

St Anne Line Catholic Infant School and Nursery



Ordinarily Available

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Ordinarily Available Guidance

What is Ordinarily Available?

All mainstream educational settings should use the OA as part of their focus on inclusion. It covers the expectations for provision and practice in all early years settings and mainstream schools.

OA Inclusive Teaching Framework - for all pupils

The [Ordinarily Available: Inclusive Teaching Framework \(PDF, 6.18MB\)](#) helps teachers plan their universal support. It includes the latest advice and guidance on what helps pupils learn. OA support will benefit all pupils, especially those with SEND or who are disadvantaged.

There are nine sections in the framework, and sections have been organised in a way that aligns to, and supports with implementing, part one of the Teachers' Standards.

Ordinarily Targeted Support - for some pupils with SEND

The [Ordinarily Available Targeted Support \(PDF, 1.49MB\)](#) helps teachers and SENCOs plan for pupils with SEND. It includes the latest advice on what works for pupils who have been identified as having special educational needs.

The OA Targeted Support Framework has five chapters:


- social, emotional, and mental health
- physical and sensory impairments
- communication and interactions
- cognition and learning
- support for children aged 0 to 5


Support sensory needs

Guidance to help education providers, SENCOs, parents and carers and others understand children's sensory behaviours and how to support them.


[Sensory awareness toolkit \(PDF, 7.90MB\)](#).


The following document shows how we implement the ordinarily available at St Anne Line.

A. 	<p style="text-align: center;">Ordinarily Available Expectations and Values</p>	
<ul style="list-style-type: none"> ● Every child fulfils their potential ● Every child makes progress ● All children included on trips ● All included in hall at lunch and snack ● Love, learn, pray – language ● Whole school family events – international fair, BBQ ● Everyone able to attend after school clubs ● Forest school 		
<p style="text-align: center;">Targeted Provision</p>		<p style="text-align: center;">Specialist Provision</p>
<ul style="list-style-type: none"> ● Meetings ● Interventions ● Person-centred planning ● Parents attend trips ● Funded clubs where needed 	<ul style="list-style-type: none"> ● External agency support – occupational therapists, speech and language. ● Alternative trips ● Adapted forest school 	


B. 	<p style="text-align: center;">Ordinarily Available Relationships and Behaviour</p>	
<ul style="list-style-type: none"> ● Whole school behaviour chart ● All attend celebration assembly ● You are a star certificates ● Circle time / PSHE weekly ● Andrea Syms available for all ● Family breakfast ● Library ● Parent consultation ● Reports ● Tapestry for Reception and Nursery ● Zones of Regulations ● Plan and prepare class for changes to day ● Visual timetables 		
<p style="text-align: center;">Targeted Provision</p>		<p style="text-align: center;">Specialist Provision</p>
<ul style="list-style-type: none"> ● Catch me charts ● 1:1 / Group Sessions with Andrea Syms ● One Plan meetings ● Tapestry for KS1 SEN children ● Sensory toys ● Zones of regulation toolkit 	<ul style="list-style-type: none"> ● Behaviour support ● Attend medical appointments with families ● EHCP reviews ● Carole ● Individual behaviour/risk assessments ● Adapted timetable to avoid triggers due to change 	

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C. 	Ordinarily Available Learning Environment	
<ul style="list-style-type: none"> ● Calm muted colours ● Calm displays ● Natural materials ● Consistent labelling of resources ● Uncluttered environments ● Consistent lettering ● Pictures/symbols ● Open shelves for access ● Outside learning ● Family style dining ● School trips ● Workshops ● Visitors ● Forest School ● Sensory Play ● Consistency throughout KS1 classrooms – displays and atmosphere ● All classes have book corners and prayer tables ● Visual timetables ● Wheelchair access ● Disabled toilet 		
Targeted Provision		Specialist Provision
<ul style="list-style-type: none"> ● Wobble cushions ● Sensory regulation objects – chew toys ● Quiet spaces ● Supported playtimes 		<ul style="list-style-type: none"> ● Sensory room ● SEND forest school ● Learning mentor


D. 	Ordinarily Available Speech, Language and Communication	
<ul style="list-style-type: none"> ● Model good language ● Core board programme ● Partner talk ● Opportunities for talk ● Makaton ● Widget ● Modelling language back ● Language focussed play 		

<ul style="list-style-type: none"> • Scaffolded learning • Word banks • Behaviour expectations for good listening • My turn, your turn • Colourful semantics • Phonics • Singing 	
Targeted Provision	Specialist Provision
<ul style="list-style-type: none"> • Now and next • Targeted Visuals • Communication boards • SEND forest school • Musical communication • Attention Bucket • Dough Disco • Gestalt Language Processor intervention 	<ul style="list-style-type: none"> • 1:1 support/therapy sessions • Speech and Language Therapists • Learning mentor • Trust SEND Lead


E. 	Ordinarily Available Pedagogy, Memory and Metacognition	
<ul style="list-style-type: none"> • Reduced key vocabulary for topics • Core 'sticky knowledge' • Reduced cognitive load • Progressively sequenced lessons • My turn, your turn • I do, we do, you do • Modelling – visualisers, use of equipment, technology • Modelling – misconceptions • Activate prior learning through lesson starters • Curriculum based on real world experiences where possible • Windows and mirrors book selection • Small steps teaching • Chunking • Maths mastery approach - concrete, pictorial, abstract • Retrieval activities planned • In the moment planning – EYFS • Questions for Assessment for Learning • Key Instant Recall Facts (KIRFS) • Spellings • Curriculum is blocked into subjects • Equipment in maths chosen to reduce cognitive load • Models for maths consistent across the school – PPW, tens frames 		
Targeted Provision		Specialist Provision
<ul style="list-style-type: none"> • Adult support – small groups and 1:1 during the lesson or after the lesson. • Vocab banks 		<ul style="list-style-type: none"> • Bespoke curriculum

<ul style="list-style-type: none"> • Working walls • Targeted questioning 	
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F. 	Ordinarily Available Assessment, Planning and Teaching	
<ul style="list-style-type: none"> • Recap of previous learning • Regular formative and summative assessments to check pupil progress. • Plan for every learning level, providing additional support where necessary. • Read Write Inc groups • End of unit assessments • Repeating • Grouping • Fluid lessons – in the moment adaptations • TA support – pre and post teaching • Transition timetables • Movement breaks • Small steps 		
Targeted Provision		Specialist Provision
<ul style="list-style-type: none"> • Adapted assessments to children’s needs • Intervention groups 		<ul style="list-style-type: none"> • Target setting for SEND • Bespoke curriculums

G. 	Ordinarily Available Literacy and Maths	
<ul style="list-style-type: none"> • All children involved in Literacy and Maths • White Rose Maths • Visuals • Small steps • Hands on learning – Concrete, Abstract, Pictorial • EYFS outdoor exploration • Drawing club • Read, Write Inc – parent portal and QR codes • Widget symbols to aid learning and vocabulary • Oxford Owl online reading • World book day • Planning sheets • Language rich stories • Library • Reading for pleasure • Working walls • Number lines • Word banks 		

<ul style="list-style-type: none"> • Modelled examples • Handwriting prompts 	
Targeted Provision	Specialist Provision
<ul style="list-style-type: none"> • Assessed phonics groups • Maths intervention • Maths mastery club • Small group work • Pre and post teaching – small group and 1:1 	<ul style="list-style-type: none"> • 1:1 • Bespoke curriculums • Read, Write Inc trainer • CPD for staff • Phonics on the move • Musical communication • Number blocks

H. 	Ordinarily Available Adaptations, Support and Scaffolds	
<ul style="list-style-type: none"> • All children receive work planned for their level • Tasks/topics/activities are adapted for all learners • Sensory curriculum • Teaching adapted to close gaps • Children are supported regardless of level • Concrete resources • Working walls • Labelled resources • Makaton • Verbal checks • Questioning • Teacher knowledge • Zones of regulation • Movement breaks • Calm spaces • Transition warnings • Visual timetables • Word banks 		
Targeted Provision	Specialist Provision	
<ul style="list-style-type: none"> • Wobble cushions • Interventions • Fidget toys • Timers for transition • One plans – teachers know when to refer on • SEND phonics groups • Musical communication • Attention Bucket • Colourful semantics • Chunking of tasks 	<ul style="list-style-type: none"> • 1:1 • External agency advice and input • Autism specialist • CPD • SEND Consultant • Gestalt Language intervention 	

I.



Ordinarily Available Expectations and Values

- Model and encourage learning from mistakes
- Varied opportunities for learning in different ways -everyone can succeed and reach full potential.
- Next steps for all
- Marking policy
- Verbal feedback helps all to know how to make progress
- Rewards – star of the day, house points, Fred star, gold leaf, hot chocolate award and behaviour chart ladder
- Toolkits in English for all
- Learning intention and success criteria
- Extension activities
- Communication with parents in a variety of ways

Targeted Provision

- Stickers
- One plan meetings
- Feedback tailored to specific individuals or groups
- Movement breaks/ brain breaks
- Achievable small steps
- Visuals

Specialist Provision

- EHCP reviews
- Re-modelling
- 1:1
- Personalised visuals