

### **Ordinarily Available Provision**

*What every child receives at Cadmore End School*



All staff responsible for ensuring wave 1 provision is delivered.

Class teacher responsible for ensuring Wave 1 is adjusted as necessary to suit the needs of the children in their class (through the Buckinghamshire Ordinary Provision).

**Good quality teaching and assessment in all subject areas and year groups.**



Class teacher considers whether additional intervention is needed.

They use class assessments, discussion with SENDCO, and parent views on the child's strengths and needs to inform decision.

### **Monitoring**



*If a child is not making appropriate progress or achieving age related levels despite some modifications to OAP support, they may need specific, time bound intervention to overcome their barriers to learning, using **Assess-Plan-Do-Review** approach.*

**Assess:** Initial Information Form and Initial Screening used to record needs, strengths and planned support as directed by SENDCO

**Plan and Do:** Use Bucks Ordinarily Available Provision Section 1 and/or evidenced based interventions for ideas for supporting needs.

**Review:** Provision plans used to monitor pupil progress and impact of provision. (Teachers and Trained LSAs)



If progress continues to be slow, class teacher and/or provision lead will consult with SENDCO. Child will be moved to SEN Support level in consultation with the child and parents.

Additional, specific assessments may be completed by class teacher, LSA or SENDCO (see next page).

An Individual Pupil Profile that highlights skills, strengths & needs will be completed and shared with the child and parents.



### **SEND Support**

*On-going, specific support to address child's SEND, using **Assess-Plan-Do-Review** approach.*

*Child may receive specialist support from outside agencies.*

They will have a Individual Pupil Profile that highlights skills, strengths & needs, and has Short Term Outcomes



Class teacher:

- Regularly reviews of the child's Pupil Profile (in liaison with SENDCO).
- Refers to Bucks Ordinarily Available Provision Section 2 for additional information on assessment, support and intervention.
- Ensures that interventions and/or strategies to support the child's needs are recorded on Individual Pupil Profile. Seeks regular feedback from child and parents, and any adults working with the child.
- Meets with parents at least 3 times/year to share SEN documents, and complete **SEN Review Meeting Log**.

SENDCO:

- Monitors and updates Provision Maps and ensures appropriate documents from SEN Support Plan (and other supporting documents) are kept up to date.
- Completes additional assessments if needed
- Liaises with/ refers to outside agencies.
- Requests EHC Plan if needed.

***At every stage the pupil and parents/carers are kept informed and are involved with decision making.***

### **Key Contacts:**

SENDCO: Mrs Debbie Groom

SEN Governor: Ms Hayley Baverstock

**Graduated Approach (assess, plan, do and review).**

**ASSESS**

What you know about the child's difficulties/ skills?  
Include discussions with parents, children, staff and other practitioners and use these views as part of assessment.  
Use class assessments and observations.  
Use other specific assessments to get a full picture.

**PLAN**

What outcomes will SEND Support achieve?  
How will you support this (interventions and strategies).  
Ensure parents, pupil and relevant staff are involved in this process.



**REVIEW**

Evaluation of what you planned and did.  
Progress towards the outcomes.  
Do any changes need to be made?  
Share with parents  
*If adequate progress is made changes may be required to enable continued progress.*  
*If adequate progress is not made different provision/strategies will be planned, implemented and reviewed again*  
*If you and the professionals who support your child believe s/he requires support which is over and above that ordinarily available from mainstream resources, a request may be made for an outside agency involvement, and, eventually, an EHC Needs Assessment.*



**DO**

The 'who, what when & how'.  
Record Interventions on Provision Map. Use Intervention Tracking Sheets.  
Record details of what you do on regular basis (strategies).  
The class teacher (or equivalent) remains responsible for working with the child/young person on a daily basis, but the SENDCO and other supporting staff will monitor the effectiveness of the support.



If you are worried about the progress a child is making despite inclusive, good quality teaching refer to **Ordinarily Available Provision Bucks (OAP Bucks)** for strategies.

You can use additional assessments to clarify needs of child, as well as considering class assessments. *Where possible try to do these **before** discussing with SENDCo.*

[Hyperlinks](#) are included for assessments on SEND at Cadmore End shared drive.

\* **Key assessments** ® done by SEN team

Areas of need			
<b>Communication &amp; Interaction</b> (including Speech, Language & Communication needs and ASD)	<b>Learning Needs</b> (General delay in acquiring basic literacy or numeracy skills or concepts)	<b>Specific Learning Difficulties</b> (including Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia and Sensory Needs)	<b>Social, Emotional &amp; Mental Health</b> (including children with ADHD, ADD, Attachment Disorder and Autism)
<p>*<b>British Picture Vocabulary Scale (BPVS)</b></p> <p>*<a href="#">Speech, Language &amp; Communication Checklist</a></p> <p><a href="#">Talking Point Progress Checker</a> (intended for use by home, but still a useful check)</p> <p>*<b>Language Link &amp; Speech Link assessment</b> (age 4 to 8) (available through <a href="#">Speech &amp; Language Link Website</a>)</p>	<p>*<b>Literacy Assessment Pack (LAP)</b> (may only need to do certain parts)  <i>Part 1 – oral sound blending</i>  <i>Part 2 – oral sound analysis (segmenting)</i>  <i>Part 3 – awareness of rhyme</i>  <i>Part 4 – grapheme/ phoneme knowledge</i>  <i>Part 5 – high frequency words</i>  <i>Part 6 – Decoding (and encoding) words [sorted by Letters &amp; Sounds Phases]</i></p> <p>*<b>Salford Sentence Reading Test (accuracy &amp; comprehension)</b> or            Neale Analysis of Reading Ability (accuracy, comprehension and rate) ®</p> <p>*<b>Young’s Parallel Spelling</b></p> <p>*<b>Sandwell Maths (KS1 &amp; KS2)</b></p>	<p>↔Reading, Spelling, Literacy &amp; Maths as for Learning Needs.</p> <p>*<b>Occupational Therapy Resource Pack (including <a href="#">flowchart checklist</a>)</b> for sensory needs, fine &amp; gross motor skills, attention.</p> <p>Phonological Assessment Battery ®</p> <p>Timed writing (looking at words/minute)</p> <p>‘The quick brown fox...’ handwriting assessment.</p>	<p><a href="#">QCA behaviour assessment</a> or <a href="#">Strengths &amp; Difficulties Questionnaire</a></p> <p><a href="#">How do I feel in school?</a> <a href="#">How do I act in school?</a></p> <p>Other <a href="#">pupil voice</a> sheets.</p> <p>*<b>Occupational Therapy Resource Pack (including <a href="#">flowchart checklist</a>)</b> for sensory needs, fine &amp; gross motor skills, attention.</p>

See [Difficulties, assessment and intervention](#) document for possible assessments and interventions