The Graduated Approach Ordinarily Available Provision (OAP) for all students:

Information guidance for professionals.

Bracknell Forest Council

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Introduction

What is Ordinarily Available Provision?
Ordinarily Available Provision, or Quality First Teaching (QFT), describes inclusive provision that the local authority expects to be made available for children and young people with special educational needs and/or disabilities (SEND) aged between 0-25 years in all education settings.

What is inclusion?
Inclusion in schools refers to the practice of ensuring that all students, regardless of their abilities or backgrounds, have access to quality education and are actively engaged in the learning process. Ordinarily available provision sets out a way educational settings can be inclusive in their practice.

Definition of inclusion:
Inclusion in education is a vital concept that aims to provide equal opportunities for all students, particularly those who may face barriers to learning, such as students with disabilities, those from minority backgrounds, or those with different learning needs. It emphasises the importance of creating an environment where every student feels valued, respected, and supported.

Key principles:

Any provision or support should be provided in line with the needs of the child or young person and is not dependent on any formal diagnosis.

All provision should be based on equity rather than equality, as children learn and develop differently.

All settings must apply the principles underpinning the SEN code of practice and show regard to the Equality Act 2010.

The key principles of the SEN code of practice should be applied in all settings, and throughout the student's learning journey:

- the views, wishes and feelings of the student and their parent carers are at the heart of decision-making
- students and their parent carers are fully involved in decisions and getting the information and support they need to take part
- the need to support the student, and their parent carer, to facilitate the development of the student and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Following feedback from education settings and parent carers, Bracknell Forest Council undertook a review of their Graduated Approach and Ordinarily Available Provision guidance (V2.1). This document (V3.1) has been co-produced over the past 12 months with SENCOs, headteachers, parent carers, health professionals and education and learning professionals. To go with this revised guidance, there are also a range of co-produced training webinars and accompanying guides.

Throughout this document we will refer to:

- children and young people as ‘students’
- adults who work at nurseries, schools or colleges and who support students as ‘staff’
- educational placements including early years provision, schools, and colleges as ‘settings’
- special educational needs and/or disabilities as SEND
- special educational needs/or disabilities co-ordinators as SENCO/ SENDCo

Glossary:

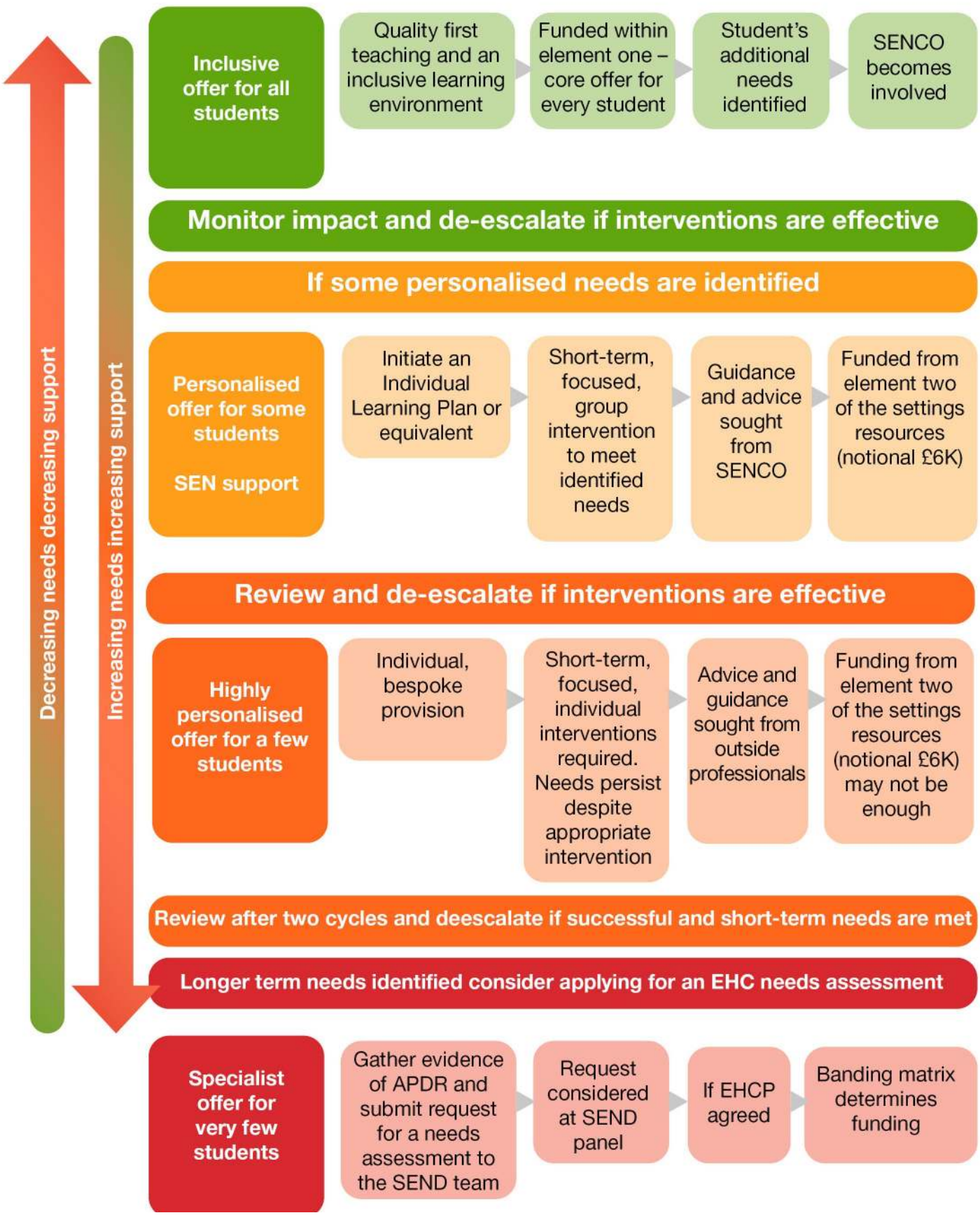
In this guide, following feedback from parent carers, Ordinarily Available Provision is broken down into three levels:

- **inclusive provision for all** – reasonable adjustments should be made available to all students across all settings, if required
- **personalised provision for some students** – short-term, small group interventions, that would be devised by the setting staff and monitored through the assess, plan, do, review (ADPR) process
- **highly personalised provision for a few students** – short-term, individual interventions, devised with advice and support from outside professionals and monitored through the APDR process

Appendices:

Copy of a new Individual Learning Plan (ILP) template that can be utilised to capture the Access, Plan, Do, Review (ADPR) process. Please note use of this ILP template is optional as each setting may have developed a different form that suits their needs better.

Bracknell Forest graduated support overview



SECTION 1: Summary of the Graduated Approach and the 'assess, plan, do, review' APDR framework

The Graduated Approach is a systematic framework used in education settings to support students with special educational needs (SEND) through a continuous cycle of assessment, planning, implementation, and review.

Importance of the Graduated Approach

The Graduated Approach is essential for ensuring that children with SEND receive appropriate and effective support. It promotes early intervention, encourages collaboration among educators, parent carers and professionals and helps create a more inclusive education environment. By following this structured framework, education settings can better address the diverse needs of their students and facilitate their learning and development effectively.

Key Components of the Graduated Approach

1. **Assess:** the process begins with a thorough assessment of the student's needs. This involves gathering information from various sources, including parent carers, teachers, and specialists, to create a baseline understanding of the child's strengths and areas for improvement. This initial assessment helps identify specific learning difficulties or disabilities that require support.
2. **Plan:** based on the assessment, a tailored support plan is developed. This plan outlines the specific interventions and strategies that will be implemented to support the students learning. Clear targets and deadlines for expected progress are established, and parent carers are involved in this planning process to ensure alignment and understanding.
3. **Do:** the planned interventions are put into action. The student receives the necessary support under the supervision of the classroom teacher or designated staff. This phase focuses on implementing the strategies outlined in the plan to help the student progress in their learning.
4. **Review:** the effectiveness of the support provided is regularly reviewed. This involves evaluating the student's progress against the targets set in the plan. Reviews are typically conducted termly, and adjustments to the support plan are made as necessary based on the student's ongoing needs and progress. Parent carers are kept informed throughout this process to ensure they are actively involved.

Continuous cycle

The graduated approach is not a one-time process; it is a continuous cycle. After the review, if the student has met their targets, new goals may be set. If not, the existing plan may be adjusted or continued. This process allows for ongoing support tailored to the student's evolving needs. If, after a minimum of two cycles of APDR, the student's progress is minimal, settings and/or parent carers may want to consider applying for an Education, Health and Care needs assessment.

SECTION 2: This section outlines the expectations on all educational settings to involve parent carers and the student in decision making.

The setting works with parent carers and students. **Their involvement in decision making is evident through their participation in reviews and is documented on an ILP or equivalent record.**	The school SEND information report is co-produced with parent carers. Parent carers are signposted to special educational needs and disabilities - local offer: Local Offer | Bracknell Directory (fsd.org.uk) Parent carers are aware of the range of communication channels available to them for sharing information about their child with the setting. Parent carers are aware of the SEND status of their child and the provision to support, including any individuality tailored interventions in place. Students are involved in the Graduated Approach: assess, plan, do, review process: setting and reviewing targets and identifying their own learning strategies. Students understand and can contribute to the targets they are working to achieve through their Individual Learning Plan. Formal and informal events take place to seek views in relation to SEND provision in the settings, such as student and parent carer surveys, coffee mornings. Use of home and setting diary / book bag /messaging and social media to support communication directly with parent carers in addition to communication given via student.

SECTION 3: Ordinarily Available Provision for early years, school-age and post-16 students

For students up to 25 years of age

This section begins with a summary of what would be considered general guidance to delivering Ordinarily Available Provision in all settings and then is separated into the four areas of need from the SEN code of practice.

Many students have needs across more than one category and certain conditions may not fall neatly into one area of need. When reviewing and managing special educational provision, the four broad areas of need may be helpful as a guide to ensure you can provide support across these areas.

The table below lists the support that the Bracknell Forest Local Authority expects to be available in all settings for all students. Ordinarily Available Provision refers to inclusive, quality first teaching with reasonable adjustments being made.

It is expected that settings will be flexible and creative in the way they deliver Ordinarily Available Provision.

Despite receiving inclusive support over a sustained period, some students' needs will not be met, and they may require personalised or highly personalised provision. When personalised or highly personalised provision continues to be required in the longer-term, after two cycles of assess, plan, do, review, this could be used as evidence that an Education, Health, and Care needs assessment might be considered. Ordinarily Available Provision should continue to be provided when a child or young person has an EHCP.

Settings typically start the assess, plan, do, review cycle when they identify a student as needing support due to their learning difficulties or other needs and disabilities. This is often done through assessments, comparing the student's development to peers, and input from parent carers. The cycle is initiated when the student's needs are assessed, and a plan is agreed upon to address these needs. The cycle continues if the student's progress is not meeting the expected outcomes, requiring regular reviews and adjustments to the plan as necessary.

This guidance applies to early years settings, primary and secondary schools and post-16 colleges. Staff should consider the age and phase of the student and adapt provision accordingly. For example, a safe space in a nursery / primary setting might be a tent in the classroom; this would not be the case in a secondary school or college. A small group intervention might be a lesson in the learning support area at secondary school or college. Pre-teaching vocabulary could be a homework exercise for secondary or college students whilst at nursery or primary school it may be more appropriate for a teaching assistant to support a child with this individually. It is important to ensure that the provision each setting offers can be considered equivalent even though it may look different.

For the purposes of this guidance Ordinarily Available Provision is broken into three levels:

1. **Inclusive support for all students**
2. **Personalised support for some students**
3. **Highly personalised support for a few students**

	All: 'inclusive' support	Some: 'personalised' support	Few: 'highly personalised' support
General Ordinarily Available Provision	Quality-first teaching with reasonable adjustments for all students. All staff have high expectations and seek to promote independence and self-care skills. All staff create a positive and supportive learning environment that promotes positive relationships, active engagement and wellbeing for all students. Students' individual progress is monitored through regular formative and summative assessment. All adults are trained in interpreting students' behaviour as a means of communication. Support is coordinated by the key worker/class teacher/form tutor (staff). The setting works in partnership with parent carers - meeting regularly to discuss progress and support, such as parents' evenings. https://www.wholeschoolsend.org.uk/resources/teacher-handbook-send Deployment of Teaching Assistants | EEF SEND Early Years Inclusion Toolkit for WEB Help for early years providers : SEND assessment guidance and resources	Short-term group interventions for students with similar needs. Observation and assessment are used to support understanding of individual students' learning needs, inform planning and interventions starting from the student's strengths, interests and what they can do. A regular cycle of assess, plan, do review is used to ensure that students with SEND are making Progress. Students' individual progress is monitored through a pupil passport, Individual Learning Plan (ILP) or SEND support plan. This document documents evidence of the assess, plan, do, review cycle. Students understand and can contribute to the targets they are working to achieve through their ILP, pupil passport or SEND support plan. Support is coordinated by the setting's special educational needs coordinator (SENCO) working together with staff. Personalised learning is provided within small groups in lessons where students experience difficulties. There is regular communication between the home and school to discuss progress and support. This happens at least three times per year such as ILP review meetings.	Short-term individual provision to meet individual student's needs. Highly personalised provision is tailored to individual needs and may involve 1:1 instruction or very small group work. Support is coordinated by the setting's special educational needs coordinator (SENCO) working together with class/form or subject teacher(s) and external professionals. Partnership working includes regular communication between the home and school to discuss progress and support. This happens at least three times per year. The advice of external professionals may be sought.

	All: 'inclusive' support	Some: 'personalised' support	Few: 'highly personalised' support
Provision to support Language and Communication Needs	Whole setting awareness and understanding of communication and interaction needs. Speaking and listening skills are taught as part of a wider literacy curriculum. Key vocabulary is introduced and explained as part of new learning. Spoken language is adapted to make sure all students can understand it. Staff are skilled in adjusting the pace and order of activities to maintain interest and motivation. Staff are aware of their tone of voice and their body language. Staff remain calm, avoid sarcasm, figures of speech and idioms. Different modes of communication are used in teaching (such as visual, auditory, and kinaesthetic). There are opportunities to develop speaking and listening skills in a group context. Accept and celebrate the different ways students interact. Processes in place to enable parent carers to understand typical speech, language and communication development and support by signposting to resources. Refer to the CYPIT online resource for advice: https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-young-peoples-integrated-therapies/	All attempts to communicate are appreciated and valued. Key vocabulary is pre-taught / provided on an individual or small group basis. This could also be achieved through sending the vocabulary home or reviewing it at the start of lessons. Listening skills are actively developed through structured small group interventions. Allow extra time for the student to process information received and additional time to respond. The student's name is used first to draw their attention before delivering information or instructions. Visual aids are used in a planned and structured way to help students access work. Language skills are actively developed through structured small group interventions. Adaptations are made to the timetable to allow students to access personalised support, where needed. Social understanding and awareness are developed using social stories and comic strip conversations. The use of visual structures and strategies that support transitions and preparation for change should be readily available at a level appropriate to the child or young person's needs, to include, for example, timers, objects of reference, visual timetables, now & next boards, colour coded planners.	Appropriate advice is sought from a: Speech and language therapist Specialist teacher (Autism Advisory Support Service, AASS) Educational psychologist Child Development Centre (CDC) Academy trust specialist Other SENCOs (peer-to-peer support) Teaching and learning opportunities are adapted to incorporate highly bespoke work and, where appropriate, address targets agreed with an external professional. Individual or small group support is provided to help the student achieve targets agreed with an external professional.

	All: 'inclusive' support	Some: 'personalised' support	Few: 'highly personalised' support
Provision to support Cognition and Learning Needs	Teaching and learning are planned based on regular assessment using the assess, plan, do, review model. Work is adapted to meet the needs of all students. Regular formative feedback is given to students through marking and verbally. A range of different teaching approaches are used to ensure students can access learning. A range of concrete resources to support students' learning are made available (such as Numicon or magnetic letters) Classroom grouping and seating arrangements are conducive to promote learning and independence. Students are supported to understand new learning and keep on task.	Students can be supported in small groups (of six to eight students) in lessons where they experience difficulties. Students have access to key information in advance of whole-class lessons and can revisit and revise learning, either individually or as part of a small group. Adaptations are made to daily routine and environment to accommodate individual needs (e.g. movement breaks / visual timetable / prompts and instruction sheets / fidget toys.) Expertise is in place to manage reasonable examination arrangements for assessments, national tests, and public examinations. Students can access additional study skills support through a learning support unit or equivalent. Personalised learning is provided within small groups in lessons where students experience specific difficulties. Including: • Neuro-diversity approaches • Metacognitive approaches • Curriculum adaptations • Multi-sensory approaches • Evidence based interventions to develop phonics, spelling, reading, number and handwriting skills. • Alternative ways of recording information, such as laptop, scribe, shared writing and speech-to-text software. • Support to become independent and resilient learners.	Appropriate advice is sought from a: • Specialist learning teacher (Support for Learning (SfL) service) • Educational psychologist • Child Development Centre (CDC) • Academy trust specialist • Other SENCOs (peer-to-peer support) Teaching and learning opportunities are adapted to incorporate highly bespoke work and, where appropriate, address targets agreed with an external professional. Individual or small group support is provided to help the student achieve targets agreed with an external professional.

	All: 'inclusive' support	Some: 'personalised' support	Few: 'highly personalised' support
Provision to support Social, Emotional and Mental Health (SEMH) Needs	A whole-setting PSHE curriculum supports the social and emotional development of all students. A whole-setting approach to mental health and wellbeing that is actively promoted by the senior leadership team. A whole-setting positive behaviour policy is applied consistently. Whole staff training on trauma-informed approaches Staff are aware of students who may experience barriers to attendance, especially students with SEND, pupil premium and those with a social worker. Students can access written and digital materials to support their health and well-being. For example: http://reading-well.org.uk / www.youngminds.org Use of restorative practice to build, maintain and repair relationships. There are a range of different ways for students to share worries and concerns with adults in the setting such as daily check-ins with a key worker or individual tutorials. A range of differentiated opportunities for social and emotional development e.g., buddy systems, peer mentoring, friendship strategies, circle time.	Use of individual regulation or behaviour plans, pastoral support plans, and risk assessments. Plans should be co-produced with students and their families. Staff are trained to identify triggers using methods such as antecedent, behaviour, communication, consequences (ABCC) chart. Students have access to group interventions to develop social and emotional skills and/or social inclusion (e.g. eEmotional Lliteracy) There is an adapted curriculum to meet the needs of students with adverse childhood experiences (ACES), trauma, and attachment needs that provides short term interventions, and access to emotionally available adults. Adults are trained in providing additional regulation support (co-regulation). Students receive regular and planned support from a key person, such as a key worker, learning mentor, tutor, skilled teacher, or teaching assistant. Students have access to a calm, safe area that they can go to when feeling overwhelmed or distressed. Staff use pre-agreed and appropriate strategies to prevent and de-escalate conflicts, as detailed in the school's behaviour policy.	Appropriate advice is sought from a: Mental health professional Early help CAMHS Mental health support team (MHST) Medical professional (e.g. paediatrician) Specialist teacher (SEMH and inclusion service) Educational psychologist Virtual school – trauma-informed approaches provider Child Development Centre (CDC) Academy trust specialist Other SENCOs (peer-to-peer support) Teaching and learning opportunities are adapted to incorporate highly bespoke support to access learning and, where appropriate, address targets agreed with an external professional.

	All: ‘inclusive’ support	Some: ‘personalised’ support	Few: ‘highly personalised’ support
	Praise, rewards and encouragement are used throughout the setting. Use of whole setting approaches to promote wellbeing and resilience. Support to help students make positive transitions (e.g. from one phase/year to another). A range of social activities and recreation opportunities are available, with supervision and support as required.	Social interaction skills are actively developed through structured small group programmes of work. For example, Lego therapy.	Individual or small group support is provided to help the student achieve targets agreed with an external professional. Where there are barriers to attendance, maintain regular communication with the family throughout any period of school non-attendance. Continue to build positive relationships with the family and let the student know you are keeping them in mind. Co-produce a realistic, bespoke support/reintegration plan with the student and their parent carers that addresses the barriers to engagement and attendance. Focus on engagement, supporting learning wherever it occurs best. Consider use of the AV1 robot and hybrid / remote learning options.

	All: 'inclusive' support	Some: 'personalised' support	Few: 'highly personalised' support
Provision to meet Physical and Sensory Needs	A whole setting physical education programme is used and adapted to meet students' individual needs. There are opportunities for movement and sensory breaks to help students with their sensory regulation needs and consequently with managing their emotions and behaviour. Students have access to water throughout the day. Students have access to the toilet as required. Sensory audits completed e.g. Sensory Audit for Schools and Classrooms. There is a whole setting accessibility plan and risk assessments in place. All staff have awareness of students' physical and sensory needs (e.g. hand preference or use of glasses). Minor adjustments are made to the learning environment to ensure it is accessible to students with mild sensory/ physical impairment. Hearing/vision/multisensory impairment is managed in line with the Berkshire Sensory Consortium quality first teaching documents To manage medication in line with the following guidance: https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3	Adaptations to timetabling and room allocation to support students with mobility needs. Adaptations to the physical environment to support students with sensory impairments (such as an appropriate seating plan, consideration of noise, lighting, and temperature, guided by individual need). Uniform adaptations may be required. Adaptations to teaching resources (such as the use of enlarged print, Braille, subtitles). Arrangements to prepare students for a change to their usual routine (e.g. school trips). Support to develop the skills needed to access the curriculum (e.g. touch typing). The use of technology and specialist equipment (such as sound field equipment or low vision aids) to support learning where needed. Adaptations to timetabling and room allocation to support students with mobility needs. Adapted equipment to access specific aspects (e.g., cutlery, crockery, scissors). Staff have appropriate training to meet physical needs. Moving and manual handling training. Support in practical lessons for health and safety. The use of assistive technology and specialist equipment (such as radio aids, sound field equipment, or low vision aids) to support learning where needed.	Appropriate advice is sought from a: • Health / medical professional • Occupational therapist • A teacher of the deaf • A teacher of the visually impaired • A teacher of children and young people with a multi-sensory impairment • An educational psychologist • Child Development Centre (CDC) • An academy trust specialist • Other SENCOs (peer-to-peer support) Teaching and learning opportunities are adapted to incorporate highly bespoke work and, where appropriate, address targets agreed with an external professional. Individual or small group support is provided to help the student achieve targets agreed with an external professional.

Appendix:

Termly individual learning plan (ILP)

Student's name:	**DOB:**	**EHCP**	**Date of ILP**	**ILP No.**
		Yes ☐ **No** ☐		
My strengths and interests:		**Agreed priority areas for development (Long term outcomes, max three)**		

What can I do now?	**Short term targets** (max three per outcome, focusing on skills, knowledge, understanding or attitude)	**Strategies, resources and activities** (What, how, when, why, who)	**How far have I got in achieving my targets?** (How far has the child got in achieving the targets?)
Any additional steps to focus on when planning for my future? e.g. Independence skills and preparing for adulthood • Social inclusion and relationships • Health and wellbeing • Employability • Daily living skills/independence		**Notes**	
Ideas to try at home			
Any comments from me about my individual learning plan (ILP)			
Any additional ideas from parent carers to support this individual learning plan (ILP)			
Date of next termly review			

I agree this plan and accompanying reports can be shared with other professionals working in support of me/my child/young person:

Signatures

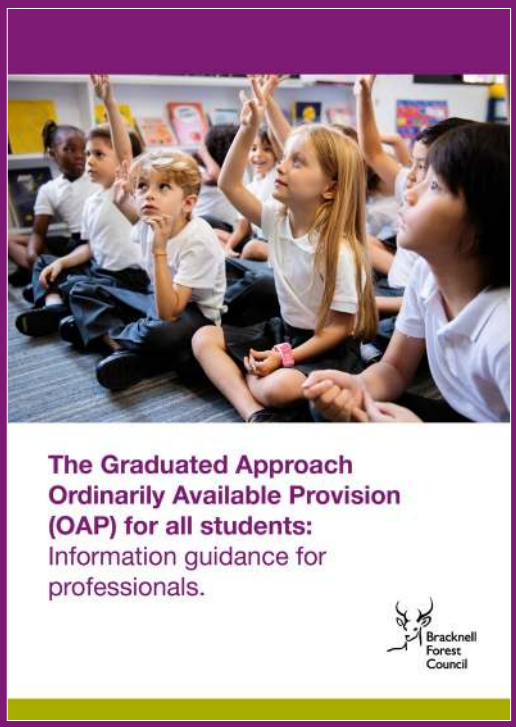
Student	Practitioner/SENCO	Parent carers

Record of SEN support

To record visits, reports received. Telephone calls, emails, contact from external professionals, and meetings held.

This form can be used to log information and added to the child's SEN folder as a quick reference.

Date:	Who?	What happened?	Comment/Action


The Graduated Approach
Ordinarily Available Provision
(OAP) for all students:
Information guidance for
professionals.
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