



Ordinarily Available Provision (OAP) at Knights Enham Schools



At Knights Enham Schools we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

This document outlines how Knights Enham Schools implement Hampshire's Ordinarily Available Provision (OAP) and SEND Support Guidance to ensure all children in our schools access a high-quality, inclusive education.

At our schools, inclusion means every child experiences a sense of belonging, achieves success and is supported to participate fully in learning and school life.

We believe:

- every teacher is a teacher of SEND
- high quality teaching is the first response to need
- what benefits pupils with SEND benefits all learners
- learner and parent voice are central to decision-making
- adaptation should be proactive rather than reactive
- independence is an essential outcome

Communication and Interaction (C&I) OAP	Social, Emotional and Mental Health (SEMH) OAP
visual timetables: - consistent across classrooms, created using Widgit symbols, displayed near the front of the classroom / teaching space, talked through at the start of each day and referred to throughout the day by the leading adult - now and next language / boards, where appropriate, to support individuals and groups of children use of Makaton: - adults use some Makaton signing alongside the spoken word, to support both understanding and communication labelled resources: - clear and accessible to all children in the classroom, created using photographs or Widgit symbols in EYFS and KS1 (and where appropriate in KS2), using a 'Sassoon Infant' font across both schools clear, literal language: - consistent phrases with consistent language support across both schools - avoid use of idioms and sarcasm or figures of speech - clearly communicate instructions, supported by the use of visuals or gestures - time given for processing and then repetition of key information key vocabulary / word banks: - enables children to write independently, learn correct spellings, and discover new words to use in different subjects - clear photographs or Widgit symbols alongside the written word are displayed in the classroom and referred to before and during lessons and available for all in subsequent lessons "Thinking Time": - time given for processing of information before a response is required, allowing children to organise their thoughts and respond pre-teaching and revisiting of vocabulary: - supports children to recall key / focus words and offers further opportunities to address misconceptions, through the use of visuals and multi-sensory approaches clean, clear classrooms and learning environments: - reduces distractions from focused learning; tables are clear, displays are limited to display boards, resources are organised and accessible clear models and reflections of speech: - ensures children hear and learn correct phrasing or sounds and provide children with additional opportunities to use correct speech phrasing or sounds social stories (created using Widgit): - support children in times of anticipated change and routines - enables clear positive communication of behaviours and expectations in school	sense of belonging: - feeling safe, valued, accepted, and included by teachers and peers and no child is left out - diversity is accepted and celebrated by all - building trusting supportive relationships between staff and children Zones of Regulation: - emotions check in cards on desks, where appropriate - opportunities to discuss/identify emotions, supports children to identify tools which help them to regulate and communicate their emotions to others positive relationships: - staff working closely with all children, developing their understanding of individual children's needs, strengths and interests, building strong relationships with parents / carers - all adults in our schools provide 'Time to Talk' for all children in times of need Trauma-Informed PACE Approach: - skilled adults have an understanding of trauma and ACEs and respond appropriately by: building positive, trusting relationships, helping children to feel safe and planning carefully to reduce risk of re-traumatisation. clear routines and expectations: - consistent across the school to support pupil's understanding (such as: lining up in alphabetical order, walking in single file to and from different points in the school, discussing the visual timetable during the first session of the day) pastoral support sessions: - regular support sessions available to all children in times of the need, including: Lego Therapy, social skills groups, nurture groups, TALA, ELSA, outdoor discovery-based learning groups, bereavement groups regulation spaces: - spaces available to children in times of need to ensure they have the quiet, safe space to regulate and talk school animals: - two dogs, chickens and ducks

Cognition and Learning (C&L) OAP	Physical and / or Sensory (P/S) OAP
memory aids: - supports fluent recall of expectations and key information; e.g., letter and number formation cards, phonics mats, spelling lists, dual coding vocabulary words Dyslexia-supportive approaches: - pastel-light, colour backgrounds and Dyslexia-friendly fonts - information broken down and communicated in manageable chunks - visual instructions and models will be given where appropriate to support understanding - information in front of children, on tables, not on board - mnemonics and memory hooks are used to support memory / recall small group work and support: - allows children to revisit and learn new skills with the support of an adult (class teacher and LSA) in a smaller group context adapted learning: - accessible to individual learners, matching the emerging needs of children and takes into account individual's starting points to enable them to work towards the main learning objectives - use of sentence stems / starters to support and help create some predictability in getting started - opportunities for rehearsal of learning, to support memory, retention, improve fluency and confidence of knowledge and concepts in lessons and anticipates potential problems and reduce anxiety tasks with purpose: - motivate and engage children and provide them with irresistible learning opportunities to support positive engagement with the curriculum - purpose of the tasks are clearly communicated with children at a level which best matches their age and stage of development. concrete and pictorial resources: - supports children to manipulate numbers, words and other content in a practical way I do, We do, You do approach: - enables children to be part of an 'in the moment' example of the process which can then be replicate metacognition approaches: - helps children "learn to learn", support them to reflect on their own learning and strategies which work well for them, develop a growth mindset for learning, are modelled by the teacher additional time: - allows pupils who work at a slower pace to achieve high quality outcomes by providing them with additional time to complete work	flexible seating: - enables children to meet sensory seeking behaviours and attend to class inputs - use of wobble cushions, TheraBands, alternative seats etc. and is agreed with the SENDCo and OT / Physio teams. sensory circuits: - supports children regulate their sensory systems, achieve an optimal level of alertness, and prepare the brain for learning - daily morning sessions in both schools fidget tools: - support children to focus on learning by allowing them to meet sensory seeking behaviours. Fidget tools are agreed and provided by the SENDCo. sensory support tools: - supports children to regulate and access learning with greater independence and a sense of calm, such as ear defenders, 'chewlery' items and resistance bands) sensory and movement breaks: - use of school's sensory rooms: catching, bouncing, etc. This supports their regulation so that they can re-engage with focussed - classes have their own sensory supports in place to meet the needs of their class - allows children to receive sensory feedback through a variety of movement; running, jumping, throwing, etc. reduced visual stress: - use of pale-coloured backgrounds on interactive white boards at all times - all display boards have the same light brown paper and borders - displays on boards only and limited distraction around interactive board individual work spaces: - removal of distractions and allow children to focus on a learning task for a fixed period of time - supporting visuals, bespoke resources and individual learning tasks

