



Ordinarily Available Provision

“Shine with the light of Jesus”

At Brinscall St John's, inclusion means identifying and removing barriers so that every child can belong, participate, learn and achieve.

1. Purpose of this document

This document sets out the provision that is ordinarily available at Brinscall St John's for pupils who may experience barriers to learning, including pupils with SEND. It is intended to support consistent classroom practice, help families understand what support may look like, and provide a shared framework for teachers, teaching assistants, leaders and governors.

Ordinarily available provision begins with high-quality, inclusive and adaptive teaching. Additional adult support and interventions supplement, rather than replace, the class teacher's responsibility for the progress, participation and independence of every pupil.

Our graduated response

ASSESS	PLAN	DO	REVIEW
Identify strengths, needs and barriers using assessment, observation, pupil voice, family views and prior information.	Agree outcomes, adaptations, strategies and any targeted support. Record where appropriate in a Learning Plan/one-page profile.	Deliver adaptive teaching and agreed provision consistently. Adults support access while promoting independence.	Evaluate progress, participation and impact. Ask what has helped, what remains a barrier and what needs to change next.

The cycle is repeated and refined. Where needs are persistent, complex or significant, the SENDCo may coordinate further assessment, specialist advice or consideration of statutory assessment.

2. Principles for all pupils

- Know the child: build on strengths, interests, prior learning, pupil voice and family knowledge.
- Identify the barrier before choosing the strategy; support should be purposeful rather than based only on a label or diagnosis.
- Maintain ambitious expectations while adapting teaching, resources, environment, pace, task design and ways of recording.
- Use explicit instruction, modelling, guided practice, worked examples, retrieval and carefully sequenced small steps where helpful.
- Make language and vocabulary accessible through clear explanations, visuals, examples, repetition and pre-teaching where needed.
- Use flexible grouping and adult support strategically; avoid creating unnecessary dependence on an adult.
- Check understanding frequently and respond quickly to misconceptions.
- Make reasonable adjustments so pupils can participate in lessons, worship, trips, clubs, lunchtimes and wider school life.
- Teach and support self-regulation, organisation, communication and independence alongside academic learning.
- Review the impact of support, including whether learning transfers into independent classroom practice.

3. Levels of provision

Level	What this means	Examples
Universal / ordinarily available	Inclusive provision available through everyday classroom practice. A pupil does not need a diagnosis or to be on the SEND register to benefit from appropriate adjustments.	Adaptive teaching; scaffolds; visual support; vocabulary teaching; flexible grouping; accessible resources; movement or sensory adjustments; additional modelling and guided practice.
Targeted	Additional, time-limited or personalised support where universal provision alone is not sufficient. Outcomes and impact are reviewed.	Learning Plan outcomes; targeted pre-teaching; structured intervention; personalised resources; additional assessment; planned adult support; closer monitoring.
Specialist / individualised	Provision informed by significant or complex need, specialist assessment/advice or an EHC plan. This remains part of the child's inclusive classroom experience.	SENDCo coordination; SALT/EP/OT/physio/sensory-service advice; specialist equipment; individual programmes; multi-agency planning; EHC plan provision.

4.1 Communication and Interaction

Focus	How can we make language, interaction and communication accessible?
Universal / ordinarily available	• Gain attention before giving key information; use clear, concise language and allow processing time. • Teach, model and revisit vocabulary; use visuals, objects, examples and sentence stems where helpful. • Break multi-step instructions into manageable parts and check understanding rather than asking only 'Do you understand?' • Provide predictable routines, visual timetables/now-and-next support where useful, and prepare pupils for changes. • Structure partner/group talk and explicitly teach turn-taking, listening and conversational expectations. • Reduce unnecessary language load and support pupils to communicate in different ways.
Targeted support	• Targeted language/vocabulary work or pre-teaching. • Individual communication strategies reflected in the one-page profile/Learning Plan. • Structured social communication support or targeted adult-facilitated practice. • More frequent home-school review where communication needs affect access or wellbeing.
Specialist / individualised	• Speech and Language Therapy advice/assessment where appropriate. • Specialist teacher or other professional advice for identified communication needs. • Individual programmes, communication systems or specialist resources where recommended.

4.2 Cognition and Learning

Focus	How can we adapt teaching so the pupil can understand, remember, practise and apply learning?
Universal / ordinarily available	• Establish prior knowledge and teach from secure starting points. • Break learning into smaller, sequenced steps without unnecessarily narrowing curriculum ambition. • Use explicit modelling, worked examples, guided practice and gradual release towards independence. • Reduce cognitive overload through clear layouts, chunking, retrieval practice and purposeful scaffolds. • Provide additional rehearsal, overlearning and opportunities to revisit key knowledge and skills. • Offer appropriate ways to record learning, while continuing to teach the knowledge and skills pupils need.
Targeted support	• Focused small-step outcomes in a Learning Plan. • Targeted reading, phonics, spelling, writing or mathematics support based on assessed need. • Pre-teaching/re-teaching of essential concepts and vocabulary. • Additional diagnostic assessment and closer progress monitoring. • Personalised scaffolds/resources with a clear plan for reducing support as independence grows.
Specialist / individualised	• Educational Psychology or specialist teacher consultation where appropriate. • Specialist assessment and recommendations. • Highly personalised programmes or curriculum access arrangements. • Consideration of statutory assessment where needs remain significant despite sustained, evidenced support.

4.3 Social, Emotional and Mental Health (SEMH)

Focus	How can we increase safety, belonging, regulation and readiness to learn?
Universal / ordinarily available	• Create calm, predictable routines and warm, consistent relationships. • Teach expectations, emotional literacy, friendships, safety and problem solving through PSHE, worship and everyday practice. • Provide trusted-adult check-ins where needed and respond to behaviour as communication while maintaining clear boundaries. • Use co-regulation and regulation strategies, movement or calm spaces appropriately. • Prepare pupils for transitions, changes and potentially difficult parts of the day. • Use restorative and relational approaches alongside the school behaviour framework.
Targeted support	• Individual regulation/support plan or agreed strategies recorded in a one-page profile/Learning Plan. • Targeted pastoral or learning-mentor/family-support work where available and appropriate. • Small-group or individual work around emotional literacy, friendship, anxiety, resilience or regulation. • Early Help discussion/assessment with families where broader support is needed.
Specialist / individualised	• Multi-agency support where appropriate, which may include health, CAMHS, Educational Psychology or other services. • Individual risk reduction/safety planning where required. • Specialist recommendations embedded into classroom and wider-school practice.

4.4 Sensory and/or Physical Needs

Focus	How can we remove environmental, sensory, medical or physical barriers to participation?
Universal / ordinarily available	• Consider seating, lighting, noise, movement, access and positioning within the learning environment. • Use accessible equipment and resources such as appropriate writing tools, enlarged/clear materials or technology where needed. • Provide movement, sensory or rest opportunities where these improve access to learning. • Make reasonable adjustments to PE, trips, clubs, lunchtimes and practical activities. • Follow individual medical, intimate-care, allergy or health-care arrangements where applicable. • Ensure instructions and teaching are accessible to pupils with hearing or visual needs.
Targeted support	• Individual environmental adaptations and agreed sensory/physical strategies. • Personalised equipment or access arrangements. • Targeted fine/gross motor practice where appropriate and advised. • Additional planning for trips, PE, transitions or personal care.
Specialist / individualised	• Advice from Occupational Therapy, Physiotherapy, hearing/visual impairment services or other relevant professionals. • Specialist equipment and staff training where recommended. • Individual health/care plans and multi-agency planning where required.

5. Adult support: promoting access and independence

Teaching assistants and HLTAs are an important part of inclusive provision, but the class teacher remains responsible for the pupil's learning and progress. Adult support should increase access, participation and independence rather than unintentionally create dependence.

Effective adult support	Things to avoid
• Give thinking and processing time before stepping in. • Prompt, model or scaffold, then fade support. • Check that the pupil understands the teacher's explanation and task. • Support interaction with peers and access to whole-class teaching. • Use agreed strategies consistently and feed useful observations back to the teacher. • Encourage the pupil to use resources and strategies independently.	• Completing work for the pupil or over-prompting. • Automatically removing the pupil from teacher input. • Keeping an adult beside a pupil throughout the lesson when it is not needed. • Creating a separate curriculum by default. • Using an intervention without a clear assessed need, outcome or review point. • Allowing support to become permanent without reviewing whether it is still necessary.

6. When concerns remain

1. Notice and discuss	Teacher identifies a barrier through assessment, observation, pupil voice or family concern and discusses it with relevant colleagues/family.
2. Strengthen universal provision	Teaching is adapted and reasonable adjustments are implemented and reviewed.
3. Assess more closely	Teacher and SENDCo consider patterns of need, progress, strengths and barriers. Additional assessment may be used.
4. Plan targeted support	Clear outcomes, provision and review points are agreed with the pupil and family. A Learning Plan/one-page profile is used where appropriate.
5. Review impact	Progress, participation, independence and transfer of learning are evaluated. Provision is continued, adapted, reduced or increased according to evidence.
6. Seek specialist advice where needed	With parental involvement/consent as appropriate, school may seek advice from relevant external professionals.
7. Consider statutory assessment where appropriate	Where needs remain significant and complex despite sustained, evidenced provision, the SENDCo and family may consider whether an EHC needs assessment is appropriate.

7. Evidence and review

Provision should be proportionate and evidenced. Useful evidence may include:

- teacher assessment and work scrutiny;
- pupil and parent/carers views;
- Learning Plans and one-page profiles;
- provision maps and intervention records;
- pre/post measures where appropriate;
- observations of participation, independence and transfer of skills;
- attendance, wellbeing or behaviour information where relevant;
- advice and reports from external professionals.

8. Working with pupils and families

At Brinscall St John's, pupils and families are partners in SEND provision. We aim to understand what matters to the child, what is working, what is difficult and what would make the greatest difference. Pupils with SEND should be involved in setting and reviewing appropriate outcomes wherever possible, and families should be kept informed and involved in decisions about support.

9. Links to other school documents

This framework should be read alongside:

- SEND Policy
- SEND Information Report 2026–2027
- Brinscall St John's Local Offer
- Accessibility Plan
- Behaviour, Safeguarding, Medical Needs and Intimate Care policies as relevant

Review: annually, or sooner if statutory guidance or school provision changes.