



FARCET C OF E PRIMARY SCHOOL

*Our Ordinarily Available Provision
2025-2026*



MISSION STATEMENT: We believe that **every** child should achieve their full potential in the image of God and we are committed to ensuring we develop the whole child; linked to the Church of England's vision July 2016 of 'life in all its fullness'. We offer a broad, inspiring and exciting curriculum and champion a love of learning. We are a school dedicated to ensuring inclusion for every pupil and are committed to enhancing our ordinarily available provision through research – informed practice.

The SEND Code of Practice 2015, links high-quality teaching with the ordinarily available provision:

SEND Code of Practice 6.15

‘...higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support.’

This document highlights a range of support, adaptations and ordinarily available provision that Farcet C of E Primary School offers children. Ordinarily available provision can be defined as:

‘the provision made for children whose special educational needs can be met from the resources generally available to the school or setting’



PEOPLE

WHAT	WHY	HOW	OUTCOME
The SEND Code of Practice highlights that importance of coproduction and states that we should include children and their families in all decisions	The best support for Children with SEND is based on a positive partnership between home and school.	- Parents and families are aware of how they can share information about their child. - Regular meetings are planned to review progress and to make decisions with the family. - Parents are aware of the needs of their children and the support in place. - Parents and carers are signposted to the local offer. - The school SEND information report is published on the school's website.	- Parents are confident in the provision which is available to their children. - Parents are well informed, and valued. - Parents know where the local offer is and how to use it.
School works in partnership with parents and children	To ensure everyone is aware of the child's needs, strengths and progress.	- Children value their progress and achievements and understand their own barriers to learning. - Children are involved in the graduated approach. They assess, plan, do and review their learning. - They complete a pupil passport to identify how they like to be supported and their likes/dislikes	- The graduated approach enables staff to understand what the expectations are. - The voice of the child is heard and understood. - Children and staff celebrate the pupils' successes



LEARNING ENVIRONMENT

WHAT	WHY	HOW	OUTCOME
The physical environment is adapted to meet the needs of learners. Practitioners are aware of sensory needs and issues that may impact on learners	Some children with SEND experience challenges in accessing the learning environment. Some children with SEND have sensory impairments such as hearing or visual impairments. Many autistic people also have sensory issues. This can affect one or more of the senses. They can have an impact on how children experience environments.	• The physical accessibility of the building and individual learning spaces is assessed. The accessibility plan is on the setting website and reasonable adjustments are made according to individual needs. • The furniture is the appropriate to size and height of the children. • Extra-curricular activities and educational visits are planned to fully include pupils with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. • Learners' sensory needs are known and inform seating arrangements and movement breaks. • Left and right-handed children can use equipment comfortably. • Children who wear glasses and/ or hearing aids wear them and are seated accordingly. • Use of pale background and accessible fonts.	• The accessibility plan is an enabling document. • Physical equipment is made available to ensure access. • Children who have SEND are able to join their peers on trips and visits, there is a culture of no one missing out. • Sensory needs are known and met.
Resources are allocated appropriately to	To ensure that all children have the	Resources are within easy reach of	



WHAT	WHY	HOW	OUTCOME
Resources are allocated appropriately to ensure additional needs are met.	To ensure that all children have the equipment and manipulatives needed to explore their learning	- Resources are within easy reach of learners to promote the reduction of dependence on adults. - Learners have easy access to sensory equipment that they require, for example, writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, and weighted blankets. - Resources are well labelled with pictures and text to support independence.	Children's reduced dependency on adults is positively encouraged as preparations for adulthood.



STAFF

WHAT	WHY	HOW	OUTCOME
Interventions are monitored and evidence based (EEF)	Not all interventions work for all children. Therefore, we need to use research and evidence to predict the strategies that may work best (EEF) Interventions often require adapting for individual needs based in evidence informed practice	- Concrete apparatus and adapted resources are available for those CYP who require it. - ICT is used to support alternatives to written recording and to promote independent learning. - TAs to record progress in interventions. Staff SEN folder ensures access to all	- The reduction of dependency on adults is always encouraged. - Interventions are evidence based and produce good outcomes for children. - Staff know what works and why.
All practitioners, including Teaching Assistants, make a positive contribution to learner progress.	Targeted adult support and high quality teaching is most likely to achieve positive progress	- Additional adults are deployed proactively in the classroom with identified learning objectives. Their impact on the learning is monitored carefully to ensure progress is supported. - Grouping, seating arrangements and additional support are used to promote reduced dependant learning as far as possible.	- Children are well supported by the adults around them. - There is an increase of ordinarily available strategies for support. - Staff know how and when to use strategies.



WHAT	WHY	HOW	OUTCOME
		- Strategies used in interventions are integrated into typical teaching so that they can sustain progress. Example, if a visual timetable approach has been helpful for an individual, this could be incorporated into whole class teaching and routines. - Leaders in settings consider the deployment of additional adults strategically. - All teaching and learning takes place in the context of accessible and scaffolded classroom approaches	
There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners	All staff are kept up to date with developments.	- Staff monitor outcomes for children and identify key areas of need. There is a planned programme of ongoing CPD in relation based on need. - Best practice is shared within the setting and with other settings through, for example, SENCO Network meetings	Staff are well trained to effectively meet need and resources are deployed to support maximum impact.
Staff collaborate and have effective links with other relevant outside agencies and specialists.	Schools have a vast range of expertise and skills that can be shared across settings. However, where staff have continued concerns, leaders liaise with outside agencies and specialists for	The school is aware of and regularly communicates with any other professionals who are involved with each learner.	- Help for staff is available in school and at trust level. - Professionals are fully involved. - Parents are included in decisions about which professionals are involved.



WHAT	WHY	HOW	OUTCOME
Staff collaborate and have effective links with other relevant outside agencies and specialists.	Schools have a vast range of expertise and skills that can be shared across settings. However, where staff have continued concerns, leaders liaise with outside agencies and specialists for further ideas, support and training.	• The school is aware of and regularly communicates with any other professionals who are involved with each learner. • Advice received used to inform teaching and learning and can be seen in APDRs.	• Help for staff is available in school and at trust level. • Professionals are fully involved. • Parents are included in decisions about which professionals are involved.



TRANSITION

WHAT	WHY	HOW	OUTCOME
Support is in place for routine and life transitions.	Change can be difficult, and support may be needed to transfer to another setting, learning space or between lessons. Settings need to be fully informed of children's needs so that they can plan accordingly.	• Staff are aware of those who will need additional support for transition. These could include those who: have insecure attachment including LAC, CIN, CP and forces pupils; have social communication difficulty including ASC, suffered trauma, loss and are anxious • Plans are also made for unstructured times: there are structured alternatives such as use of lunch time club • Safe space available within the class or an identified area of the setting • Visual timetables are used. • Where appropriate, timers are used to show pupils how long they have left to work and how long until a finish time. • SENCO liaises with secondary school and invites SENCO to year 6 annual reviews which take place in the Autumn term. • In the summer term SENCO and Reception teacher visits nursery settings to gain a better understanding of upcoming children's needs and plans accordingly.	• Transitions are thoughtfully planned and effectively support children.



LEARNING AND ACHIEVEMENT FOR ALL

WHAT	WHY	HOW	OUTCOME
Practitioners are aware of the additional needs of their learners, how these impact and how to respond to them. Planning incorporates specialist advice. Teachers scaffold to provide suitable learning challenges and cater for different learning needs.	Education is best provided by trained teachers within the classroom.	- Children are given time to process information before being asked to respond. - Tasks are broken down into small steps to build learning - Feedback is clearly identified as being key to learning. - The order of activities consolidates and builds upon previous learning - Modelling is used to aid understanding. - Visual/audio demonstrations and visual cues/audio commentary are used. - Key vocabulary is pre-taught and displayed - Alternatives to written recording are used.. - Interactive whiteboard are used effectively to promote engagement and scaffold the lesson. - IT is used to support learning where appropriate. E.g. change of text size and font, coloured backgrounds. - Principles of dual coding are applied to reduce cognitive load and support encoding	- The learning environment helps children learn. - Children are engaged and enjoying learning and do not feel singled out.



LEARNING AND ACHIEVEMENT FOR ALL

WHAT	WHY	HOW	OUTCOME
Teachers ensure that collaborative learning and peer support is a regular part of lessons	To ensure that children do not become overly dependent on adult support. To ensure that independence skills of the children are maximised	- Teaching strategies are used to actively promote independent learning, for example, through pre-teaching, overlearning, appropriately differentiated resources. - Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role- models, mixed-ability groups, structured opportunities for conversation and sharing of ideas. - Use of additional adults is planned to maximise their impact on learning. - Additional adults are used to support independence rather than create dependence. - Independence should be encouraged by scaffolding the task and use of word mats , key vocab supported by pictures, task planners etc.	- The right adults offer the right amount of support. - Dependence on adults is reduced. - Removes extraneous element of task not linked to learning



SEMH: WHAT WE OFFER	SPEECH AND LANGUAGE: WHAT WE OFFER
• Adult support at lunchtime through a support lunch-time club • Assemblies on social, emotional and mental health topics e.g., bullying, worrying, exam stress, and bereavement. • A programme of sessions with our in-house Family Link Worker • SHINE approach promoted throughout school • A calm space in class and scheduled access to The Reef Room • Clear goals, expectations and timescales are shared with the class and adjusted for individuals as needed • Ear defenders, wedges and writing slopes are available to children if recommended by Educational Psychologist or STJ • Regular routines are in place and teaching staff prepare all children where possible for any changes to these routines • Seating plans reflect the children's needs and offer the most appropriate support	• Learning is broken down into small, sequential steps to ensure most efficient encoding • Teaching language is reduced and succinct to ensure clarity of communication • Tasks are scaffolded to appropriate levels to ensure challenge and success including the use of task planners • Use of additional adults is planned to maximise their impact on learning to promote the growth of independence where possible • Use word webs, concept and topic webs and word families to illustrate new or key vocabulary. • In early years, staff plan open-ended activities based on their observations of the children's interests, and skills. • Staff use age or developmentally-appropriate methods of communication. • Appropriate visual resources, communication aids, signs and gestures are used to reinforce spoken language. • Children are given time to process information before being invited to respond • There are language and vocabulary learning opportunities built into lessons, which are reinforced and revisited.