BEREWOOD PRIMARY SCHOOL

Special Educational Needs and Disability Policy

September 2026

Revised by School	September 2026
Responsible Person	Head Teacher
Responsible Committee	Full Governing Body
Ratified by GB	
Next Review	September 2027

BEREWOOD PRIMARY SCHOOL

A distinctive vision

At Berewood Primary School we see education as a journey of discovery to fire the imagination, to establish a sense of self, and to gain the confidence to take full part in the wider world.

An ethos of local partnership

Berewood Primary School and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (send) POLICY

SENCo: Laura Annalls

Miss Annalls has completed the National Award for SEN Co-ordination, and is a practicing qualified class teacher.

Aims and Aspirations

We believe that all children have the right to a broad and balanced curriculum in which individual potential can be achieved in an atmosphere of encouragement, acceptance and respect. Staff and Governors operate an open admissions policy for children with special needs and disabilities and aim to fully integrate children with SEND into the academic and social life of the school and to enable them to work to their potential.

The school will ensure that children with SEND are encouraged to develop confidence and recognise value in their own contributions to their learning. They will be encouraged to participate in the decision making processes and contribute to the assessment, target setting and review of their needs. Children with SEND will not be placed at a disadvantage in comparison with other children.
The school recognises the importance of parents/carers in helping children to achieve their potential and so they will be valued and treated as partners and encouraged to play an active and valued role in their children's education.

We aim to raise the aspirations of and expectations for all pupils with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the statutory guidance provided in the **Special Educational Needs and Disability Code of Practice July 2014**.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENCo who will work with the SEND policy. (If the SENCo does not hold the National Award for SEND Co-ordination they must agree to work toward this within the first year of appointment.)
- To ensure that every teacher is a teacher of every child, including those with SEND
- To provide support and advice for all staff working with special educational needs.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

This policy details how our school will do its best to ensure that appropriate provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them.

Inclusion and Access

We believe that all children should be equally valued in school. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

Access to the Curriculum

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate. The school will ensure that the curriculum and extra-curricular activities are barrier free and do not exclude any pupils. Wherever possible, specialist resources and equipment will be available and adapted to meet the needs of an individual.

Access to the Environment

At Berewood Primary School all buildings have suitable wheelchair chair access for entering, leaving and manoeuvring.

We have made sure that there are good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, quiet areas).

Definition of Special Educational Needs and Disabilities

Children have special educational needs and disabilities (SEND) if they have a cognition and learning, physical and/or sensory, communication and interaction or social, emotional and mental health difficulty which calls for special provision to be made for them which is additional to and different from quality first teaching.

There is no need for pupils to be registered or identified as having SEND unless the school is taking additional or different action. The triggers for intervention will be concern, underpinned by evidence, about a child who, despite differentiated learning opportunities and/or additional support, makes:

- little or no progress over a specified period of time even when teaching approaches are targeted at a child's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some areas of the curriculum
- presents persistent social, emotional or mental health difficulties which are not helped by the techniques usually employed in the school
- has physical or sensory problems and continues to make little or no progress
- has communication and/or interaction difficulties and continues to make little or no progress.

We also recognise that there are a numerous factors that may impact on progress and attainment but are not considered special educational needs. For example:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of servicemen/women

A graduated approach to SEND support

Berewood Primary School operates a graduated response to identifying and providing support for children with SEND which will be underpinned by the "assess, plan, do, review" cycle.

The progress of every child in the school will be tracked by the Head teacher, SENCo and class teachers throughout the year. At every assessment review period the SENCo will monitor data and identify

children who have made no or persistently slow progress. The names of these children will be shared with class teachers and discussed at progress meetings.

School Support and ordinarily available provision

Ordinarily Available Provision (OAP) is the high quality, inclusive provision that is available to all pupils, every day, across all areas of school life. It forms the foundation of our approach to inclusion by ensuring that teaching, learning environments, resources and classroom practices are adapted to meet the needs of a wide range of learners. OAP is based on the principle that strategies which support pupils with additional needs often benefit all children and help create a culture of belonging, participation and success. This includes clear routines, adaptive teaching, visual supports, effective classroom organisation, positive relationships and accessible learning resources. See appendix 7

All staff are responsible for implementing OAP as part of their everyday practice and maintaining high expectations for every pupil.

Where a child's data shows no or persistently slow progress for more than one assessment period in one or more subject areas of Reading, Writing or Maths (and they have not already been identified as being a child with SEND), a variety of support tools may be used to identify the reason why the child is not achieving well. This information will be shared with the SENCo and teaching staff who will consider the needs of these children as part of Quality First Teaching and targeted intervention. Hopefully this will be enough to remove them from the School Support list within the next assessment period. The Headteacher will also contribute to the list if children are identified as making no or persistently slow progress during teacher data meetings.

Raising Concern

If after one assessment period, a child on the School Support list continues not to make progress or a parent/member of staff have raised concerns about a child the class teacher will complete a 'Raising Concern' document to identify the child's strengths, weaknesses, planned intervention and next steps required and date for review. This will then form the basis for a teacher and/or SENCo meeting to be held with the child's parents.

Levels of School Support

In Berewood Primary School we identify different levels of support needed and refer to these as Wave 1 and Wave 2. Some children may need some classroom adaptions which are readily available as part of the ordinarily available provision.

Wave 1 (W1)

If information regarding 'additional to or a different' provision is shared with parents or carers then a decision could be made to move the child's name into the W1 stage of the SEND register. Here the child will have their needs and provision recorded. They may receive group or 1- 1 intervention and will be identified on class planning with differentiated activities linked to their level of ability and next step of learning. The provision will be reviewed and updated at least three times a year at pupil progress meetings and shared with parents through parent consultations and other planned meetings when appropriate. It is hoped that appropriate intervention at this level will be sufficient to make accelerated progress and move closer to age related expectations and thus be removed from the SEND register.

Wave 2 (W2)

When there is evidence that the pupil is making insufficient progress despite significant support and intervention at W1, further advice and support may be sought from outside professionals thus moving the child to W2. Children at this level will continue to have their provision planned and recorded and a pupil passport or individual behaviour plan will be written. Here teachers will assess, and with parents and children plan long term outcomes which are linked to the child's area of need. The passport will identify strengths and any help arrangements necessary. The passport will then form a working document which outlines additional provision and support received. This is then reviewed/updated with the child and their parents on a termly basis. Where possible and appropriate the child will take part in the whole process.

Where an external support service has been involved they will meet with the SENCo and may also meet with parents to discuss areas of concern and advice teachers and parents on ideas, strategies and resources for support. They may provide additional assessments if appropriate.

Request for statutory assessment of and Educational Health Care Plan (EHCP)

Where a request for statutory assessment is made by the school or parent to the LA, the child will have demonstrated significant cause for concern over a significant period of time. The LA requires detailed information on the child's specific needs and programmes of work undertaken, with reference to activities and resources. This evidence could take the form of:

- reviewed and updated Pupil Passports and provision maps linked to professional advise over at least two terms
- summary of needs relating to the child's cognition and learning, physical and/or sensory, communication and interaction or social, emotional and mental health barriers
- references to the pupil's health
- Attainment in literacy and numeracy
- Educational and other assessments, e.g. from a member of the advisory support staff, speech and language or an educational psychologist
- Views and statements of intent from the parents, child and school where possible and practicable.
- Involvement of other professionals e.g. health, social services or educational welfare service

Statutory Assessment of Special Educational Needs

Where the evidence presented to the LA suggests that the child's difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special needs.

Statutory assessment involves consideration by the LA, working in coproduction with the school, parents and other agencies as to whether a statutory assessment of the child's needs is necessary. The LA may decide that the degree of the pupil's difficulties and the nature of the provision necessary are such as to require them to determine the child's special educational provision through an Education Health and Care Plan (EHCP).

There is a right of appeal against an LA decision on a child's Statutory Assessment or EHCP which is considered by an independent SEND tribunal. Under the Code of Practice 2014, parents will also be able to request independent disagreement resolution, further LA specific information about this process is available from the Hampshire County Council SEND team and Support4Send.

Education Health and Care Plan (EHCP)

Children with an EHCP will also have an Individual Education plan and details of their assessment, attainment and additional support (i.e. interventions- small group or 1:1 as required, educational psychologists etc) will be recorded on the whole school provision map which will identify how all of their long term objectives and outcomes are being supported. These documents will be updated at least three times a year and form the basis of discussion during annual EHCP Review meetings and end of year transition notes to the child's new class teacher. As far as possible these aims will be implemented within the ordinary classroom setting and the delivery of these interventions will be targeted and planned for by the class teacher.

An EHCP need will not automatically qualify a child for a named 1-1 Teaching Assistant, as part of the child's targeted development will be linked to acquiring independent life and learning skills that are in line with their level of understanding and ability. However, additional support and targeted intervention linked to the EHCP long term objectives will form an integral part of the child's provision. We will always use our best endeavours to ensure appropriate provision is in place to meet a child's needs regardless of an EHCP.

Annual Review of an EHCP

All EHCPs must be reviewed annually with the parents/carers, the pupil, the LA, the school and other professionals involved, invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special provision specified in the statement. The class teachers and/or support staff will be expected to attend these meetings. This review will focus on the achievements as well as the difficulties encountered.

Roles and responsibilities

All staff and members of our school community are responsible for identifying, teaching and supporting pupils with SEND.

The **Governing Body** will ensure that it makes provision for all pupils with SEND by allocating appropriate resources within the school, based on an audit of need. In addition, under the Children and Families Act 2014 s. 66 the Governing Body must use their 'best endeavours' to actively monitor special educational provision within the school.

Miss Laura Annalls is the school's SEND co-ordinator (SENCo), with responsibility for:

- liaising with teachers, support staff, parents/carers and support agencies on matters relating to SEND provision

- overseeing the day to day operation of the school's SEND policy as well as co-ordinating provision for pupils with SEND
- monitoring and reviewing Individual Education Plans/Provision Maps, oversees records of SEND pupils
- organising the annual reviews of children with Education Health Care plans (EHCP)
- regularly checking the school tracking data
- regularly reporting to the Head teacher, Governors and, where appropriate the University of Chichester Academy Trust, relating to these groups of children.
- ensuring that all relevant transition arrangements and information, provision maps and next step targets for all children on the SEND register are passed onto the next class teacher at the end of the summer term.
- identifying and ensuring that the training needs of staff are met.

The SENCo is a Qualified Teacher who holds the National Award for SEN Co-ordination or if the SENCo does not hold the National Award for SEN Co-ordination they must agree to work toward this within the first year of appointment.

In some cases **professionals from Health, the Local Authority, Social Services or other Outside Agencies** may already be involved with the child. When these professionals have not already been working with the identified child, the parents, school staff, SENCo (with the full knowledge and approval of the parents) may contact them in order to request assessments that will provide a better understanding of the specific needs and strategies required for that particular individual. The SENCo will support the further assessment of the child and monitor any action taken.

The child's **class teacher** will remain responsible for working with the child on a daily basis and for assessing, planning, delivering and reviewing an individualised or group programme. Teachers will be responsible for setting, recording and updating targets and implementing provision made for a child with SEND which will be dictated by the stage at which the child is at on the SEND register. They will also be required to request to meet and share current and achieved outcomes with parents (ideally whenever they are updated) but at least once a term which may be in addition to the usual parents evening meetings. All classroom documents relating to children with SEND will be kept securely in a labelled folder in the SEND office and/or in a restricted file on the school server so that all those involved with teaching the child may have access to them.

Parents/Carers are consulted and kept informed of the actions taken to help their child and invited to review meetings three times per year, or more frequently if appropriate. These meetings may be in addition to parents evening. These meetings are also in addition to annual review meeting for a child with a statement/EHCP. Parents and Carers are encouraged to initiate more regular meetings if required to discuss their concerns and to plan steps forward for their child.

In the event of the desire to use outside agencies to support or assess a child, parents will be notified of this in advance of the appointment. Parents will be asked to sign their permission on a consent form in order for this involvement to be initiated.

Where parents or carers decide not to agree to include their child on the SEND register, this will be recognised and recorded. The school will however continue to monitor and provide support and intervention where appropriate for the child, in line with normal classroom differentiated practice.

Procedure for dealing with complaints

Parents of children with SEND are encouraged to keep their child's class teacher advised of any concerns they may have about progress, teaching methods or social, emotional and mental health difficulties. Where parents cannot be reassured by the class teacher, the matter will be brought to the attention of the SENCo. The SENCo and class teacher will invite the parents to discuss concerns.

Formal complaints should be initially directed to the Headteacher who will strive to resolve the problem in consultation with the SENCo where appropriate. Where agreement cannot be reached with the Headteacher, the matter will be passed onto the Governing Body, who will advise the complainant of subsequent procedural process. Copies of the formal complaints procedures and policy are available on request.

Transition Arrangements

Arrangements are made for teachers to meet a representative from the local secondary schools at the end of the school year prior to transfer. In some cases the SENCo will liaise with school and arrange additional transition sessions for children who will find the move stressful or difficult. All SEND records and reports are transferred to the secondary schools at the end of KS2 or to the receiving school if the child leaves before this.

Monitoring and Review

This policy will be reviewed by all staff and Governors and reviewed annually.

Appendixes

1. FAQ
2. Structured conversation/Record of Parent meeting/SENCo consultation form
3. Raising Concern
4. Provision map (example)
5. Pupil Passport (example)
6. Provision map overview

Appendix 1 Frequently Asked Questions (FAQ)

1. **How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?**

See

- *Definition of Special Education Needs*
- *Role and Responsibilities*

2. **How will the school support my child?**

See

- *A graduated approach to SEN support*
- *Roles and responsibilities*
- *Appendixes 2-6*

3. **How will the curriculum be matched to my child's needs?**

See

- *Appendix 6 Provision Map overview (Quality first teaching differentiation approaches are identified in Wave one and Wave two.)*

4. **How do school and I know how my child is doing and how will you help me to support my child's learning?**

See

- *A graduated approach to SEN support*
- *Roles and responsibilities*
- *Appendix 2, 3 and 6*

5. **What support will there be for my child's overall well being?**

See

- *Aims and Aspirations*
- *Objectives*
- *Inclusion and Access*
- *Appendix 6*

6. **What specialist services and expertise are available at or accessed by the school?**

See

- *A graduated approach to SEN support; School Action +, Request for statutory assessment*
- *Roles and responsibilities*
- *Appendix 6 (wave three)*

7. **What training are the staff supporting children with SEND had or are having?**

See

- *Objectives*
- *Roles and responsibilities (SENCo)*

8. **How will my child be included in activities outside the classroom including school trips?**

See

- *Inclusion and access*
- *Access to the curriculum*

9. How accessible is the school environment?

See

- *Access to the environment*

10. How will the school prepare and support my child to join the school or transfer to a new school?

See

- *Transition arrangements*

11. How are the schools resources allocated and matched to children's special educational needs?

See

- *Roles and responsibilities*

12. How is the decision made about what type and how much support my child will receive?

See

- *Definition of Special Education Needs*
- *A graduated approach to SEND support*
- *Roles and Responsibilities*

13. How are parents involved in the school? How can I be involved?

See

- *Aims and aspirations*
- *Objectives*
- *Roles and responsibilities*

14. Who can I contact for further information?

Class teacher

SENCo

Headteacher

Appendix 2 Structured conversation/Record of Parent meeting/SENCo consultation form

<table>
<tr><td>Name of Child:

Date of meeting:</td><td>Child's date of birth:

Year group:</td></tr>
<tr><td rowspan="2">Attendees:</td><td>Agencies involved (if appropriate):</td></tr>
<tr><td>Is the child a Looked After Child? Yes / No

Has an E-CAF / Early Help assessment been completed for this child? Yes / No

FSM ☐ HMF ☐</td></tr>
<tr><td colspan="2">Child's code stage:

N/A ☐ W1 ☐ W2 ☐ EHCP ☐</td></tr>
<tr><td colspan="2">Summary of discussion</td></tr>
<tr><td colspan="2">Agreed actions

Date of follow up meeting (if appropriate):</td></tr>
</table>

Appendix 3 Raising Concern

Name of Child: Date:	Child's date of birth: Year group:
Who is contributing to this record of concern? (Teacher/support staff/parent/pupil/SENCo/other) Completed by:	External Agencies involved (if any): Is the child a Looked After Child? Yes / No Has an E-CAF / Early Help assessment been completed for this child? Yes / No FSM ☐ HMF ☐
Main area of concern: Cognition and Learning ☐ Physical and/or Sensory ☐	 Communication and Interaction ☐ Social, Emotional and Mental Health ☐

Brief description of strengths (Bullet points)	
Brief description of difficulty (Bullet points)	
Details of strategies which have been used with this pupil within Quality First Teaching (Bullet points)	
Note of discussion with pupil (where appropriate)	Note of discussion with parent/carer

Data

	Latest NC Level (Include date of assessment)	Assessment Used	Age at assessment (Years and mths)	Age equivalent	Standardised Score	Comment
Reading						
Writing						
Spelling						
Maths						
Memory						
Other						

Action following discussion with the SEN Co-ordinator:

Remain within Quality First Teaching	☐
Move to W1 and place pupil on SEN Register	☐
Move to W2, place pupil on SEN Register and begin a Pupil Passport	☐

Appendix 4 Provision Map

Name	D.o.B	Year Group	Stage	Primary Needs Code	Additional Needs Code	SEND ASSESSMENTS																											
						Phonics Screen Yr 1	Phonics Screen Yr 2	LASS Dyslexia Screening	Visual Stress Assessment	Salford Reading accuracy Sept	Salford Reading comp Sept	Salford Reading accuracy Feb	Salford Reading comp Feb	Salford Reading accuracy July	Salford Reading comp July	Benchmarking Sept Assessment	Benchmarking Feb Assessment	Benchmarking July Assessment	Single Word Spelling Test Sept	Single Word Spelling Feb	Single Word Spelling July	Sandwell Assessment Sept	Sandwell Assessment Feb	Sandwell Assessment July	Little Wandle Assessment Sept	Little Wandle Assessment Feb	Little Wandle Assessment Sept	First 100 words September - Writing	First 100 words February - Writing	First 100 words July - Writing	PORIC Assessment Sept	PORIC Assessment Feb	PORIC Assessment July
	27.09.17	1	W2	SEMH																													
	23.07.18	1	W2	SEMH																													
	4.10.18	1	W1	C& I																													
	07.06.17	2	W1	C& I	SEMH	28																											
	17.02.16	2	W1	C& I																													
	26.05.17	2	W1	C& I		35																											
	5.1.17	2	W1	SEMH		10																											
	28.12.16	2	W1	C& I		40																											
	17.10.16	2	W1	SEMH		21																											

D.o.B	External Agency Referrals/Support & Non - classroom based school support																							
	NHS Speech and Language	NHS School Nursing Service	NHS OT	NHS Physio	CAMHS	PSCION	Mental Health Well-being Practitioner	PBS Wellbeing Service	PBS	Parent Support Advisor (Angie)	Counsellor (school based)	Counselling Service (non-school based)	Lunch Club (nurture group)	Riverside Outreach	Waterloo Outreach Service	Educational Psychologist	Pastoral Lead Support	ELSA	STAS - Disability Advisory	STAS - Assistive Technology	Specialist Teacher Advisory Service -	Young Carers	Early Help Hub	Social Worker	Other
27.09.17								N	N	N													N	N	
23.07.18										N			Y	N											Y
4.10.18	N																								
07.06.17	N				Y											Y									
17.02.16																									
26.05.17	N																								Y
5.1.17		Y			Y	Y		N	Y	N	N		Y				Y						N		
28.12.16	Y																								Y
17.10.16						Y				Y						Y									

Interventions																												
Prec.Teaching or Mastery Folder- Mat	Small group maths intervention	Small group punctuation amd grammar	Colourful Semantics Intervention	Prec.Teaching or Mastery Folder- spel	Small group spelling Intervention	Cued spelling Intervention	Handwriting Intervention	Small group Reading intervention (Co	Little Wandle Catch up	Additional reading (1:1)	Paired reading Intervention	Prec.Teaching or Mastery Folder- Rea	NELI Intervention	Speech sounds Intervention	PECS	Language Intervention (SAL)	Lego Therapy	Social stories	Bucket Time (Attention and Listening)	Planned Play	Identiplay	Gross motor skills Intervention	Fine motor skills Intervention	ABCC Chart	Behaviour Log	Zones of Regulation	Individua Behaviour Plan	1:1 support
										Y																		
									Y	Y																	X	X
														Y		Y												
										Y																		
										Y																		

Appendix 5 Pupil Passport (Individual Learning Plan) Example

Individual Learning Plan

Areas of strength What do they enjoy inside and outside of school? Social skills Relationships	**Barriers to Learning/Needs**
Strategies that work well • I like to wear ear defenders when it is loud • I struggle with spelling common exception words	**Quality First Teaching Approaches**

Area of need	**Outcomes SMART**	**How we work towards this?**	**What provision that helps me towards this target**
MLD – Reading	**Outcome 1:** NAME to recognise phase 2 tricky words consistently within _ weeks	1:1 2 x 10 minute daily reading and spelling intervention	
SEMH – Task avoidance	**Outcome 2:** NAME to remain in class for an activity followed by a brain break for Maths lessons consistently within 6 weeks.	Sensory circuit prior to maths lesson, Now and next board, sand timer, brain break activities	See QFT above.
Sensory and or physical need – Fine motor skills	**Outcome 3:** NAME to use a tripod grip when using a pencil for at least 10/20 minutes per writing exercise, consistently within _ weeks	1:4 10 minute daily fine motor skills activity, pencil grip,	School therapy pack

Learning Plan Review

Target 1:	**Target 2:**	**Target 3:**

What's working well?	**What needs to improve?**
Child's view	**Child's view**
Parent's view	**Parent's view**
School's view	**School's view**

What will we do next or change?

Child's view

Parent's view

School's view

Appendix 6 Provision Map Overview

Area of need	All pupils Quality First Teaching	Catch up (Wave 1)	SEND (Wave 2)
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc. Visual timetables Writing frames In class support from TA Focused group work with teacher Little Wandle Phonics Mind mapping / Brain Gym	In class support from TA Focused group work with teacher In class phonics/ spelling and literacy groups In class maths support groups Individual reading with TA and CT Precision teaching Mastery Folder SNIP Programme	Specific literacy or numeracy support. precision teaching, mastery folders Specific wave 2 individualised programmes set by external professionals Little Wandle - SEND
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome e.g. Simplified language Increased visual aids / modelling Visual timetables InPrint Software Structured school and class routines Circle time Multi-sensory teaching and learning Different learning environments Liaison with parents	In class support from TA with some focus on social skills, vocabulary, self esteem and listening skills In class spelling and literacy groups Bucket Time Planned Play Identiplay Pre-teaching language Language group Lunch Club Socially Speaking Intervention Playground support, buddy bench and games coaches	Speech and Language support form SALT, followed up in school Social skills group Individual TA support at playtime Circle of friends Time out Transition plans for EYFS/ KS3 Bucket Time Planned Play Identi-play
Social, Emotional and Mental Health	Whole school behaviour policy Whole school / class rules Circle time Visual timetable THRIVE Berewood Butterflies Fun Club (lunch times)	Social Skills group eg turn taking, social stories, role play (Socially Speaking intervention) Counsellor sessions ELSA Sessions Small group circle time Playground support, buddy bench and games coaches THRIVE (small group or 1:1 sessions) Lunch Club	Individual counselling Individual reward system Circle of friends Individual TA support at playtime PSHE resources Socially speaking intervention (small groups and 1:1) 1:1 behaviour program eg emotional regulation Intervention from Behaviour support team Additional planning and arrangements for transition THRIVE (small group or 1:1 sessions)
Physical and/or Sensory	Whole school awareness Risk assessments / policy Accessibility plan Medical alert Differentiated equipment / resources / materials	Motor skills groups (Sensory circuits, programmes following the NHS Therapy Pack Core). In class support from TA with some focus on handwriting Keyboard skills Sensory circuits Sensory checklists and appropriate action	Individual resources Writing slope Keyboard Reading rulers Speech, Physio and OT support, followed up in school Medication / care plan

Appendix 7 Ordinarily Available Provision

Ordinarily Available Provision (OAP) is the high quality, inclusive provision that is available to all pupils, every day, across all areas of school life. It forms the foundation of our approach to inclusion by ensuring that teaching, learning environments, resources and classroom practices are adapted to meet the needs of a wide range of learners. OAP is based on the principle that strategies which support pupils with additional needs often benefit all children and help create a culture of belonging, participation and success. This includes clear routines, adaptive teaching, visual supports, effective classroom organisation, positive relationships and accessible learning resources. All staff are responsible for implementing OAP as part of their everyday practice and maintaining high expectations for every pupil. Where a pupil continues to experience significant barriers to learning despite consistent OAP being in place, further assessment and targeted SEND support may be considered through the graduated approach. Parents and carers are key partners in this process and their views, alongside those of the child, are valued. Through effective OAP, we aim to ensure that all pupils can access the curriculum, develop independence and achieve their full potential.

Further information can be found in the OAP & SEND Guidance published by Hampshire County Council March 2025 which can be read on the school website here: OAP and SEND support - March 2025.