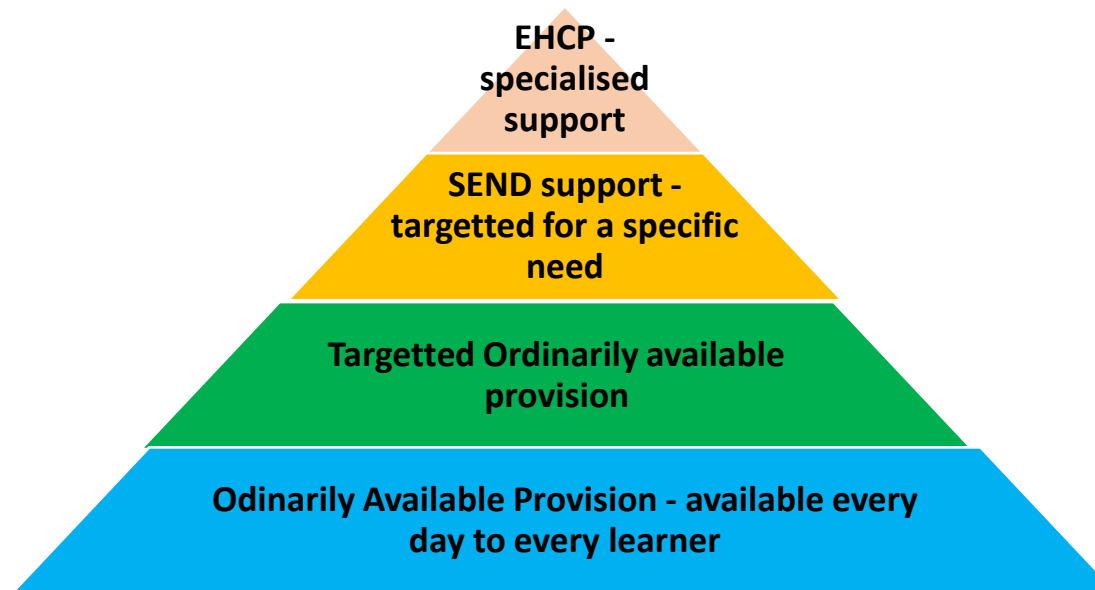




Marchwood C of E Infant School

Our graduated approach to Inclusion and SEND support



Ordinarily available provision

Ordinarily Available Provision describes the high-quality, inclusive teaching and learning approaches that are expected for all pupils, including those with SEND, before additional or specialist provision is considered. This aligns directly with our SEND Policy and Information Report (2025–26) and the SEND Code of Practice (2014).

At Marchwood CofE Infant School, OAP:

- Is the first response to meeting need.
- Is delivered through high-quality, adaptive teaching.
- Is embedded within everyday classroom practice and across all stages of The Marchwood Lesson.
- Reflects the principle that every teacher is a teacher of SEND.
- Incorporates our Christian values of Love, Courage and Hope
- Incorporates an understanding of British Values.

Ordinarily available provision includes:

- Clear, explicit teaching with learning broken into small, sequenced steps.
- Consistent routines, structure and expectations that support regulation, engagement and independence.
- Planned retrieval, repetition and overlearning to support long-term memory.
- Use of visual supports, concrete resources, modelling and multi-sensory approaches.
- Adapted tasks, resources and scaffolds that enable access while maintaining ambition.
- Flexible grouping and targeted adult support directed by the class teacher.
- Pre-teaching of vocabulary and concepts where appropriate.
- Support for emotional wellbeing through strong, trusting relationships.
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Teachers continually assess, plan, do and review as part of their daily practice. Where pupils continue to experience difficulty despite well-implemented OAP, further support is considered in line with the school's graduated response.

Ordinarily Available Provision

What it looks like in our classrooms	What it sounds like in our classrooms	What it feels like for children in our classrooms
• Staff meet and greet at the door every morning • Staff have relationships with children and know about their individual interests • Visual Timetables • Neutral colours • Working walls to aid cognition • Clear labelling • Safe adults always available • Sensory needs are considered and accommodated as far as possible • Quiet spaces available • Practical resources available and accessible • Special place for spirituality • Scaffolding and support • Sentence starters and sentence stems • Accessible space • Movement breaks built in for every child • Consistent and explicit boundaries	• Purposeful talk • Regular opportunities for oracy and oral rehearsal • Positive language scripts • Crafted questioning • Positive behaviour choices are recognised and reinforced • Modelling of correct speech • Simplified language • Clear and repeated expectations • Language extended to support developing expressive language • Children being encouraged to make choices and express preferences • Transitions are signalled • Emotions are verbalised to ensure social interactions are understood • Everyone is treated with kindness and respect	• Safe • A sense of belonging • Loved • Welcomed • It's ok to make mistakes as that is how we learn • There is appropriate challenge and support • Have a voice and are heard • Clear and consistent routines, boundaries and climate • Not overstimulating • High aspiration and expectations • Relational • Part of God's family

• Regulation resources • Language rich environment Learning • Information chunked into small steps • Adapted learning • All children accessing the curriculum in adapted ways • Clear and sequenced curriculum • Range of diverse resources • Dual coding • Modelling • Worked examples • Appropriate font and size used to support all learners • Ongoing responsive feedback • Metacognition demonstrated	• Aspects of British Values reinforced throughout the day • Christian values made explicit throughout the school day	
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Our Graduated Approach

Speech, Language and Communication needs

Ordinarily available provision
• Visual Timetables • Dual coding • Purposeful talk • Regular opportunities for oracy and oral rehearsal • Positive language scripts • Modelling of correct speech • Simplified language • Clear and repeated expectations • Language extended to support developing expressive language • Children being encouraged to make choices and express preferences • Emotions are verbalised to ensure social interactions are understood

Targeted Ordinarily Available Provision

- Tools such as communication boards, picture boards and communication books facilitate communication.
- Additional opportunities for overlearning and consolidation
- Emotions are verbalised to ensure social interactions are understood
- Curriculum matter can be personalised to some individual interests
- Show and tell me assessments that do not solely rely on the spoken word
- Checking understanding of instructions
- Use of child's name before instructions
- A quiet, distraction free area to undertake specific language and communication opportunities.

SEND support targeted for a specific need

- Staff Continued Professional Development (CPD).
- Speech and language targets delivered by LSA
- Liaison with external professional agencies, e.g. Speech and Language Therapists.
- Social skills board games
- Social stories and comic strip conversations
- Use of assistive technology
- Touch typing
- Screen shots of teachers plans and interactive whiteboard slides for LSA to adapt the lesson to specific individual needs
- SALT support and recommendations
- ELSA support
- Social stories to support transitions or change

Cognition and Learning

Ordinarily available provision

- Information chunked into small steps
- Adapted learning
- All children accessing the curriculum in adapted ways
- Clear and sequenced curriculum
- Range of diverse resources
- Dual coding
- Modelling
- Worked examples

- Appropriate font and size used to support all learners
- Ongoing responsive feedback
- Metacognition demonstrated
- Clear routines and structures
- Reduced language to support understanding
- Flexible seating
- Language rich environment

Targeted Ordinarily Available Provision

- Key resources with vocabulary
- Dual coding
- Clozed sentences
- Worked examples on tables
- Specialist IT programs to support learning
- Provide alternative recording methods
- Deliberate personalisation of curriculum

SEND support targeted for a specific need

- Planned multi-sensory teaching and learning opportunities
- Personalised plans to inform planning
- Some scaffolded individualised learning tasks
- Curriculum provides opportunities for repetition, over-learning and consolidation of skills at an appropriate level
- Use of assistive technology
- Implementation of specific strategies identified by other agencies involved

Social, Emotional Mental Health

Ordinarily available provision

- Staff meet and greet at the door every morning
- Staff have relationships with children and know about their individual interests
- Positive behaviour choices are recognised and reinforced
- Visual Timetables
- Neutral colours
- Accessible space
- Movement breaks built in for every child

- Consistent and explicit boundaries
- Regulation resources
- Children being encouraged to make choices and express preferences
- Transitions are signalled
- Emotions are verbalised to ensure social interactions are understood
- Everyone is treated with kindness and respect
- Aspects of British Values reinforced throughout the day
- Christian values made explicit throughout the school day
- Use of Colour Monsters, My Happy Mind and Heartsmart to understand the brain and our emotions.

Targeted Ordinarily Available Provision

- Social skills groups and access to Emotional Literacy Support Assistant (ELSA).
- Behaviour management plans.
- Personalised programmes of activities at lunchtimes
- Visual prompts to support clear expectations for behaviour (eg good listening, good sitting)
- Explicit opportunities for genuine praise and reward
- Use of visual prompts and reminders around routine and transition (now and next book, individual visual timetables)
- Clear understanding by staff of potential triggers
- Spaces identified where children can go to be quiet or calm.
- Referral to MHST

SEND support targeted for a specific need

- Positive behaviour strategies in place for less structured times of the day.
- Access to LEA Educational Psychologist
- Access to Child and Adolescent Mental Health Services
- Liaisons with School Nursing Team
- Sensory breaks / circuits
- Access to nurture room provision
- If applicable specific support from an LSA
- Intersperse preferred tasks with non-preferred
- Individualised visual timetables
- Use of Now and Next boards
- Individual behaviour plan and Personalised learning plan
- Possible risk assessment outlining key strategies and triggers
- Access to Play Therapy

Physical, medical and Sensory

Ordinarily available provision

- Staff meet and greet at the door every morning
- Staff have relationships with children and know about their individual interests
- Visual Timetables
- Neutral colours
- Accessible space
- Movement breaks built in for every child
- Children being encouraged to make choices and express preferences
- Adjustments in classroom for seating positions
- Adapted learning (eg larger font, overlays)
- Enhanced awareness of child at break / lunch times
- Risk assessment
- School lunches adapted to meet specific dietary needs
- Teaching matched to children's learning styles.
- Appropriate training for staff
- Clear access to child's peg, coat, toilets and other communal areas
- Uncluttered table tops to reduce distraction and enhance visibility
- Good contrast between foreground and background is considered

Targeted Ordinarily Available Provision

- Personalised programmes of activities at lunchtimes
- Explicit opportunities for genuine praise and reward
- Spaces identified where children can go to be quiet or calm.
- Appropriate training for staff
- Risk assessment completed and actioned
- Appropriate seating arrangements for accessing visual stimuli
- Monitoring and oversight for practical activities
- Extra support in new or unfamiliar settings

SEND support targeted for a specific need

- Liaisons with School Nursing Team
- Access to Occupational Health

- Specified therapeutic support programmes as recommended by the Occupational Therapist
- Sensory breaks / circuits
- Access to nurture room provision
- If applicable specific support from a LSA
- Use of Now and Next boards
- Personalised learning plan
- Monitoring and oversight for practical activities
- Possible risk assessment outlining key strategies and triggers
- Extra support in new or unfamiliar settings
- Individual Medical Healthcare plan.
- Equipment for special needs purchased when needed.
- Support with personal care
- Planned rest breaks