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CONTENTS

INTRODUCTION:

Page 1 What is ordinarily available provision?

Page 2 The Hertfordshire context

Page 4 Principles and statutory requirements

SECTION 1:

Page 6 Providing high quality provision

Page 8 Improving outcomes

Page 10 Communicating with parent/carers and children and young people

Page 11 Managing resources

Page 12 Collaborating with others

SECTION 2:

Page 14 Cognition and learning

Page 16 Communication and interaction

Page 18 Social, emotional, and mental health

Page 20 Sensory and/or physical

INTRODUCTION

What is ordinarily available provision?

The SEND code of practice: 0 to 25 years states that every local authority must set out what it expects to be available in its area for children and young people who have special educational needs and disabilities (SEND) including information about approaches to teaching, adaptations to the curriculum and the learning environment.

'Ordinarily available provision' is a phrase, first used in 2023 in the Department for Education's (DfE) SEND and Alternative Provision Improvement Plan, to describe the provision that a local authority expects to be made available for children and young people with SEND in early years settings, mainstream schools, and colleges (referred to in this guidance as 'providers') from within their own resources. To find out more about Hertfordshire's approach to funding in mainstream schools, click **here**.

Hertfordshire's ordinarily available provision guidance has been developed to support providers to reflect on and strengthen their provision for all children and young people, including those with SEND.

The guidance gives examples of adaptations and reasonable adjustments that are part and parcel of everyday high-quality inclusive provision.

The Education Endowment Foundation states that, 'to a great extent, good teaching for children and young people with SEND is good teaching for all.'

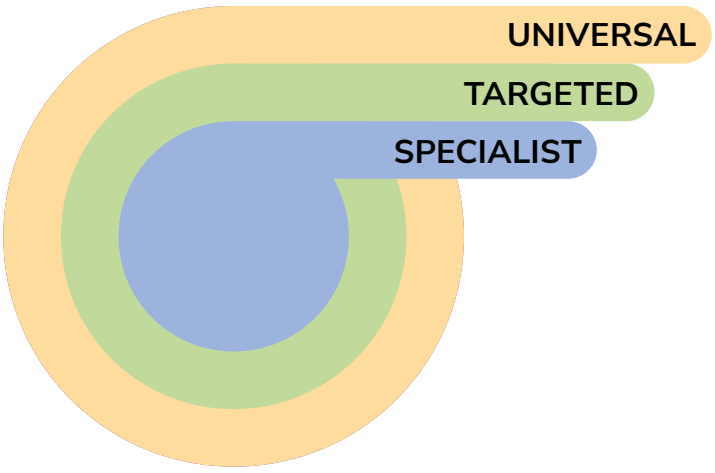
The Initial Teacher Training and Early Career Framework sets out what all new teachers need to know and be able to do as they begin their careers including how to adapt teaching. **The Teachers' Standards** apply to the vast majority of teachers, whatever their career stage. Within Part One, it makes clear that teachers must adapt teaching to respond to the strengths and needs of all children and young

people. Within this standard, it outlines the expectation that teachers must have a clear understanding of a child or young person's needs, and be able to use and evaluate distinctive teaching approaches to engage and support them.

Much of the ordinarily available provision described in this guidance will already be an integral part of a provider's provision for all children and young people, including those with SEND. However, some providers may need to develop their current provision and practice if they are to meet these expectations.

The Hertfordshire context

In Hertfordshire we have levels of support for children and young people in education, according to their needs. The levels start with universal, ordinarily available provision and move through a range of other targeted and specialist provisions. We call this the 'graduated offer' - an approach which is all about making sure that children and young people, including those with SEND get the right support at the right time. Mainstream providers can support most children and young people.



Every child or young person is an individual with a unique profile as a learner - their strengths should be celebrated and the things they need more help with or find difficult should be well understood. We recognise that children and young people learn at different rates and are likely to require different types of support to succeed. This support will vary depending on their needs, development, and key stage.

All providers should apply the key principles of **The SEND code of practice: 0 to 25 years** throughout a child or young person's journey. These include:

- taking into account the views of children, young people and their parent/carers
- enabling children, young people and their parent/carers to participate in decision-making
- identifying the needs of children and young people
- ensuring all children and young people have access to high quality teaching
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to achieve the best possible educational and other outcomes in preparation for adulthood
- collaborating with partners in education, health and social care to provide support.

Hertfordshire's Outcome Bees framework aims to ensure a shared vision for all children and young people and their parent/carers.

We would like to thank the headteachers, special educational needs coordinators (SENCOs), members of Hertfordshire Parent Carers Forum (HPCI), and other professionals who have contributed to the development of this guidance.

Principles and statutory requirements

The SEND code of practice: 0 to 25 years states that providers must do their very best to make sure that children and young people with SEND get the support they require - this means doing everything they can to meet children and young people's needs. Providers must have regard to the Code and in their arrangements for children and young people with SEND must be able to demonstrate that they are fulfilling their statutory duties.

Providers have a range of responsibilities under the **Equality Act 2010** for children and young people with disabilities. These include taking a planned approach to increasing accessibility so that, over time, disabled children and young people are more included. Providers must make reasonable adjustments, including the provision of auxiliary aids and services, to prevent children and young people with disabilities being put at a substantial disadvantage. These statutory duties are anticipatory – providers need to think ahead about what disabled children and young people might need and if they should be treated more favourably than their non-disabled peers.

In addition, the Children and Families Act 2014 places a duty on providers to make arrangements for supporting children and young people with a **medical condition**.

Schools have additional duties to publish information on their website, including an SEN information report and an accessibility plan.

- The SEN information report gives details about a school's provision and support for children and young people with SEND and must be updated at least once a year.
- An accessibility plan covers a three-year period and should show how the school plans to make improvements to the physical environment, in the provision of written information and how they intend to increase access to the curriculum for disabled children and young people.

Helpful guidance and practical tools and resources to support providers in meeting their duties is available in **Hertfordshire's SEND Toolkit**.

SECTION 1

This section describes the provision that should be provided for all children and young people – universal, ordinarily available provision.

Page 6 **Providing high quality provision**

Page 8 **Improving outcomes**

Page 10 **Communicating with parent/carers and children and young people**

Page 11 **Managing resources**

Page 12 **Collaborating with others**

This guidance has been developed to offer clear and consistent support around the universal, ordinarily available provision across Hertfordshire. By working together to ensure a shared approach in mainstream settings, we can help more children and young people to have their needs met within their local communities.

The strategies, approaches to teaching, and adaptations to the learning environment included in this section will enable providers to create a positive, supportive and inclusive environment that promotes high expectations and aspiration for all children and young people, including those with SEND.

The guidance has not been designed to be used as a checklist.

Providing high quality provision

Adapting the environment to meet the needs of all children and young people. This could include:

- considering how to improve access to the physical environment to make it fully inclusive
- planning to improve access to the curriculum, and to written information
- considering cognitive overload when selecting tasks and material
- designing displays that are visually accessible and less cluttered to reduce sensory overload
- using a pale background, accessible font styles or live subtitles on the whiteboard when appropriate
- being aware of **sensory factors** such as light, temperature, sounds, touch and smell and mitigating when appropriate
- taking account of children and young people's individual needs when planning seating arrangements.

Understanding the nature and impact of children and young people's needs and responding to them. This could include:

- incorporating identified strategies that provide an appropriate learning experience for all children and young people into planning
- implementing strategies in response to individual learning needs and barriers
- considering if a strategy is working and, if not, how it could be changed
- giving children and young people time to process information before being asked to respond
- varying the pace and order of activities or utilising their interests to maintain engagement and attention
- carefully planning the use of skilled **additional adults** where they are available to maximise impact on learning, and ensure that independence is promoted.

Using evidence-based approaches to adapt teaching to meet the needs of all children and young people, and promote independence. This could include:

- engaging children and young people in **high quality interactions**
- supporting children and young people **to think about their own learning**, develop a range of strategies to plan, monitor and evaluate and have the skills to pick the most suitable strategy
- teaching appropriate self-help skills, skills to manage routines and study skills
- providing opportunities to practice and develop independence
- using visuals tools to help organise knowledge, concepts, and ideas
- using explicit instruction approaches
- providing a **visual scaffold** to support children and young people to independently complete a task and reviewing the need for them over time
- explicitly teaching the **meaning of unfamiliar words**, pre-teaching or using objects of reference if appropriate and displaying key vocabulary with visuals
- providing a **written scaffold** such as a sentence frame, recording frame or word bank and continually reviewing the need for them over time
- using **technology** where appropriate to effectively scaffold learning, promote engagement, and provide opportunities for practice
- making technology tools available to assist access to text, writing and translations and teaching children and young people how to use them.

Providing opportunities for collaborative learning and peer support. This could include:

- allocating children and young people **flexibly to groups** formed for a specific purpose and disbanding when that purpose has been met
- routinely providing opportunities for working in mixed-attaining groups and for conversations and collaboration with others
- carefully designing tasks and activities so that children and young people can work efficiently and effectively together
- considering how extra-curricular activities and educational visits are planned to include all children and young people
- having arrangements in place for unstructured times of the day such as alternative activities, or use of a calm and quiet space.

Improving outcomes

Using a graduated approach in the form of a four-part cycle of assess, plan, do and review to develop a growing understanding of children and young people's needs and evidence progress towards outcomes. This could include:

- knowing children and young people's starting points and planning from them; identifying gaps in learning, and capturing small steps of progress
- developing a growing understanding of children and young people's strengths and barriers to participation and learning
- monitoring children and young people's progress and development to ensure provision is having an impact
- working closely with parent/carers as well as children and young people themselves.

Ensuring regular and purposeful assessment is a feature of teaching and learning and staff are accountable for the progress and development of every child or young person in their class. This could include:

- using a wide range of assessment strategies and tools to ensure a thorough understanding of children and young people's strengths and needs
- using formative assessment and feedback to evaluate the impact of provision and exploring alternative approaches where they may result in better outcomes
- following relevant access arrangement guidance, including from the **Standards and Testing Agency** and **Joint Council for Qualifications Agency** and making reasonable adjustments based on children and young people's usual way of working.

Promoting active engagement, positive relationships and wellbeing for all children and young people. This could include:

- promoting a calm and purposeful climate for learning where children and young people feel welcomed and that they belong
- building relationships with children and young people which enable them to feel safe and secure and their contributions valued

- providing children and young people with movement breaks and agreed calm and quiet spaces when appropriate
- establishing consistent and predictable routines
- utilising the PSHE/RSHE and wider personal development curriculum to develop wellbeing and resilience
- raising peer awareness and sensitivity towards difference at a whole setting level. Promoting the acceptance of the uniqueness of others. Working with classes and groups regarding specific needs or conditions as appropriate.

Ensuring all children and young people feel safe and know that their opinions and concerns are valued by all staff they approach. This could include:

- knowing that some children and young people can face additional **safeguarding** challenges and ensuring appropriate support is in place
- providing key people or a support network as a stable point of reference when required
- listening to the views of all children and young people, including those with SEND.

Communicating with parent/carers and children and young people

Working in partnership with children and young people and their parent/carers leading to trusting, respectful relationships and confidence. This could include:

- providing a welcoming and accessible space for parent/carers to meet with staff to enable strong partnership working
- supporting parent/carers to reflect on their child's needs and celebrate their achievements using person-centred tools
- listening to and learning from parent/carers about their child's strengths and needs
- jointly agreeing with parent/carers the provision that is in place to support their child and making sure they are informed if their child is identified with SEND
- routinely listening to the views of children and young people
- organising formal and informal activities to seek views in relation to SEN provision.

Enabling children and young people and their parent/carers to participate as fully as possible in decision-making. This could include:

- helping parent/carers to understand barriers to learning and participation and the strategies that can support their child
- providing opportunities for relevant staff to meet with parent/carers, allowing sufficient time to explore their views, agree outcomes and actions, and review progress
- keeping a record of the agreed outcomes, actions and support and sharing this with parent/carers, children and young people and relevant staff
- providing parent/carers with the necessary information to fully participate in decisions such as signposting them to information in **Hertfordshire's Local Offer** and the support and early intervention available from services as described in the '**support on a page**' directories.

Managing resources

Making specific resources to remove barriers to learning and participation available. This could include:

- ensuring equipment and adapted resources are readily available for children and young people who require them such as writing slopes, pencil grips, stretch bands, concentration aids, and noise reducing/cancelling devices
- using **technology** as a useful tool to support teaching
- deploying the school's delegated budget and other resources effectively.

Making arrangements for staff to take part in regular professional development activities to secure expertise in how to adapt teaching and learning to meet children and young people's needs. This could include:

- using a self-evaluation tool such as the SEND Benchmark and Planning tool to celebrate strengths and identify next steps in provision
- completing provision mapping and management activities such as the **Valuing SEND** setting readiness tool to identify particular patterns of need and potential areas of development for teachers and support staff
- developing the effectiveness of teaching and learning through a carefully planned professional development programme
- sharing best practice within the provider and beyond.

Ensuring all staff promote high expectations and make a positive contribution to children and young people's outcomes. This could include:

- deploying any **additional adults** effectively and ensuring they are having a positive impact on children and young people's outcomes
- choosing interventions carefully and integrating the strategies taught into day-to-day teaching so that children and young people can sustain progress within the classroom
- ensuring a named member of the **governing body** or a sub-commitee has specific oversight of the school's arrangements for SEND.

Collaborating with others

Establishing effective working relationships with other professionals. This could include:

- knowing who, when and how to refer for additional support or advice from within the DSPL area, local authority support services, health, social care and voluntary sector organisations using information available on **Hertfordshire's Local Offer**, **The Grid** and **SEND Toolkit**
- keeping in touch and communicating regularly with other professionals involved with each child or young person
- considering how advice received from other professionals can inform teaching and learning.

Putting procedures in place to help children and young people transition successfully within the school day, between year groups, phases and providers and in preparation for adulthood. This could include:

- actively seeking and sharing information about children and young people with the receiving or previous provider using tools such as the **supporting smooth transitions toolkit**
- making this information available to colleagues, the child or young person where appropriate and their parent/carer
- providing support where necessary.

SECTION 2

While high quality inclusive teaching including the approaches, strategies, and adaptations to the learning environment described in section one will meet the needs of most children and young people, some, including those with SEND, may require a more deliberate and targeted approach.

This section is divided into the four broad areas of need as set out in the **SEND code of practice: 0-25 years**. Many children and young people may have needs across more than one area of need, and providers should take this into account when using this guidance and putting provision in place.

Page 14 **Cognition and learning**

Page 16 **Communication and interaction**

Page 18 **Social, emotional, and mental health**

Page 20 **Sensory and/or physical**

The strategies, approaches to teaching, and adaptations to the learning environment described in this section should be provided in addition to those described in section one, and from within a provider's own resources.

For children and young people who may be identified with SEND, these should be set out in a written plan that is agreed with the child or young person and their parent/carers and reviewed at least three times a year.

Providers may find it helpful to refer to the principles and statutory requirements described on **page 4** to ensure they are continuing to meet their statutory duties.

The guidance has not been designed to be used as a checklist.

Cognition and learning

Children and young people with cognition and learning needs can have difficulty with one, some, or all of these aspects of learning:

- processing information
- using language
- literacy and maths
- co-ordinating their movements
- focusing on a task

If you want to find out more about this area of need, you may find some of the online CPD units from **Whole School SEND** a helpful introduction.

Providing high quality provision for children and young people with cognition and learning needs could include:

Adapting the environment through:

- providing personalised **visual timetables** to structure transitions and reduce any anxiety caused by busy or unpredictable environments
- adding **visual support** to the printed word to support access and understanding of texts across the curriculum.

Understanding the nature and impact of those needs and responding to them through:

- understanding and ensuring language used is **developmentally appropriate** for the child or young person
- providing a range of scaffolding strategies and **approaches** appropriate to the age, subject and needs of the child or young person.

Using evidence-based approaches to adapt teaching through:

- allowing children and young people more time to process what they have heard, think about their response, and formulate their language
- chunking instructions into smaller steps or giving one at a time to reduce cognitive overload and make information more manageable

- tailoring the use of visual prompts to support children and young people to understand and complete tasks by breaking them down into smaller steps
- considering when to help prepare the child or young person for a new topic through pre-teaching
- reducing the amount of note-taking, copying of diagrams, text, and charts by offering alternative forms of recording
- making simple presentation changes such as font, coloured paper, line spacing or overlays
- making effective use of technology tools such as **Widgit**, **Clicker** or **DocsPlus**.

Providing opportunities for collaborative learning and peer support through:

- ensuring children and young people are included in extracurricular activities and school visits by making **reasonable adjustments** when necessary
- using staff trained to deliver time-limited, evidence-based interventions planned by the teacher or SENCO to address identified needs.

In addition to providing high quality provision, providers should consider how they are:

- developing a growing understanding of a child or young person's strengths and needs as part of the **graduated approach** by using tools such as an iceberg analysis or **VSEND** alongside a range of other assessments including those available from Hertfordshire's **Cognition and Learning team**
- involving, listening to, and learning from parent/carers about their child's strengths and needs through supportive conversations with the SENCO or other staff
- seeking and responding to the child or young person's voice and involving them in decisions using tools such as the **This is Me resources**
- recognising that for some children and young people transitions can be challenging and putting additional provision in place to ensure their transition is a positive one
- arranging professional development opportunities for staff such as those offered by Hertfordshire's **Cognition and Learning Team**, **DSPL** areas, and **HFL Education**
- accessing at the earliest opportunity the support that is available from services and signposting staff and parent/carers to Hertfordshire's **Service Directory** and **Local Offer**.

Communication and interaction

Children and young people with communication and interaction needs have difficulty in communicating with others. This may be because they have difficulty with one, some or all of these aspects:

- **saying what they want to**,
- **understanding** what is being said to them,
- **social communication and interaction**.

If you want to find out more about this area of need, you may find some of the online CPD units from **Whole School SEND** a helpful introduction.

Providing high quality provision for children and young people with communication and interaction needs could include:

Adapting the environment through:

- supplying different **methods of communication** such as objects of reference, photos or **symbols**
- providing personalised **visual timetables** to structure transitions and reduce any anxiety caused by busy or unpredictable environments.

Understanding the nature and impact of those needs and responding to them through:

- using clear unambiguous language and avoiding idioms, and sarcasm
- understanding and ensuring language used is **developmentally appropriate** for the child or young person
- considering how many **information carrying words** a child or young person can manage when giving instructions
- providing a range of scaffolding strategies and **approaches** appropriate to the age, subject and needs of the child or young person.

Using evidence-based approaches to adapt teaching through:

- allowing children and young people more time to process what they have heard, think about their response, and formulate their language

- tailoring the use of visual prompts such as a **'Now and Next'** board
- systematically teaching vocabulary and considering when to pre-teach subject specific **vocabulary**
- chunking instructions into smaller steps or reducing the number of words said to a child or young person in one go to reduce cognitive overload and make information more manageable.

Providing opportunities for collaborative learning and peer support through:

- ensuring children and young people are included in extracurricular activities and school visits by making **reasonable adjustments** when necessary
- giving clear information about activities, specific events or rules and routines using resources such as **Social Stories**
- modelling language and social interaction
- using staff trained to deliver time-limited, evidence-based interventions planned by the teacher or SENCO to address identified needs such as a **targeted language group**.

In addition to providing high quality provision, providers should consider how they are:

- developing a growing understanding of a child or young person's strengths and needs as part of the **graduated approach** by using tools such as an iceberg analysis or **VSEND** alongside a range of other assessments
- involving, listening to, and learning from parent/carers about their child's strengths and needs through supportive conversations with the SENCO or other staff
- seeking and responding to the child or young person's voice and involving them in decisions using tools such as the **This is Me resources**
- recognising that for some children and young people transitions can be challenging and putting additional provision in place to ensure their transition is a positive one
- arranging professional development opportunities for staff such as those offered by Hertfordshire's **Speech and Language Therapy Service**, **Speech**, **Language**, **Communication and Autism Team**, **DSPL** areas, and **HFL Education**
- accessing at the earliest opportunity the support that is available from services and signposting staff and parent/carers to Hertfordshire's **Service Directory** and **Local Offer**.

Social, emotional, and mental health

Children and young people with social, emotional, and mental health difficulties may:

- become withdrawn or isolated,
- display challenging, disruptive, or disturbing behaviour.

If you want to find out more about this area of need, you may find some of the online CPD units from **Whole School SEND** a helpful introduction.

Providing high quality provision for children and young people with social, emotional, and mental health needs could include:

Adapting the environment through:

- providing facilities such as a calm, or quiet space to reduce triggers or sensory overload and for de-escalation
- offering positive reinforcement of expectations through verbal scripts and visual prompts.

Understanding the nature and impact of those needs and responding to them through:

- promoting strategies to support self-regulation such as personalised calm boxes, **mindfulness**, breathing techniques, movement, or sensory breaks
- using tailored **attachment aware and trauma-informed approaches**
- tailoring the use of **relational approaches** to build, maintain and repair relationships, **improve school attendance** and reduce exclusions
- deploying trusted adult/s to support co-regulation, **model positive interactions, build self-esteem** and offer regular check-ins.

Using evidence-based approaches to adapt teaching through:

- chunking instructions or giving one at a time so they are easily understood and make understanding information and completing tasks more manageable
- providing personalised visual timetables to structure the day, prepare for transitions and reduce any anxiety caused by busy or unpredictable environments

- giving clear information about rules and routines using resources such as **Social Stories**
- creating opportunities to **role-play or utilise storytelling** to rehearse social situations and problem-solving in a safe, imaginative way
- providing more frequent opportunities to practise metacognitive and self-regulatory skills enabling children and young people **to manage their own learning and overcome challenges themselves**.

Providing opportunities for collaborative learning and peer support through:

- providing a range of opportunities for social and emotional development such as buddy systems, friendship strategies and circle time
- ensuring children and young people are included in extracurricular activities and school visits by making **reasonable adjustments** when necessary
- using staff trained to deliver time-limited, evidence-based interventions planned by the teacher or SENCO to address identified needs.

In addition to providing high quality provision, providers should consider how they are:

- developing a growing understanding of a child or young person's strengths and needs as part of the **graduated approach** by using tools such as an iceberg analysis or **VSEND** alongside a range of other assessments
- involving, listening to, and learning from parent/carers about their child's strengths and needs through supportive conversations with the SENCO or other staff
- seeking and responding to the child or young person's voice and involving them in decisions using tools such as the **This is Me resources**
- recognising that for some children and young people transitions can be challenging and putting additional provision in place to ensure their transition is a positive one
- arranging professional development opportunities for staff in relational approaches such as those offered by **HFL Education**, **The Virtual School** and **DSPL** areas
- accessing at the earliest opportunity the support that is available from services and signposting staff and parent/carers to Hertfordshire's **Behaviours that Challenge** and **Mental Health** service directories.

Sensory and/or physical

Children and young people with sensory and/or physical needs may have a:

- physical disability
- vision impairment
- deafness

If you want to find out more about this area of need, you may find some of the online CPD units from **Whole School SEND** a helpful introduction.

Providing high quality provision for children and young people with sensory and/or physical needs could include:

Adapting the environment through:

- increasing accessibility by providing resources such as height-adjustable tables, and adequate space for equipment
- improving acoustics
- adding visual support to the printed word and any audio/visual recordings.

Understanding the nature and impact of those needs and responding to them through:

- being face-on when giving instructions and trying not to move around the room while talking as children and young people may use lip-reading and visual clues to support learning
- providing additional verbal commentary to enable children and young people with a vision impairment to understand what is happening around them
- allowing extra time for children and young people to process information and complete tasks
- recognising the additional effort and concentration required and fatigue the child or young person may experience by switching tasks or providing rest breaks when necessary.

Using evidence-based approaches to adapt teaching through:

- checking-in regularly with the child or young person to make sure the lesson content has been understood particularly when delivering new information, instructions or introducing new or unfamiliar vocabulary
- providing access to real objects, larger and tactile materials, and practical resources to support learning and understanding
- providing resources such as bold lined or squared paper, coloured paper, writing/reading slopes, talking scales, coloured glue sticks, brightly contrasting equipment, bell balls and adaptive scissors and cutlery
- considering when to help prepare the child or young person for a new topic or embed vocabulary and concepts through pre or post teaching
- understanding how equipment such as hearing aids and other listening devices, assistive technologies like text-to-speech, magnification, screen readers, and adapted keyboards facilitate inclusion and independence.

Providing opportunities for collaborative learning and peer support through:

- using staff trained to deliver time-limited, evidence-based interventions planned by the teacher or SENCO to address identified needs
- ensuring children and young people are included in extracurricular activities and school visits by making **reasonable adjustments** when necessary.

In addition to providing high quality provision, providers should consider how they are:

- developing a growing understanding of a child or young person's strengths and needs as part of the **graduated approach** by using tools such as an iceberg analysis or **VSEND** alongside a range of other assessments
- involving, listening to, and learning from parent/carers about their child's strengths and needs through supportive conversations with the SENCO or other staff
- seeking and responding to the child or young person's voice and involving them in decisions using tools such as the **This is Me resources**
- recognising that for some children and young people transitions can be challenging and putting additional provision in place to ensure their transition is a positive one

- arranging additional professional development opportunities for staff such as those offered by Hertfordshire's **Physical and Neurological Impairment Team**, **Deaf and Hearing Support Service**, **Vision Impairment Team**, the **National Deaf Children's Society** and **Hertfordshire's children and young people's integrated therapy service**
- accessing at the earliest opportunity the support that is available from services and signposting staff and parent/carers to Hertfordshire's Service Directories for children and young people with **physical needs** and **deafness and sight loss** and information on the **Local Offer**.

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