



*Be Curious, Be Inspired, **Belong.***

Holy Trinity C of E Primary School

Ordinarily Available Provision OAP for Special Educational Needs and Disabilities SEND

At Holy Trinity, we want every pupil to grow into a curious thinker, an inspired learner, and a valued member of our school community. Our children will know they are seen, loved, and supported to thrive. They develop the character and confidence to show kindness, courage, respect, responsibility, perseverance, and togetherness. Through exploring new ideas and contributing positively to school life, our pupils flourish academically, socially, and spiritually as they prepare for life in today's Britain.

Matthew 19 verse 14

"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

Our School Values

- Kindness
- Courage
- Respect
- Responsibility
- Perseverance
- Togetherness

This OAP Document is a whole school framework of inclusive, high-quality teaching and support that meets the needs of all learners, based on the principle that what is good for pupils with SEND is good for all – November 2025.

Introduction

This Ordinarily Available Provision OAP sets out in detail what Holy Trinity CE C Primary School will routinely provide for all pupils, including those with identified or emerging SEND, as part of normal classroom practice. It is the universal layer of our graduated approach and is delivered by every teacher in every classroom, every day.

The tables below describe:

- The expectations of all classrooms and all staff.
- what pupils and parents can expect.
- Examples of in class scaffolds and adaptations.
- How our approach that is good for SEND is good for all.

Section One: Expectations of all classrooms and all staff

1. Assessment

Area	Expectations of all classrooms	Strategies and resources that are ordinarily available
Identification and tracking	Assessment is integral to teaching and learning, teachers know pupils well and identify concerns early	Ongoing formative assessment, questioning, mini whiteboards, exit tickets, marking conferences, regular summative checks such as phonics assessments, reading age tests, arithmetic checks, termly pupil progress meetings, use of whole school data systems.
Use of a Graduated Approach	Emerging needs are supported quickly through an Assess, Plan, Do, Review cycle within the classroom	Short observation period to understand need, use of checklists if appropriate for example attention, language, sensory, teacher records of barriers and strengths, class based targets documented in six to eight week review cycles, adjustments refined based on impact.
Pupil and parent views	The views of pupils and parents inform assessment and planning	Pupil voice tools such as one page profiles, All About Me sheets, worry scales, parent conversations at pick up,

		phone calls and meetings, use of home school communication books where helpful
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2. Partnerships with parents and pupils

Area	Expectations of all classrooms	Strategies and resources that are ordinarily available
Working with parents and carers	Parents are partners in decision making, they understand the support in place and how to help at home	Clear induction information, class information and guides on class pages on the website, parent consultations, additional meetings where needed, co produced SEN Support Plans, sharing of targets, regular informal check ins, signposting to Local Offer and SENDIASS.
Pupil participation	Pupils are involved in understanding their needs and setting goals	Child friendly targets, simple review questions such as what helps you learn, what makes it harder, opportunities to choose resources, involvement in reviewing what has worked, teaching pupils to self advocate politely.

3. Physical and sensory environment

Area	Expectations of all classrooms	Strategies and resources that are ordinarily available
Classroom layout	The environment supports access, attention and independence	Calm and organised rooms, clear walkways, labelled trays and resources with words and images, appropriate furniture height, seating that supports focus for example away from high traffic areas, easy access to frequently used equipment.
Sensory awareness	Staff understand that sensory differences can affect learning	Consideration of lighting and noise, soft furnishings where possible, quiet work areas, use of ear defenders if helpful, awareness of smells and sounds, consideration of where pupils with sensory sensitivities sit, opportunities for movement breaks, access to

		simple sensory tools such as fidget items or textured objects where appropriate.
Inclusion in wider activities	All pupils are included in trips, clubs and worship	Risk assessments that focus on enabling participation, reasonable adjustments to activities, additional adult support where required, pre visit preparation including photos or social stories, consultation with parents for medical or physical needs.

4. Teaching, communication and learning strategies

Area	Expectations of all classrooms	Strategies and resources that are ordinarily available
Clarity of instruction	Instructions are clear, concise and supported visually	Use of pupils names before giving instructions, one instruction at a time where needed, repetition and rephrasing, asking pupils to repeat back, key instructions written or represented visually on the board, now and next prompts.
Modelling and scaffolding	Teachers explicitly model learning and provide scaffolds that can be faded	I do, we do, you do approach, worked examples displayed, guided practice before independent work, success criteria broken into steps, use of writing frames, sentence stems, story maps, number lines, bar models, stem sentences in Maths.
Vocabulary and language	Vocabulary is taught explicitly and reinforced	Pre-teaching key words, vocabulary mats on tables, word walls in classrooms, use of images, actions and real objects, revisiting words in different contexts, checking understanding of new terms.
Adaptive teaching	Work is adapted to provide access and challenge for all	Same learning intention for most pupils with different levels of scaffold, choice in how to record learning, flexible grouping, carefully selected tasks that focus on key concepts, reducing quantity while maintaining cognitive challenge where appropriate

5. Practitioner skills and training

Area	Expectations of all classrooms	Strategies and resources that are ordinarily available
Use of additional adults	Teaching assistants are deployed to maximise impact on learning	TAs briefed before lessons, directed to specific pupils and outcomes, support focused on prompting and questioning rather than doing the task, use of pre teaching and overlearning sessions, feedback from TAs contributes to assessment.
Professional development	Staff are reflective and seek to improve practice	Participation in SEND related CPD, use of audits such as communication and interaction or autism standards, peer observation and coaching, sharing of successful strategies in staff meetings.

6. Resources

Area	Expectations of all classrooms	Strategies and resources that are ordinarily available
Access to resources	Pupils can independently access tools that help them learn	Table top resources such as number squares, hundred grids, counters, Numicon, multiplication squares, sound mats, common exception word lists, dictionaries and thesauruses, pencil grips, coloured overlays or reading rulers, mini whiteboards.
Use of technology	Technology is used to support access and independence	Use of tablets or laptops for longer writing, text to speech and speech to text tools where available, visual timers on screen, interactive whiteboard used to display steps, examples and vocabulary.

7. Transitions

Area	Expectations of all classrooms	Strategies and resources that are ordinarily available
Daily transitions	Pupils are prepared for changes in activity or environment	Visual timetables in all classrooms, verbal countdowns for example in five minutes we will, consistent routines for lining up and moving around school, transition objects for some pupils, adult support at key pressure points such as start and end of day.
Phase and key stage transitions	Movement between classes and key stages is planned and supported	Transition meetings between staff, sharing of key information including one page profiles and plans, additional visits for pupils who need them, photo books of new classrooms, opportunities to meet new adults, staggered handover where possible.

Section Two: Expectations across the four areas of need

For each broad area of need there is an expectation that the following provision is routinely available in classrooms before additional or specialist provision is considered.

1. Communication and interaction

Approaches and general strategies

- Whole school awareness of communication and interaction needs.
- Emphasis on a communication friendly environment.
- Use of visual support, clear routines and concrete language.

- Adults model good listening and turn taking.

Provision and strategies

Identified barrier and or need	Ordinarily available provision, approaches, adjustments and specific strategies in class
Pupil needs support to understand spoken language	Adult gains attention and uses pupils name first, instructions are short and broken into steps, key words are stressed, visual supports such as pictures, symbols, actions and gestures are used, pupils are asked to repeat back what they are doing, additional time is given to process language, important information is repeated and checked, background noise is reduced where possible, new vocabulary is pre taught before lessons and revisited
Pupil struggles to express ideas or find words	Adult models and extends language, for example pupil says dog, adult says big brown dog, sentence stems are provided such as I think, I notice, I predict, word banks and vocabulary mats are available, pupils can show ideas through drawing or acting before speaking, think time is given before asking for an answer, small group language work is built into the week, visual prompts and story maps help structure spoken responses.
Pupil finds social communication and interaction difficult	Clear, explicit teaching of social rules for example how to join a game, how to share equipment, adults narrate and model positive interactions, structured games that practise turn taking and sharing, opportunities for supported play with a known adult, use of social stories to prepare for new situations, visual prompts such as talk tokens or turn taking cards, careful pairing with positive role models.
Pupil is anxious in busy, unpredictable environments	Use of individual visual timetable or now and next, pre warning of changes to routine, quiet working space available where possible, option to arrive slightly early or leave slightly late from busy transitions, clear explanation of what will happen and who will be there, use of social stories, predictable classroom routines, consideration of seating position to reduce sensory overload.
Pupil has sensory or physical differences affecting	Seating at the front or where mouths and facial expressions can be seen clearly, adults face the pupil

communication for example hearing difference, use of hearing aids	when speaking and avoid standing in front of bright light, background noise is minimised, instructions are backed up with visual support, key information is written down, equipment such as radio aids is used as directed by specialists, staff check that hearing aids are working and worn, repetition and checking of understanding is routine.
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2. Cognition and learning

Approaches and general strategies

- Lessons broken down into small connected steps
- Strong focus on overlearning and retrieval practice
- Use of multi sensory teaching for example see it, say it, do it
- High expectations with carefully designed scaffolds rather than lowering challenge

Provision and strategies

Identified barrier and or need	Ordinarily available provision, approaches, adjustments and specific strategies in class
Pupil has difficulty remembering and retaining new learning	Frequent retrieval practice for example quick quizzes, flashcards, recall games, revisiting key concepts over time, use of visual prompts and knowledge organisers, breaking content into chunks and revisiting, opportunities to explain learning to a partner, concrete examples linked to real life, display of key facts and methods on working walls.
Pupil finds it hard to start or organise work	Clear step by step instructions, use of checklists on desk, worked example at top of page, first question modelled together, teacher or TA checks pupil has started correctly, use of timers to show how long to spend, reduction of copying from the board by providing printed versions, chunking longer tasks with interim check in points.
Pupil is working below age related expectations in literacy	Quality first phonics teaching with additional practice opportunities, targeted small group reading sessions using decodable books, daily reading fluency practice, access to coloured overlays or reading rulers if helpful, writing frames and sentence stems to structure writing, opportunities to dictate ideas before writing, use of word banks and common

	exception word mats, tasks focused on key skills with success criteria matched to current stage.
Pupil is working below age related expectations in maths	Use of manipulatives for all for example Numicon, Dienes, counters, bead strings, highly visual representations of number, step by step modelled examples, smaller steps in learning sequence, additional practice in basic number facts, times tables and number sense, maths vocabulary displayed and explicitly taught, stem sentences provided for reasoning, alternative ways to record such as matching and sorting rather than writing full sentences.
Pupil tires quickly or is overwhelmed by volume of work	Adjusting amount of practice while keeping level of thinking high, use of larger font and clear spacing, providing rest breaks or movement breaks, prioritising key questions, allowing pupil to demonstrate understanding orally or through diagrams, using multi step tasks only when single steps are secure.

3. Social, emotional and mental health SEMH

Approaches and general strategies

- Strong, trusting relationships between adults and pupils.
- Consistent, predictable routines and expectations.
- Focus on emotional literacy, self regulation and resilience.

Provision and strategies

Identified barrier and or need	Ordinarily available provision, approaches, adjustments and specific strategies in class
Pupil shows signs of anxiety, withdrawal or low mood	Daily or regular check ins with a trusted adult, use of simple scales or emotion charts, safe space in classroom where pupil can take brief time to regulate, predictable routines to reduce uncertainty, preparation for changes or new events, opportunities to experience success and receive specific praise, small achievable targets, collaborative problem solving conversations
Pupil struggles to manage feelings and behaviour in class	Clear, positively phrased expectations, for example walk calmly rather than do not run, visual prompts for rules, consistent responses from adults, use of calm scripts,

	limited choices to provide a sense of control, planned movement breaks, teaching and rehearsal of self regulation strategies such as breathing exercises, use of calm boxes with agreed resources, restorative conversations after incidents.
Pupil finds peer relationships challenging	Small group activities that teach turn taking, sharing and listening, use of role play to practise social situations, adult modelling of language to resolve conflict, prompt cards with phrases pupils can use, targeted pairing or small groupings with good role models, structured playground games supported by adults, circle time or PSHE sessions that build empathy and understanding.
Pupil has difficulty sustaining attention and focus	Short, varied activities with regular brain breaks, chunking tasks, using timers to focus effort for a set period, seating that reduces distractions, use of movement within learning for example stand up, sort, fetch, giving the pupil a purposeful classroom job, use of now and next boards, allowing use of discreet fidget tools where this helps focus.

4 Sensory and or physical needs

Approaches and general strategies

- Awareness that sensory and physical needs can impact on every aspect of school life.
- Commitment to making reasonable adjustments so that pupils can participate alongside peers.

Provision and strategies table

Identified barrier and or need	Ordinarily available provision, approaches, adjustments and specific strategies in class
Pupil has sensory processing differences for example hypersensitive to noise, touch or movement	Option of quieter seating area, advance warning of loud activities such as fire drills or music, use of ear defenders where appropriate, flexibility around uniform items that cause discomfort, opportunities for movement breaks, access to a calm space for short periods, reduced visual clutter in immediate work area, clear and respectful explanations to peers about reasonable adjustments where appropriate

Pupil appears under responsive and seeks additional movement or sensory input	Incorporation of movement into learning activities, access to movement or sensory circuits at agreed times, opportunities to carry out classroom jobs that involve movement, use of wobble cushions or chair bands, tactile resources available, planned proprioceptive activities such as wall pushes or chair push ups as advised by professionals
Pupil has fine or gross motor difficulties	Use of pencil grips, thicker pencils or pens, sloping boards, alternatives to writing such as typing, cutting activities with adapted scissors, additional time to complete written tasks, motor skills practice built into provision for example threading, construction, use of tweezers, careful positioning at tables and on the carpet
Pupil has a physical disability or medical condition that affects access	Classroom layout adjusted to allow access with equipment, seating that supports posture, safe storage for medical equipment, adults trained in any healthcare procedures required, individual risk assessments and Personal Emergency Evacuation Plans, planned access to lifts or ramps where present, adaptation of PE activities and outdoor learning so pupil can join in as fully as possible

Section Three: What this looks like in every lesson

The table below illustrates how ordinary available provision and scaffolding appears at different stages of a typical lesson. These strategies are designed for pupils with SEND but benefit all learners.

Lesson element	Examples of ordinarily available provision	Scaffolds that support all pupils including those with SEND
Before the lesson	Teacher reviews prior learning and assessment information, key vocabulary and concepts identified, resources prepared and accessible	Pre teaching of vocabulary and key ideas for a small group, knowledge organiser or visual prompt sheets prepared, seating planned to support interaction and focus
Lesson introduction	Learning objective and success criteria shared	Dual coding of key ideas with words and images, success criteria broken

	verbally and visually, prior learning activated, teacher models task using worked example	into steps, use of concrete resources or props, pupils given time to repeat back what they will do
Guided practice	Teacher and pupils work through examples together, misconceptions addressed, questions scaffolded	Use of mini whiteboards so pupils can rehearse answers, sentence stems for oral responses, adult circulation to prompt and support, targeted questioning to check understanding of vulnerable pupils
Independent or paired work	Tasks are matched to objective with different levels of scaffold, resources available on tables, adults support those who need more structure	Choice of recording methods such as writing, drawing, speaking and recording, chunked tasks with check in points, visual step lists, writing frames, concrete manipulatives, optional use of technology, movement or regulation breaks as agreed
Review and plenary	Learning is revisited and summarised, pupils share what they have learned, teacher checks understanding	Use of exit tickets or quick quizzes, pupils explain learning to a partner, whole class reflection that includes what helped you learn today, teacher notes which scaffolds were most effective to inform next lesson

Section Four: Subject specific outlines of ordinarily available provision

The following examples show how OAP appears within specific subjects. They are not exhaustive but give a clear picture of our approach that **what is good for SEND is good for all**.

Subject	Ordinary classroom provision	Examples of in lesson scaffolds and adaptations
English reading	Daily phonics or word reading for early readers, whole class reading with rich texts, explicit	Pre teaching key vocabulary, use of images to support understanding, echo and choral reading, paired reading, text chunked into manageable sections with

	teaching of comprehension strategies	guiding questions, coloured overlays or reading rulers where helpful, simplified question wording without lowering challenge
English writing	Clear modelling of planning, drafting and editing, focus on purpose and audience, regular opportunities for extended writing	Use of story maps, boxing up frames, sentence starters and word banks, oral rehearsal before writing, writing frames for different text types, alternative recording for example scribing or voice to text when needed, success criteria broken into small steps
Mathematics	Mastery approach with small steps and concrete–pictorial–abstract sequence, frequent retrieval of number facts	Use of manipulatives for all pupils, bar models and diagrams, stem sentences to structure explanations, worked examples available to refer to, smaller number of questions focusing on key concept, visual reminders of procedures, times tables charts on desks
Science	Practical enquiry, clear focus on key concepts and vocabulary, use of real objects and images	Word banks and labelled diagrams, step by step instructions with visuals, adult supported groups for practical tasks, opportunities to talk and rehearse predictions and conclusions before writing, scaffolded recording formats such as tables with headings provided
Humanities and RE	Use of timelines, maps, stories and artefacts, strong emphasis on vocabulary and concepts	Knowledge organisers with pictures, dual coded timelines, writing frames for explanations and comparisons, role play and drama to explore ideas, sentence stems for discussion and writing, chunked reading with guiding questions
PE and outdoor learning	Inclusive activities that focus on participation and development of skills, emphasis on teamwork and enjoyment	Adapted equipment for example larger or lighter balls, simplified rules, flexible expectations about how skills are demonstrated, visual demonstrations of activities, opportunities for

		leadership roles, agreed rest breaks for pupils who need them
Computing and creative subjects	Step by step modelling of processes, opportunities to explore and create	Visual instructions on cards or screen, pairing pupils as tech buddies, templates for presentations, choice of media to express ideas, additional time where needed

Section Five, Graduated approach and when we add targeted or specialist support

Most pupils needs can be met through the ordinarily available provision described above. When a pupil needs more support the same Assess, Plan, Do, Review model is used with increasing precision to form an Individual Education Plan (IEP).

- Assess, more detailed assessments, for example standardised tests, observations using specific checklists, advice from SENDCo, gathering pupil and parent voice
- Plan, clear, specific targets agreed with pupil and parents, identification of in class strategies and any short-term interventions, adaptations recorded on the IEP plan.
- Do, implementation of planned strategies, staff follow agreed approaches consistently, teaching assistants deliver short interventions where appropriate.
- Review, impact evaluated with pupil and parents, if progress is limited, further adaptation is planned, if needs are significant or complex, advice from external professionals may be sought.
- Best practice is at least 3 cycles of plan do review before any further [professional advice is sought.

Our commitment

Holy Trinity CE C Primary School is committed to ensuring that every pupil experiences a rich, ambitious curriculum and feels a strong sense of belonging. Our Ordinarily Available Provision ensures that inclusive, adaptive practice is the norm and that pupils with SEND are supported first and foremost through high-quality teaching in the classroom. This document will be reviewed regularly to reflect evolving best practice and the changing needs of our pupils at Holy Trinity.