# What Ordinarily Available looks like at St Andrew's C of E Primary School?

Ordinarily Available is an Inclusive Teaching Framework, which ensures teachers are ambitious for all pupils. In order to access learning and school life, some pupils may need adaptions which are needs driven, therefore it is about knowing the learner and looking at how we can adapt to best engage and support them. Some adaptions may be temporary, whilst others are more long term.

As a school we use a Trauma, Perceptive Practise Approach (Patience, Acceptance, Curiosity and Empathy – PACE). We look to look at the whole child, their experiences and needs. Building trusted relationships is the foundation on which to learn. Children need to feel trust and a sense of belonging to flourish.

This document is divided into four areas of need as laid out in the SEND Code of Practise. There are often cross-overs between the needs. We have taken the Ordinarily Available Inclusive Teaching Framework and reflected what adaptions look like in our school for any child with additional needs. This is list is by no means exhaustive and will vary depends on the needs of the individual.

## Speech, Language, Communication Needs

- A Trauma Perceptive Approach (Patience, Acceptance, Curiosity, Empathy -PACE)
- Understanding child's individual needs.
- Effective transition from other settings including home visits
- Modelling of language and social cues including turn taking, waiting, and contributing
- Visual support for new vocabulary & meaning
- Anchor new vocabulary to existing knowledge
- SHREC approach – share attention, respond, expand, conversation
- Key vocabulary prompts/mats, pre-teaching
- Simplifying and uncluttered language – reduce the number of information carrying words.
- Information and instructions chunked down given in steps.
- Visuals, gesture, Makaton to support speech.
- Repetition of information/instructions
- Adapted learning tasks
- Visual prompts of steps/instructions
- Visual Timetable
- Now/next – First/then
- Task organisers - sequencing tasks or processes
- Timers
- Resources – clear labelling for easy access/visual prompts
- Additional processing time for responses.
- Social stories
- Comic strip cartoons – externalise situations to support understanding.
- Transitions – warning, count downs, objects, visual countdowns, consideration of novel events.
- Using name to gain attention before speaking.
- Changing wording to avoid triggering
- Offering limited acceptable choices.
- Adapted seating arrangements
- Malleable resources to support understanding.
- Sensory needs considered – ear defenders, fidgets to aid focus

## Cognition and Learning

- A Trauma Perceptive Approach (Patience, Acceptance, Curiosity, Empathy -PACE)
- Understanding child's individual needs – assessment informing planning & adaptation of activities or plans
- Chunks of learning, avoid cognitive overload.
- Seating and grouping flexibility
- Work station to minimise distraction
- Task organisers/visuals
- Visual timetable – routines in place.
- Interleaving – key information/vocab revisited
- Limit time on input/carpet
- Additional processing time
- Knowledge organisers as reminders
- Visual reminders
- Manipulatives (hands on) in lessons
- Number lines/ squares/multiplication grids.
- Visuals & models to support understanding of vocabulary, processes and concepts.
- Ensure focus before speaking, minimal distraction
- Pre-teaching of vocabulary or methods
- Word mats/phonic mats/key vocabulary/dictionary
- Use of scaffolding eg writing frames.
- Modelling – worked examples
- Modelling making mistakes and what to do
- Timers to support how a task is going.
- Clear working walls/displays for referencing
- Spiral learning, repetition, revising, checking prior knowledge
- Reading to fluency regular practise.
- Backward chaining – where task is partly completed for the child & child finishes.
- Use of technology

## Social, Emotional and Mental Health

- A Trauma Perceptive Approach (Patience, Acceptance, Curiosity, Empathy -PACE)
- Calm and consistent approach from adults.
- Building trusted relationships
- Understanding of individual needs and circumstances including home
- Transitions into school – check ins, softer starts, communication book
- Connection activities with adults
- Access to fidgets to support focus and concentration
- Re-regulation activities– jobs, distraction, low demand activities, space for low stimulation & quiet (thinking chair), walk and talk, thinking
- Personal trays to support organisation where needed
- Check ins during the day – touch base to keep in mind and give off load time
- Take up time – Space and time to process
- PHSE – whole class – emotions explored whole class level.
- Whole class regulation activities, movement – sensory circuit - alerting, organisation activities, breathing,
- Pre - warnings -changes coming or unusual events in the day.
- Scripted language - Declarative: " I can see that ..." "I wonder if.." (Behaviour Triangle)
- Access to Emotional First Aider
- Visual timetables
- Seating plan arrangements / peer support
- Social stories
- Comic Strip cartoons – to externalise
- Limited choices offered
- Choice board
- Transition for Year 6 and EYFS
- Self-esteem – celebration assemblies, share copies of work at home, third party praise (where praise is indirect)

## Sensory, Physical and Neurological Impairment Needs

- Ramp access
- Disabled toilet access
- Adapted toileting and self-care procedures – use of visuals to support
- Flexible seating – space around, standing, position in room.
- Reminders re personal needs – drinks, toileting, removing jumpers for overheating, snacks for glucose levels.
- Dressing - backward chaining to support independence.
- Sensory tools – fidgets, weighted pad, cushion, to support focus
- Seating arrangements to support hearing/visual/physical impairment
- Ear defenders available
- Visual stressor consideration – coloured background on board, glare, reflections
- Writing slope
- Neutral backgrounds on displays
- Sensory short breaks – fidgets or calming activity
- Calming music to support regulation
- Kick bands
- Chewey (parent supplied)
- Sensory circuits
- Pencil tri-pod or grips / alternative pens.
- Calm corner in class – support
- Wobble cushions, posture chair

Further details about Ordinarily available can be found on Essex SENDIASS. Follow the link below.

Ordinarily Available – Information for parents