

Ordinary Available Provision - OAP	SEN Code of Practise Area of need	Ordinary Available Provision - OAP	'Additional To and Different From'	
EEF Five a Day (QFT)		Universal	Targeted (Inclusive of Universal)	Specialist (Inclusive of Targeted and Universal)
1.Explicit Instruction • Use of direct, clear and succinct language – use of child's name • Use of dual coding: visuals & auditory input • Chunking instructions into manageable parts • Planning for and addressing misconceptions • Child repetition back of instructions / key points • Providing modelled examples: teacher demonstration, guided practice, independent practice - I do, we do, you do • Use of all levels of prompting: 2.Cognitive & Metacognitive strategies • Use of memorisation techniques; mnemonics, graphic organisers	Communication and Interaction 	• Visual Prompts and learning resources • Visual timetables • Working Walls • Age and need appropriate 'Now and Next' scaffolding • Additional processing time • Pre-teaching • Use of direct and meaningful praise • Offer (limited) choices • Modelling of correct/appropriate use of language rather than correction • Use of supportive talk partners • Use of Clicker • Social Stories • Use of child's name before giving an instruction • Prepare children for change / transition • Talking Tins • Wide reaching Autism Friendly and	• TA support through small groups and one on one when needed • Speech and Language Therapy Interventions • Block (Lego) Therapy (Intervention) • Colourful Semantics • More bespoke and targeted Autism Friendly and Neurodivergent strategies • Alternative methods of communication such as Makaton as recommended by SLT	• TA support will be more regular and largely one on one • Speech and Language Therapy – SaLT - bespoke and focused targets • Communication interventions run by specialist services • Alternative Provision • Support from Specialist SENs Service (Wiltshire Council) – Communication and Interaction Team • EMTAS support strategies • Strategies from parent commissioned private reports

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- Children are supported to plan, monitor and evaluate their own learning - Use of mind maps, oral rehearsal, editing, traffic lighting - Appropriate level of challenge to reduce cognitive overload - Also, challenge for GD pupils where needed - Teacher modelling - Use of peer talk		- Neurodivergent strategies - Translations for EAL learners where necessary – word banks, dual language resources - Communication Rich environment: dual coding of word and visuals, Grid for iplay, communication grids, reference to key word signing such as Makaton, widgets (via Clicker app)		
3.Scaffolding - Temporary support that is removed when it is no longer needed. - Visual scaffolds: task planners, images, modelled examples - Verbal scaffolds: working with an adult or peer - Written scaffolds: word banks, writing frames, sentence starters	Cognition and Learning 	- Targeted questioning - Movement / brain breaks - Visual prompts - Phonics intervention - Maths intervention - Visual timetables - Working Walls - High expectations made explicit - Use of direct and meaningful praise	- TA support through small groups and one on one when needed - Toe by Toe - Numicon - Over- learning - Pre-teaching - Short-term evidence-based interventions in English and Maths - Coloured overlays for reading and Dyslexia Friendly strategies	- TA support will be more regular and largely one on one - Bespoked timetables - Alternative Provision - Support from Specialist SEN Service (Wiltshire Council) – Cognition and Learning Team - Educational Psychology - Strategies from parent commissioned private reports

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4.Flexible Grouping - Children are grouped and ungrouped dynamically based on need - Groups are flexible and based on assessment - Use of 'Scoop Groups' - Use of peer tutoring 5.Using Technology - Use of interactive whiteboards and visualisers - Use of i-pads and laptops - Clicker - Smart Pens - Talking Tins		1:1 reading support or paired reading - Tasks broken down into manageable chunks - Access to manipulatives/learning aids in class e.g. number grids, counters, vocab lists, Numicon - Access to post it notes and note books to capture thoughts and ideas quickly - Access to left handed or adapted pens and pencils - Writing frames - Use of Clicker - Achievable expectations - Alternative ways of recording e.g. speech to text - Additional processing time - Use of supportive talk partners		Adaptations made to KS 2 SATs testing, ie: additional time, scribe

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EEF Five a Day (QFT)		- Use of children's interests to engage and motivate - MISA Support Team		
	Social, Emotional and Mental Health 	- ELSA Support for transient and short term issues - Movement / brain breaks - Visual timetables - Now and Next - Use of direct and meaningful praise - Focussing on positives/successes - High expectations made explicit - Achievable expectations - Consistent sitting places in the classroom - Reward incentives / charts - Use of timers to control working time or time outs - Use of a safe space - Restorative Practice	- TA support with meet and greets, soft starts and at times of dysregulation and transition - ELSA Support for longer term needs - On Your Mind (Wiltshire Council Counselling) - Block (Lego) Therapy (Intervention) - Support for transitions - Flexible Routines - Calming activities - EBSA support strategies - Positive Handling Team Teach strategies	- TA support will be more regular and largely one on one – more necessary during unstructured times of the day - Alternative Provision - CAMHS - Barnardo's Counselling - Treehouse Wiltshire (Bereavement) - SEMH Inclusion Advisory Team (Wiltshire Council) - REP process / Section 19/MNERS

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		• Use of (limited) choices • Positive and meaningful reinforcement • Support for transition to new classes		
	Sensory and/or Physical Needs  (Inc Medical)	• Movement breaks • Forest School • Visual timetables • Pencil grips • Specialist pens and pencils • Sensory chew aids • Fidgets • Finger Gym resources and activities • Wiggle cushions • Theraputty • Weighted blankets • Desk/writing slopes • Ear defenders • Displays in classrooms do not overwhelm the senses	• Individual Health Care Plans • Sensory Circuits • Technology to support physical or sensory impairment as appropriate • Adaptations to school uniform where fastenings/labels/fabrics etc cannot be tolerated or manipulated • Therabands for sensory feedback • Administration of medication / supervision and monitoring of medical care activities (ie Diabetes)	• Alternative Provision • Occupational Therapy Support / Physiotherapy Support • Support from Specialist SEN Service (Wiltshire Council) – Hearing and Vision Support Teams, Habilitation Team • MNERS Team • School nursing support

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		• Lighting and heating is set at comfortable levels • Vision/hearing impairments are considered when planning the layout and seating plan of the classrooms • Children have well maintained and readily available aids such as glasses and hearing aids • Children have appropriate furniture for their age, stage and need.		

All levels of OPAL and 'Additional To and Different From' provision and support assume the following as a baseline:

- Close working in partnership with parents, carers, children and specialist support agencies
- Timely use of assessment and feedback and the 'Plan, Do, Review' cycle
- That the physical environment is set up to help learners feel comfortable, supported and to have a sense of inclusion and belonging

References:

EEF Five a Day

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send>

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL PROVISION MAP

Wiltshire OPAL offer

<https://www.wiltshire.gov.uk/local-offer/ordinarily-available-provision>



ST. JOSEPH'S
MALMESBURY