



Ordinarily Available Provision

The purpose of this document is to describe the provision which Castle School, as a specialist setting, can provide or make available to all pupils within the school. The intention is to remove barriers to learning by putting effective provision in place and review and refine this through internal monitoring and statutory processes.

What is ordinarily available provision?

The term 'ordinarily available provision' refers to the range of activities, strategies and experiences that can be offered to all pupils in line with the SEND Code of Practice.

Some pupils require a more targeted approach, and a few require specialist support.

Expectations

The provision received by a pupil should be underpinned by the SEND Code of Practice (2014) and have regard to the Equality Act (2010), SEND policy and be regularly reviewed throughout the pupils' time at Castle School.

We believe that every day is a new day and a fresh start!

Great today. Better tomorrow!

We are committed to the phrase 'We Never Give Up'. We believe that in all our work students, staff and families deserve every opportunity to succeed.



Explanation of the levels of provision and purpose

Wave 1: Universal Provision	Wave 2: Targeted Provision	Wave 3: Specialist Provision
<p>Reduces barriers to learning through Castles internal support which every student has daily access to. This includes relational practice and inclusiveness throughout every aspect of school life.</p> <p>Providing a coordinated curriculum which meets the needs of learners paired with SEMH support and relevant approaches is the highest priority. High quality key workers who understand the contextual information around every child and adapt as appropriate.</p> <p>Clear understanding around the EHCP of every student is integral to all decisions linked to need. Constantly working towards the development of independence skills for life beyond Castle School.</p>	<p>Castle School will have identified in wave 1 students who require more targeted support. Needs will be met via deeper interventions which will support access to learning through a variety of factors linked the four areas of SEND need.</p> <p>Bespoke interventions and strategies to support all areas of SEND need as identified through EHCP, developmental progress, sensory or SEMH needs.</p> <p>Monitoring and tracking of progress at this stage is essential to register the impact of the provisions in place</p>	<p>Within wave three there is a bespoke offer to meet the needs of the student and address the comorbidity factors which are barriers to learning. Strategies will include external agencies with health and therapeutic support where appropriate.</p> <p>Emphasis is to address immediate barriers to education and to provide strategies and access to support.</p> <p>Working on quickly developing the individual's strategies to regulate and engage with professionals and education with highly specialised support.</p>

Castle School's Ordinarily Available Provision: A list of provision linked to the four areas of SEND

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> ❖ Small class sizes of up to 10 ❖ Clear and simple instructions, breaking down longer instructions into one step at a time ❖ Clear unambiguous language ❖ Check for understanding by asking the student to repeat/explain to a response partner or adult ❖ Adult modelling ❖ Provide writing frames/ models ❖ Use of visual timetables ❖ Ask adult supporting student to jot down key points/instructions ❖ Visual cues and prompts, key vocabulary displayed/available. ❖ Repetition, overlearning and reinforcement of skills ❖ Adaptation in the curriculum ❖ Alternate methods of recording work e.g. mind mapping, video or audio recording, posters, dictation to adult, use of ICT ❖ Use of coloured backgrounds (try to avoid white as much as possible) on IWB, photocopying ❖ Coloured overlays 	<ul style="list-style-type: none"> ❖ Individual work stations ❖ English and Maths small group interventions ❖ Adapted curriculum delivered in group settings ❖ Social communication intervention ❖ Use of code words ❖ Use of a laptop ❖ Small group phonics sessions ❖ Pre-teach vocabulary ❖ Personalised checklists ❖ Now/Next ❖ Personalised learning space/privacy board ❖ Alternative provision (junction 16) small group 	<ul style="list-style-type: none"> ❖ Alternative timetable ❖ Bespoke personalized learning plan ❖ Alternative provision ❖ 1:1 support for learning ❖ 1:1 independence coaching ❖ 1:1 phonics ❖ 1:1 support for targeted functional skills ❖ Reverse chaining self-care ❖ Read it, Write it ❖ Word Wasp ❖ Voice recording device ❖ Precision teaching ❖ Personalised Phonics programme ❖ E-books ❖ Reader pens ❖ Alternative provision (junction 16) 1:1

<ul style="list-style-type: none"> ❖ Avoid black pen on whiteboard, use blue or green instead ❖ Multi-sensory approach to learning ❖ Seat student at front of class near to whiteboard ❖ Provide individual copy of resources ❖ Provide individual whiteboard to make notes and reduce copying from board ❖ Provide titles, learning objectives etc. to avoid excessive writing ❖ Class checklists ❖ Personalised instruction (name first, then instruction) ❖ Resources easily accessible ❖ Colour coded/ visual timetable ❖ Timers ❖ Small steps ❖ Short focused activities ❖ Additional thinking time ❖ Key words/ spellings accessible ❖ Concrete, pictorial, abstract ❖ Careers, advice, information and guidance ❖ In class interventions ❖ Alternative provision (junction 16) whole class 		
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Communication and Interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> ❖ Student's name and eye contact established before giving instructions ❖ Use clear unambiguous language ❖ Preparation (pre-warning) for change of activity or lesson ❖ Visual prompts and cues (including visual timetable) ❖ Prompt cards for group roles and conversation skills ❖ Clear and simple explanations, one step at a time ❖ Reduce instructions into smaller easier to understand steps ❖ Extra time to process what has been said ❖ Check understanding by asking them to repeat ❖ Talk partner opportunities ❖ Pre-teaching of subject vocabulary ❖ Application of specific speech targets during the day ❖ Model correct pronunciation by repeating correctly ❖ SALT support as whole class ❖ Space boundaries marked on tables ❖ Emotion Coaching approach ❖ Simple instruction 	<ul style="list-style-type: none"> ❖ Now/Next approach to break lessons into smaller chunks ❖ Social communication intervention ❖ Emotion coaching ❖ Use of alternative communication tools and symbols ❖ SALT support half termly ❖ Widget symbol 	<ul style="list-style-type: none"> ❖ Individualised weekly SALT programme ❖ Executive functioning programme ❖ Social stories ❖ Specialist social communication ❖ Free time social interactions support ❖ Lego Therapy ❖ Drawing and Talking ❖ Makaton/ BSL ❖

Social, Emotional and Mental Health

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> ❖ Clear whole school behaviour policy followed ❖ Consistent use of rewards and sanctions ❖ A range of opportunities for social and emotional development ❖ Social seating and proximity to teacher ❖ Positive praise ❖ Time out systems within the classroom and beyond ❖ Structured routines and clear guidelines ❖ Calming/Self-regulation strategies e.g. manipulatives ❖ Movement breaks ❖ Use of calming or fiddle toys ❖ Own designated seating space ❖ Use of visual timer to provide visual cues and limit on activities ❖ Individual reward systems ❖ General use emotional regulation check ins ❖ Use of scripts to acknowledge and support emotions ❖ Zones of regulation ❖ Emotion Coaching ❖ Breathing exercises ❖ Wellbeing recovery action plan 	<ul style="list-style-type: none"> ❖ Regular, short sensory breaks ❖ Visual timetable ❖ Social Stories ❖ Access to time out area or distraction free environment when required ❖ Personal visual timetable with key supportive language ❖ Daily Check ins ❖ Flexible timetable ❖ Personal reward system ❖ Personalised transitions ❖ Attend framework - EBSNA ❖ Compass Changing Lives (mid to moderate mental health difficulties) ❖ Alternative provision (Junction 16) small groups 	<ul style="list-style-type: none"> ❖ Personalised Social Stories to support the child with how to respond in different situations ❖ Now/Next approach to break lessons into smaller chunks ❖ Now/Next approach to model task and then reward ❖ Designated work space with screen to prevent distraction ❖ ELSA ❖ Catharsis ❖ Daisy the Dog ❖ Drawing and Talking ❖ Session check ins ❖ Part time timetable ❖ Supported transitions ❖ Referral to CAMHS ❖ Alternative provisions (Junction 16) 1:1

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| <ul style="list-style-type: none">❖ Regulation toolkit❖ Alternative provision (junction 16) whole class | | |
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Sensory and/or Physical

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> ❖ Reduce background noise to improve acoustic environment and seat pupil away from background noise ❖ Consider seating according to needs and position near teacher ❖ Uncluttered and well organised learning environment and materials ❖ Good/ adapted lighting ❖ High colour contrast materials, including on whiteboard ❖ Good quality print and photocopying ❖ Pre-prepared work with date/LO etc. ❖ Electronic copies of work ❖ Individual copies of resources, printing, materials etc. ❖ Pencil grips ❖ Chunky pencils ❖ Specialist writing pens ❖ Use of alternative methods of recording e.g. adult as scribe, use of IT, mind maps etc. ❖ Quiet/ physical zones in the classroom ❖ Adapted scissors ❖ Clear and tidy classroom ❖ Sensory/ active area in classroom ❖ Quiet zone in classroom 	<ul style="list-style-type: none"> ❖ Use of individual laptop ❖ Scribe ❖ Fine/gross motor skills interventions ❖ Use of dictation for written activities ❖ Ear defenders ❖ Mouthing toys/soothers/chew toys ❖ Sensory circuits ❖ Heavy lifting ❖ Quiet zones out of class ❖ Writing slope ❖ Wobble cushion ❖ Chair wedge ❖ Weighted blankets ❖ Use of sensory room 	<ul style="list-style-type: none"> ❖ Use of Makaton or British Sign Language ❖ Use of Braille ❖ Use of Radio Aid (FM) system, hearing aids etc. ❖ Individual programmes e.g. Physiotherapy, occupational therapy ❖ Specialist seating ❖ Specialist classroom equipment e.g. chairs, tables ❖ Modified resources e.g. enlarged print

