Professionals' guide to help for all in education settings

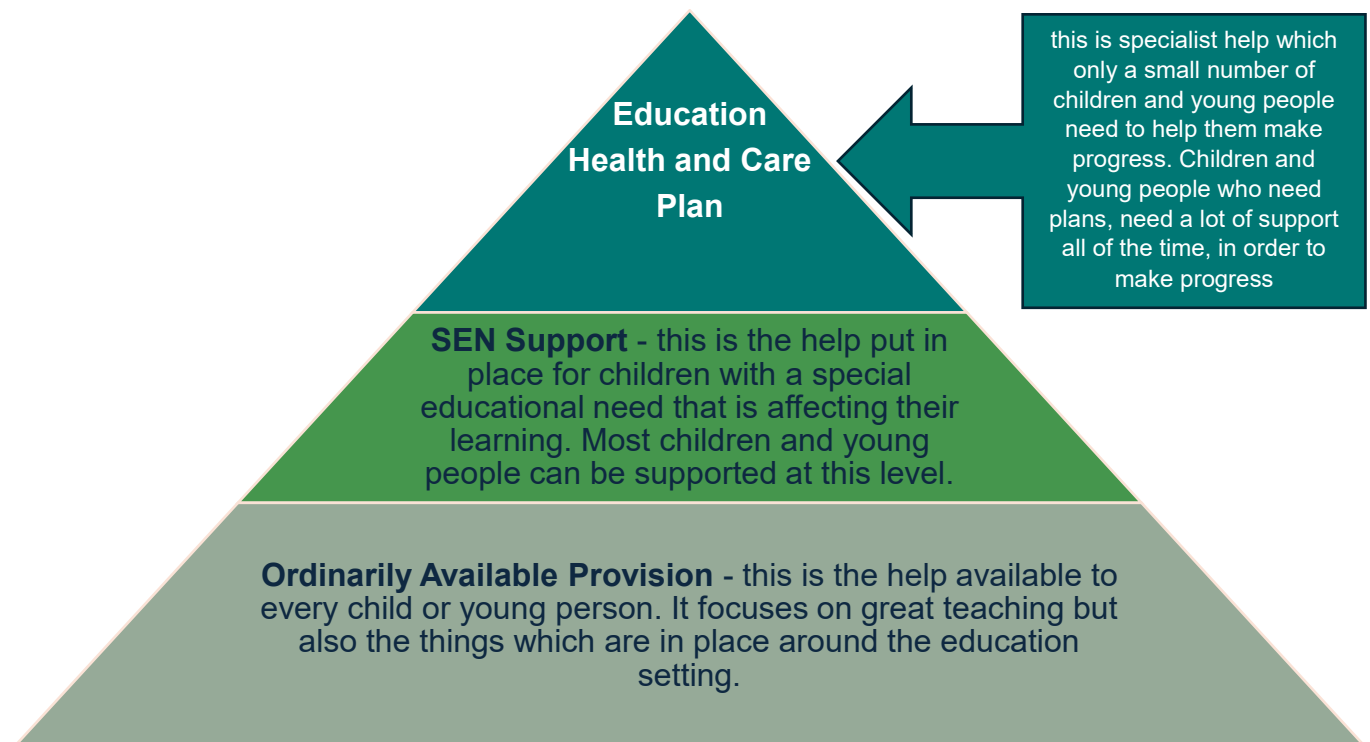## Ordinarily Available Provision and Special Educational Needs (SEN) support

What is Ordinarily Available Provision?

This is the help that every child or young person should get in their education setting. It is the support which everyone accesses, even if they do not have special needs. You can watch a video about it on this link: [Family Information and Services Hub | Ordinarily Available Provision and SEND Support](#)

What is Special Educational Needs support?

Some children and young people need more help than others. This is why SEN support is available. It is extra help for anyone finding the learning harder to make sure they can still achieve success. This does not need extra funding and is put in place to make sure that everybody can progress. It is regularly reviewed.

What to expect from schools and education settings?

Education Health and Care Plan

this is specialist help which only a small number of children and young people need to help them make progress. Children and young people who need plans, need a lot of support all of the time, in order to make progress

SEN Support - this is the help put in place for children with a special educational need that is affecting their learning. Most children and young people can be supported at this level.

Ordinarily Available Provision - this is the help available to every child or young person. It focuses on great teaching but also the things which are in place around the education setting.
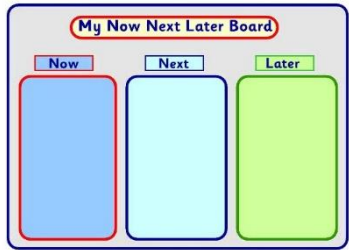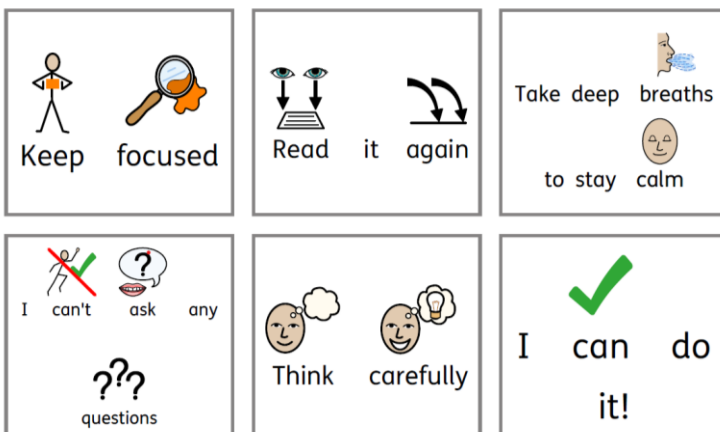
What is the graduated approach?

The graduated approach is the system which education settings use to try a new provision to ensure that it is successful. First they assess what is needed, then they plan the provision, next they put in place the provision. Finally they review the impact of the support. This should be used at every stage between ordinarily available provision, SEN support and assessing whether an EHCP is appropriate.

What should ordinarily available provision look like?

Physical environment

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Specialist furniture	Could include wobble stools, specialist chairs, wobble cushions and height changing desks	
Low sensory environment	Sensory overload is avoided through colour schemes, lighting, clutter and displays	
Availability of resources	Resources are available to support with keeping focus, helping anxiety or helping learning	
Seating and groupings	Sitting in the positions and groups which help each person the most	
Use of visuals	Pictures are used to provide extra information or to show the verbal and written word. Sometimes this may be for identifying where things go and sometimes it might be to help thinking and remembering	

What adults do

Believe success is possible	It is expected that everyone is able to be successful with the right support and that everyone has the potential to develop
Language and communication	Clear language is used which makes things really clear but that also works to show the strengths of a situation
Prepare for change	Ensure any change is discussed and identified with pictures and resources, to avoid unnecessary surprises
Changing the delivery	Plan and deliver a curriculum which is changed to the needs of the individual. The way something is taught may change due to what is happening
Breaking down information	Instructions and information are broken down to support memory. Resources such as writing down instructions and using visual schedules are used to help understanding
Appropriate instructions and repeated language	Using different levels of instructions to ensure all understand with language suitable to their understanding. Using some repeated words to help make information stick
Talking about learning	Talk about the thinking process as well as showing this happening to help understanding of the different stages
Multi-sensory approaches	Deliver new information using a range of different senses to help with understanding and memory
Opportunities for pre and over learning	Make time to introduce new language and learn how to use it before using it in work. Make time to go over information to check that it has been learned and can be used
Support levels	Put in place learning strategies such as sentence starters, structure for talking and rehearsing ideas out loud, to support everyone in learning and being successful. Use different levels of support depending on who needs this
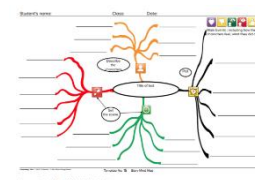
Ethos of the setting

Communication approach	Create an environment where there are signs with words and pictures, language boards are used to support talk, areas are clearly labelled

	and visual schedules are used to prepare for next steps and to show when something is complete
Views towards learning	Everyone has the attitude that they can be successful and learn new things, even if this is tricky because the help is there to make this happen
Consistent and clear boundaries and routines	Everyone knows and is reminded about the expectations in a range of ways. Where possible routines are kept the same to help to support create routine
Sense of belonging	Everyone feels that they are an important part of the community and that their views are valued. Differences are acknowledged and everyone is expected to respect and everyone else

What if it doesn't look like this?

Sometime, ordinarily available provision is not enough on its own to support good progress. If this happens then further investigation in relation to whether there is a special educational need may be required. If there is a special educational need then there may need to be targeted adaptations, adjustments and support put in place to help. This should be available in every education setting without the need for anything extra.

If you find that the ordinarily available provision or SEN support is not put into place then you should aim to speak to the special educational needs coordinator (SENCo) or someone in the leadership team. Most situations can be solved by talking to these people.

SEN Support

The SEN Code of Practice identifies four areas of special educational needs. These are: cognition and learning, communication and interaction, social, emotional and mental health and sensory and / or physical needs. Although the strategies listed are separated by the areas of need, we know that needs can often sit across a number of areas. These are the sorts of strategies that education settings can use for SEN support and don't require any sort of formal diagnosis, documents or extra funding.

Cognition and Learning

Extra time to prepare
Changing the curriculum to particular interests
Provide learning time before introducing new ideas or to help remembering information
Provide opportunities to have more support and instruction when learning new ideas
Giving information in the order it needs to be completed
Provide access to alternative recording methods, such as voice recorded or typing

Provide key word banks or information bookmarks

Provide extra opportunities for reading support – phonics, comprehension or spelling

The girl is jumping on the trampoline

Provide extra opportunities for learning in other areas of challenge – maths, handwriting, organisation skills

Vary where a task is started so that everyone can have success

Use specialist IT programs to support learning or use assistive technology

Communication and Interaction

Standing near to someone when speaking or saying their name so they know they are being spoken to

Recognise and value the different ways in which to communicate

Have key words with the same visuals

Introduce language through rhymes, songs and interesting texts

Limit instructions to the number of words that can be managed or adjust the curriculum to language needs

Only use literal language

Provide opportunities to have additional support developing language skills

Provide a workspace which is just used by the individual

Provide opportunities to work with others who have different language levels

Provide personalised communication methods

Provide structured opportunities to learn how to work as a group before starting group work

Support verbal explanation using pictures or objects of reference
Teach the use of sounds and sentences to help understanding
Talk about emotions to help understanding of and the physical sensations of different feelings
Provide a limited number of choices
Use visual timers or support plans for transitions
Use social stories to prepare for and understanding situations

Social, Emotional and Mental Health

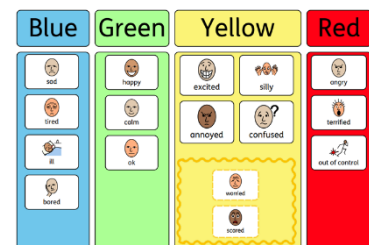| |
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| Be careful to avoid situations which create shame |
| Show understanding of why something may not feel fair and be prepared to explain why it is important |
| Be positive in body language and voice tone |
| Give responsibilities and key jobs to complete |
| Switch between preferred and non-preferred tasks |
| Limit distractions |
| Make eye-contact or use names when talking to someone |
| If a situation is tricky, ensure there is a route to get out of the situation without feeling embarrassed |
| Personalise learning to strengths and interests |
| Provide planned rest or movement breaks |
| Provide reasons for instructions |
| Provide calming spaces, away from the immediate learning facility where appropriate |
| Use scaling systems rather than relying on language to describe feelings |
| Use visual and verbal preparations for change |
| Use social stories to help understand different situations |
| Take time to analyse what behaviour is communicating about a situation |
| Have agreed scripts which are used to help calming |

Provide opportunities for talking intervention and support
Have a safe place identified or a safety plan
Have named key adults who can support if things go wrong
Have a risk assessment, personalised regulation plan, personalised behaviour system or positive behaviour support plan to create consistency in approach
Provide support in unstructured times or when moving between unstructured and structured time

Physical and Sensory Needs

Be deliberate in using a multi-sensory approach to all learning
Adjust recording demands as appropriate or provide support to enable these to happen
Ensure resource appropriateness and availability
Provide adjustments to routines
Provide adjustments to uniform
Provide planned rest breaks
Support with personal care
Use resources that limit the need for moving with hands
Provide opportunities for talking interventions
Implement personal care plans
Implement a sensory diet plan

What is effective in supporting learning?

The sort of learning support which is most effective is that which is carefully planned, responsive to the individual and works to build the independence of the individual. Whilst one to one support can be useful for certain interventions and support, continued use of an attached adult will create dependence on their support and so doesn't help children and young people get ready for life as an adult.

Continuous support means that key skills for problem solving are not developed. It also makes it more difficult to establish a friendship group and will affect self-confidence and self-esteem. Learning support should be carefully used so it adds value to teaching and actively supports the development of independent study skills.

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