progressing.
BSS 1.7	Consider in advance difficult to manage behaviour and plan response e.g. contribute to risk assessments and risk management plans.
BSS 1.8	Encourage pupils to participate in decision making (where appropriate).
BSS 1.9	Provide positive and constructive feedback.
BSS 1.10	Promote pupil involvement and negotiate targets and strategies.
BSS 1.11	Establish a measure of SEMH progress e.g. reward chart, daily record book. There should be parental awareness of pupil reward system.
2. Curriculum adjustments	
BSS 2.1	Arrange timetables to minimise disruption.
BSS 2.2	Include opportunities to teach and model conflict resolution skills.
BSS 2.3	Provide opportunities for relationship and self-esteem building activities.
BSS 2.4	Plan for a balance and range of teaching strategies and activities e.g. whole group, small group, pairs, individual, practical.
BSS 2.5	Ensure there is enough time to complete a task.
BSS 2.6	Employ self-monitoring and self-assessment techniques.
3. Expectations of learner behaviour	
BSS 3.1	Establish clear expectations of pupil behaviour and discuss with learners how those rules will be met.
BSS 3.2	Display rewards and consequences. Apply them transparently and fairly recognising the challenges they may present to the learner with SEMH.
BSS 3.3	Ensure consequences are never harmful or humiliating.
BSS 3.4	Reinforce a reward system which builds self-esteem and positive attitudes.
BSS 3.5	Actively listen to pupils and be aware of what motivates them. Show trust and give them responsibilities.
4. Extra strategies to reinforce positive learning behaviour	
BSS 4.1	In addition, a pupil with SEMH may benefit from any of the following; a task board, a timer (NB some learners respond negatively to time pressures so use advisedly) visual prompt cards, target charts.
BSSP	OAP PLUS: Examples of provision that will be 'ordinarily available' in some settings where resources allow. In other settings these approaches may be 'additional to' what is ordinarily available.
BSSP 1	Identify a trusted staff member/key worker/ mentor prepared to respond to urgent need.
BSSP2	Provide quiet areas for withdrawal and reflection when required.

Thank you to all contributors to this document.

