

Ordinarily Available Education Provision

for children and young people with Special Educational Needs
and Disabilities (SEND)

Reviewed and updated: May 2021

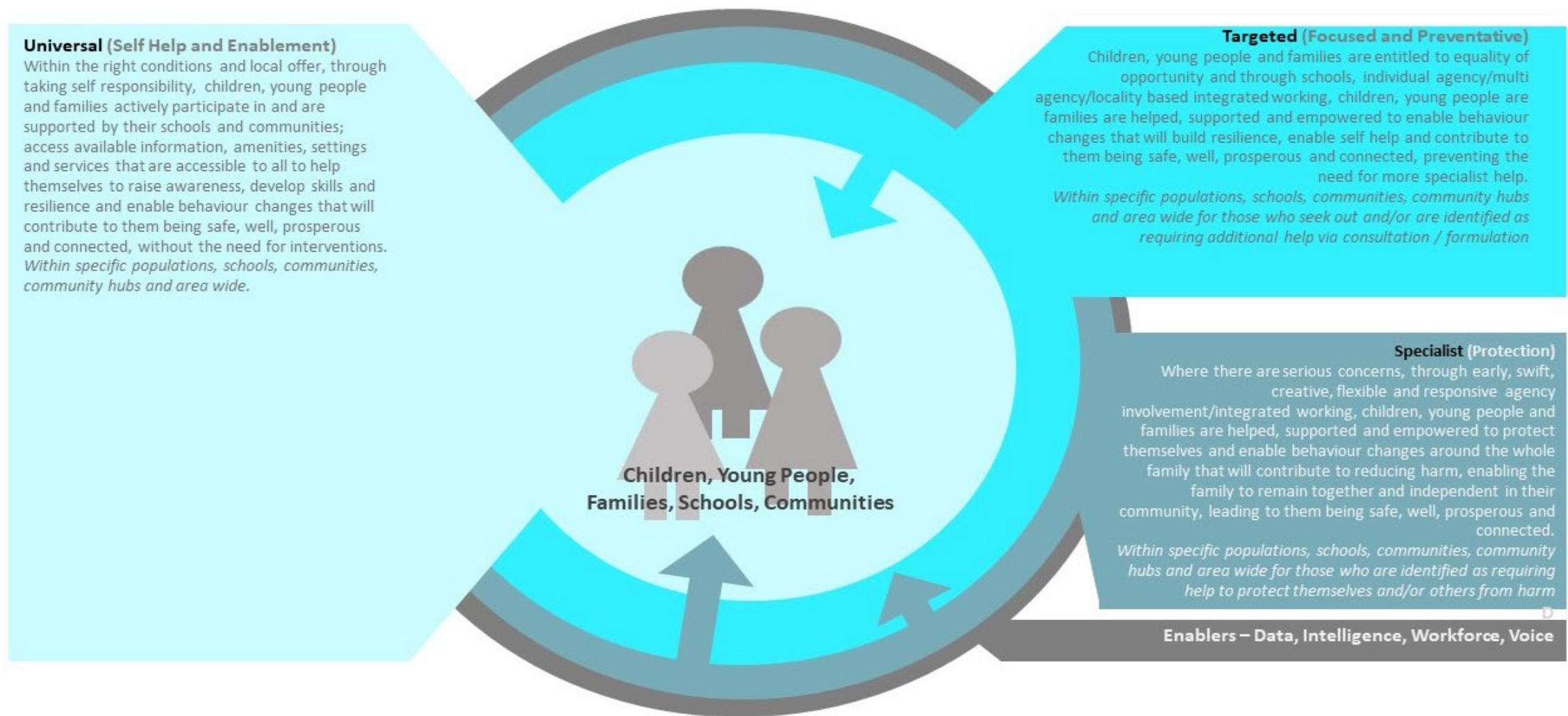
This document has been created from a working party of SENCO's working with children and young people aged 0 - 25, our local Parent Involvement and Participation (PIP) Forum, SENDIASS, Governors, Practitioners and the SEND Team. It reflects our [Children's Commissioning Strategy](#) and our integrated **One Family Approach**.

The **One Family Approach** is how we respond to the needs of children and families in North Lincolnshire in the context of an integrated services for children. It provides a vision for a new system that places children and families at the centre – a **One Family Approach** to strategy, commissioning, planning, and practice. It is founded upon our North Lincolnshire culture, values and beliefs, capturing our intent to keep children in their families, their schools and their communities. It provides a model for innovative, integrated working which builds upon strengths, find solutions in families and communities, builds resilience and confidence, and enables independence.

Our ambition is for children, young people and families to be supported by a workforce that is resilient, confident, competent and with the authorisation to do what they think is the right thing to do without propelling children and families through a range of systems and pathways when our day to day contact can make the difference. This requires the workforce to operate within an **organisational model** which is clear and consistent.



One Family Approach- 'ORGANISATIONAL MODEL', right service, right time, right outcome.



Schools and education settings should read this in the context of their responsibility to take a [Graduated Approach](#) 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 Approach and show evidence of interventions over time, before they consider that it may be necessary for an EHC assessment to take place.**

Broadly speaking **Ordinarily Available 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.

“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 2014](#) (para 6:15)



Support at the [Graduated Approach](#) spans from the Universal to the Specialist High Needs level. All levels will be delivered across North Lincolnshire Schools supported by the Early Help assessment process, underpinned by The One Family Approach. The majority of children and young people will benefit from attending mainstream schools and have their needs met through the quality teaching and learning available to all learners, including that at school support. Some children and young people may require Education, Health and Care plans and some, who have significantly delayed development, complex and/or multiple needs may attend a special school provision.

Schools should seek to identify pupils making less than expected progress given their age and individual circumstances i.e. where progress:

- is significantly slower than that of their peers starting at the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap



The Graduated Approach draws upon more detailed approaches, more frequent reviews, and more specialist expertise in **successive cycles** of **'assess, plan, do and review'** in order to match the interventions to the special educational needs (SEN) of children and young people. An Early Help assessment is recommended at early stages of intervention to help assess the situation and identify support from the child or young person from within school and also at home.

This document will now proceed to describe a range of approaches and workforce development opportunities that can be expected to be **ordinarily available in schools and settings** for children and young people, including those at SEND support. It should be read alongside the [SEND Code of Practice 2014](#)

It cannot, however, describe every intervention or strategy but indicates the type of arrangements that are typically available. More examples of interventions can be found on our [SEND Local Offer website](#)

and specifically:

[SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges](#)

This document will also **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.



<p>The setting works in partnership with parents, carers and learners in decision making.</p>	<ul style="list-style-type: none"> • 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.
<p>An effective partnership with learners and parents is evident through their participation in assessment and review processes.</p>	<ul style="list-style-type: none"> • 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.

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.

- There is a calm and purposeful climate for learning where pupils feel they belong and their contributions are valued.
- Pupils can identify an agreed safe space.
- Language used in the classroom demonstrates positive regard for learners (e.g. Restorative Approaches).
- Awareness that learners with SEND are vulnerable to bullying and an appropriate level of support and monitoring is in place.
- PSHE is used to develop wellbeing and resilience.
- 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.

Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are value

- Named adults / key workers as a stable point of reference when required.
- Negative attitudes, beliefs and perceptions towards individuals and groups are challenged, in the classroom, the wider school and society.
- Pupil voice is encouraged and acted on.

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.

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 learners 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.



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.

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.

<p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>Practitioners ensure that collaborative learning and peer support is a feature of lessons.</p>	<ul style="list-style-type: none"> • 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.

<p>All practitioners, including Teaching Assistants, make a positive contribution to learner progress.</p>	<ul style="list-style-type: none"> • 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.
<p>There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners.</p>	<ul style="list-style-type: none"> • 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
<p>Staff collaborate and have effective links with other relevant outside agencies and specialists.</p>	<ul style="list-style-type: none"> • 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.

Support is in place for routine and life transitions when required.

Transitions include:

- Moving around the setting
- Moving from lesson to lesson
- Moving from break to lesson times
- Changes of staff -permanent and temporary
- Life events: birth of a sibling, change in parenting arrangements e.g. change in parents relationship status, loss and bereavement, contact visits and puberty
- Preparing for weekends and the start of holidays and beginning of term
- Changing from structured to unstructured times
- Moving from one activity to the next within a lesson
- Special events: visitors, visits, celebrations

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 LAC, CIN, CP and forces pupils
- Have social communication difficulty including ASC
- Are anxious
- Suffered trauma, loss or bereavement

In addition:

- Safe spaces are 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

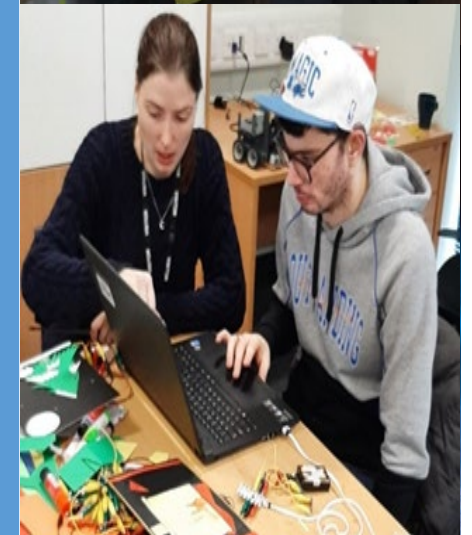
Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit.

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.

More information about transition for 2021 can be found in the following booklet: [Supporting Schools and Settings with Transition 2021](#)



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

Approaches & Strategies

- Whole school awareness and understanding of communication and interaction needs
- 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
- Tasks may need to be differentiated by level/outcome/pitch/pace and grouping.
- Aspects of structured teaching might be helpful
- Staff are skilled in adjusting the pace and order of activities to maintain interest and attention

Support & Advice available

- [Education Psychology Service](#)
- [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)



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](#)
- [Education Psychology Service](#)
- [Speech and Language Therapy Service](#)
- [Education Inclusion \(SEND Teachers\)](#)

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

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

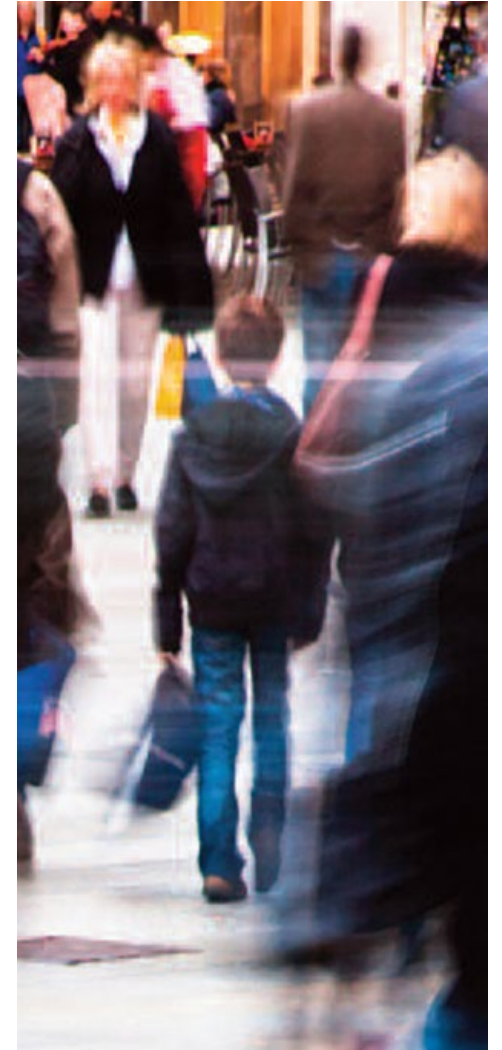


Resources, Advice and Consultation Available

- [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](#)
- [Education Psychology Service](#)
- [Schools Nursing Service](#)
- [Behaviour Support Team](#)



Restorative
Thinking



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](#)



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