Hampshire County Council

Improvement and Advisory Service

OAP and SEND support

Ordinarily available provision and special educational needs and disabilities support guidance









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Foreword

We are really pleased to be able to share this guidance with you. In today's rapidly evolving world, the need for actionable guidance has never been more critical. This document is designed to provide you with the essential tools and insights needed to navigate ordinarily available provision and Special Educational Needs (SEN) support.

This is not guidance which has been developed in isolation. Prior to embarking on the draft we worked with: learners (with and without SEN) attending education placements in Hampshire, parent forums, educators, specialists and other local area partners to hear the different lived experiences. This enabled the identification of current challenges and suggestions as to how these might be supported, as well as exploring the good practice happening across the education spectrum. This is an evidence based guidance and those who want to discover more will enjoy the reference section included.

The term ordinarily available provision is deliberately used. We want the provision outlined in this document to be ordinarily available in every education setting so this becomes the culture of the ordinary in Hampshire education settings.

This document has its roots in the previously published *SEND support guidance* and has benefitted from a consultation process involving those who provided the initial information. This has enabled the document to be refined in light of this feedback. This is not however the end of the process, as we will be reviewing annually to ensure that practice remains rooted in evidence and current understanding.

We would love to hear from you as we embark together on this journey to make our schools and education settings places in which all of our young people are valued and supported with comprehensive and consistent ordinarily available provision.

If you would like to make contact, please use the Ordinarily Available Provision - contact us form below:

https://forms.office.com/e/v78HVfKL6A

Natalie Smith

Assistant Director, Education and Inclusion
Hampshire County Council

Compiled with thanks to:

Local Area Partners:

NHS

Public Health

Hampshire SENDIASS

Hampshire parent carer forum

Hampshire Autism Partnership Board

Schools:

Park Community School

Horndean Technology College

Crookhorn College

Alderwood School

Weeke Primary School

Nightingale Primary School

Cornerstone CofE Primary School

Purbrook Junior School

Baycroft School

Portchester Community School

Hampshire Services:

Hampshire Educational Psychology

Hampshire Improvement and Advisory Service

Inclusion Support Service

Primary Behaviour Service

Early Years Services for Children

Hampshire SEN

Specialist Teacher Advisory Service

Virtual School

Ethnic Minority and Traveller Achievement Service



Section One
Principles, inclusion and ordinarily available provision

Principles of the guidance

This guidance is a support document for every person who is in some way involved with an educational setting. The first section of the guidance is intended for all and focuses on inclusion and ordinarily available provision. The second section is split into two parts. One section focuses on classroom practice in relation to special educational needs and disabilities (SEND) support and the other focuses on SEND support in the wider context; so most likely to be of use to special educational needs co-ordinators (SENCos) and leaders.

A culture of inclusion

Inclusion can be an overused term in education and its use is often without the underpinning practical advice. Everyone wants to be inclusive, but how this looks can vary. Changing profiles of need means that genuine inclusion is essential in securing success, and independence, for all.

To create a culture of inclusion, everyone in the education setting needs to know what inclusion looks like and why it is fundamental to the culture. It is an area where every staff member has to be committed to the shared understanding and outcomes. If we achieve genuine inclusion then no one feels different and the word becomes defunct! It becomes the *culture of the ordinary*.

Research shows that inclusive environments can be achieved when consideration is given to: physical environments, systems and processes, curriculum design and when there is a prevailing culture relating to coproduction, parental engagement, relational approaches and strengths-based language use. Inclusion is only ever achieved through consistency of approach and when a culture and ethos is shared.

What is ordinarily available provision?

This is the provision made available in every part of an educational establishment for every person, every day. Ordinarily available provision is the underpinning principle that enables an inclusive learning environment to be established, so that every member can succeed. We know that what benefits those with additional needs, ultimately benefits everybody, so this guidance aims to provide practical strategies to support proportionate universalism.

Those in education settings have the opportunity to work with a wide range of learners. However, alongside this privilege is a responsibility to develop them as an individual which requires ongoing enthusiasm for making the necessary adaptations to ensure that every individual benefits from high quality provision. This expectation is reflected through Teachers' Standards four, five and six and therefore is a requirement for all who work in education.

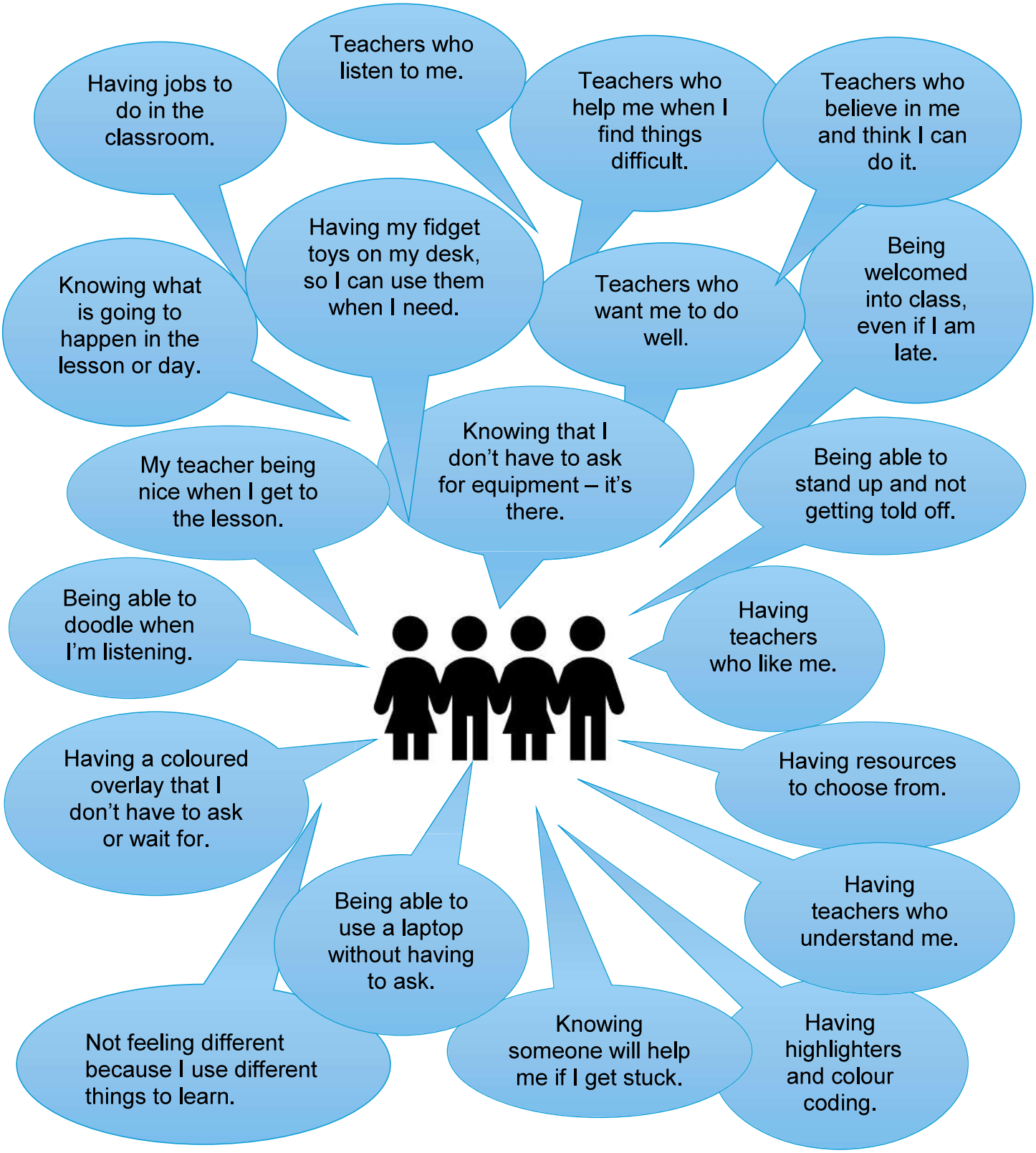
Why is ordinarily available provision fundamental to inclusion?

Ordinarily available provision is fundamental to establishing an environment where all can succeed. If education settings reach the point where ordinarily available provision becomes the *culture of the ordinary*, all will achieve, develop independence, and outcomes will be positive.

Much has changed since the SEND code of practice 2015 first used the term. Although at that point it was specifically linked to special educational needs and disabilities and what education settings should ordinarily provide, the changing profile of needs, as well as the recognition that not all needs are immediately identifiable, has meant that the concept has had to evolve, as has teaching and learning, in order to be appropriate and impactful for every learner.

Hampshire learner views

Learners and their families will often know what works for them, so this voice should always be heard.



Implementing ordinarily available provision

Implementing ordinarily available provision

A graduated approach to ordinarily available provision should be put into practice, as outlined in diagram 1. It is expected that this provision would be implemented prior to the more targeted, adapted provision actioned through SEND support (SEND support is explicitly explored later in the guidance).

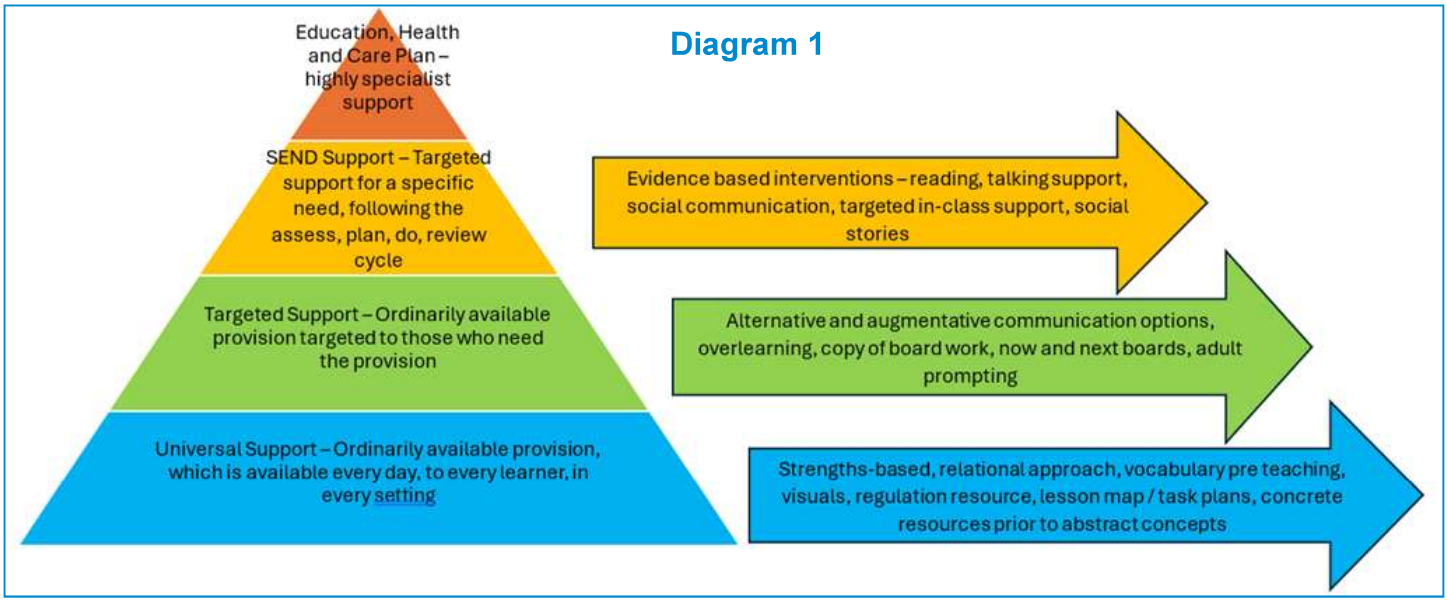
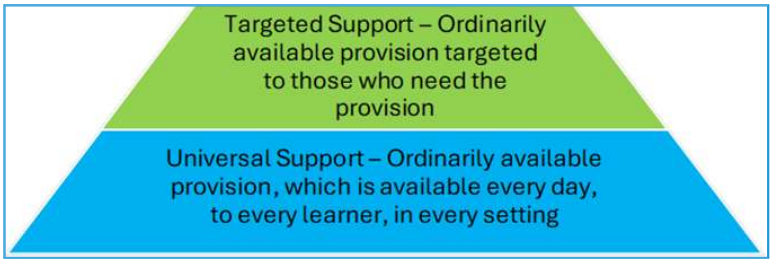


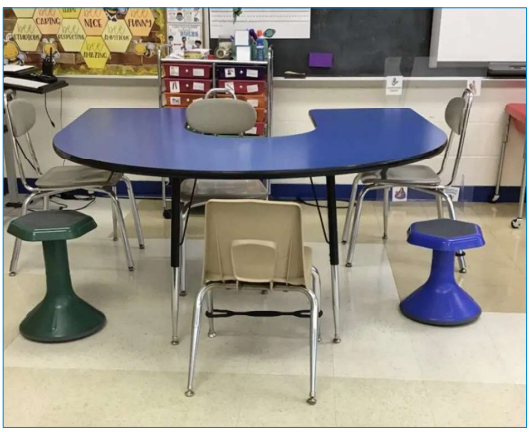
Diagram 1

Universal and targeted ordinarily available provision

This section summarises the three areas to be considered as ordinarily available provision: learning spaces, pedagogical principles, and visual support. For each area the universal elements are identified as well as those which are marginally more targeted and therefore may not be required at all times.



The aim of this section is to provide practical considerations, as well as information about the importance of the approach and specific strategies to be considered.







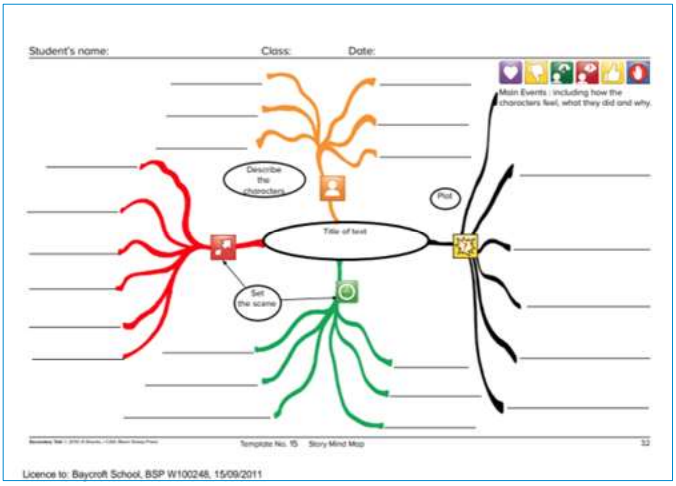
Learning space conditions

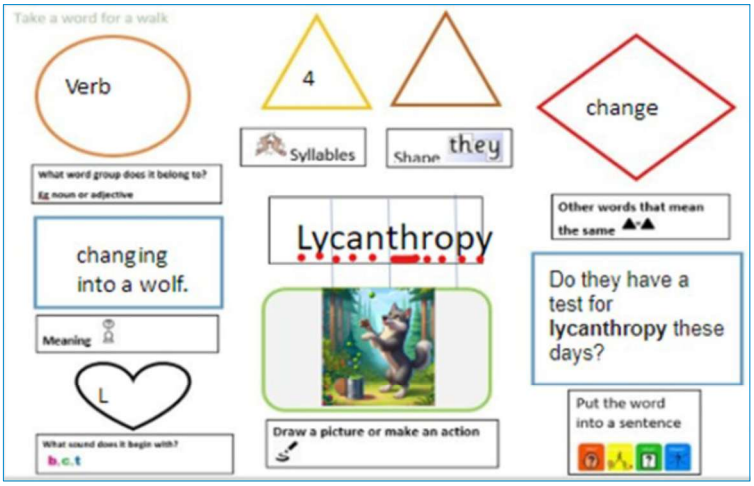
Universal provision	Importance and strategies
Adapted furniture	If learners have the specialist furniture or equipment they require, this will support feelings of inclusion and belonging.
Aspiration and expectation	If everyone believes that success is possible then it is more likely to be achieved due to the scaffolding and belief that all can achieve, as everyone is a learner. Expectations need to align to aspirations.
Clear classroom climate	A purposeful classroom environment, where learners know what to expect from adults, will support the learning experience.
Consistent and explicit boundaries	If expectations are explicit, they are easier to follow and create a sense of reassuring predictability and routine.
Language and communication	Strengths based approaches focus on positives and support success. Careful verbal and non verbal communication can reduce the likelihood of dysregulation and generating a deficit focused narrative.
Low sensory environment	Some learners find some environments over stimulating. Wall displays should be a learning tool to engage and support the learning journey. They should not act as wallpaper, and consideration should be given to colours, lighting and arrangement.
Preparation for change	Providing reminders about transitions before they happen can ease the process and mean that they are anticipated. Strategies such as visual timers can also help. Planning for transitions will support in achieving this.
Regulation resource	Being able to regulate in the moment is an important skill for independence. Resources could include tangle toys, wobble cushions and chair bands that may be used independently or supported through coregulation.
Resource availability	Having to wait for additional resources slows the learning process and can create feelings of inequity; having them in easy reach helps to build independence.
Resource presentation	Appropriate font and print size need to support all. Using resources that are clear, uncluttered and on appropriately coloured backgrounds helps to reduce visual stress and ensure accessibility. Captions for videos are also an important consideration.
Seating arrangements	Different learners may thrive or find specific spaces difficult, so this needs to be considered and would benefit from co-development of approach.
Sense of belonging	This can support learners to feel that they are part of the education community, where they are safe and valued. A genuine relational approach to the learning environment and its management will support this in being achieved. Settings should ensure all staff have clarity as to what the approach looks like and means in the setting.
Targeted	
Copy of board work/ presentations	Reading and/or copying from a board can be challenging, so having the same resource available in a hard or digital format will negate this challenge.
Now and next boards/first and then boards	A visual indicator of the current and next focus which helps to ease transition between learning components.
Prompting	Additional adult prompting can help maintain focus and enable a transition to happen whilst providing reassurance and predictability.

Pedagogical principles

Universal provision	Importance
Adaptive delivery	In the moment adjustments mean every part of the learning is purposeful in reaching the end point. This is only possible where assessment is ongoing and responsive.
Chunking information	Chunking the way information is provided supports working memory. This also applies to how instructions are provided to assist retention and support application.
Clear end point	Understanding the end point will enable relevance to be given to the journey and make the learning purposeful for all. Success criteria and visual journeys can support this and will ensure all know what needs to be achieved and why it is important.
Concrete resources	Multisensory learning supports understanding and consolidation of new concepts. Concrete resources can be particularly helpful when supporting in the understanding of more abstract concepts.
Crafted questioning	Deliberate and strategic creation of questions supports critical thinking, deeper understanding and ensures assessment is of the information really required.
Differentiated instruction	Different learners will need different amounts of instruction and the delivery of this may vary depending on need.
Grouping	Seating and use of grouping can be used to support, stretch and enable collaborative working.
Metacognition for independence	Enabling learners to see and hear the learning process through live modelling or blank canvas modelling, supports them to fully understand the process and the decision making behind it. With practise, this understanding will support independence.
Modelling	Examples of success are supportive in understanding the end point. Live or blank canvas modelling provides an *in the moment* example of the process which can then be replicated.
Multisensory approaches	Approaches that engage multiple senses enhance memory and retention, support diverse learning needs, improve focus and motivation and deepen understanding. Multisensory learning is whole brain learning as two or more sensory systems are stimulated.
Ongoing, responsive assessment and feedback	Addresses misconceptions as they arise. Explicit success criteria is supportive in maintaining the focus of the ongoing assessment. Assessment may be verbal or written, depending on the individual learner. Feedback should be in the moment, specific to the individual and the specific learning foci.
Opportunities for repetition and deliberate practice	Repetition means that learning is more likely to be transferred to longer term memory, particularly where the working memory might not be as strong. Deliberate practice is focused and systematic in approach which improves performance in an area.
Precision over learning and its route	Knowing the likely route to the learning means potential misconceptions can be anticipated which support scaffolding or addressing these as part of the journey.
Pre-teaching of vocabulary	New or complex vocabulary will be embedded, understood and able to be retrieved if these are taught explicitly prior to being used in the context. Pre-teaching means that learners will be familiar with the word and its use.
Reflecting back correct speech	Reflecting correct speech rather than correcting helps to clarify understanding, validates the speaker and encourages further communication.
Repetitive instructional phrases	Consistent phrases with consistent language support those who may have speech and language needs. Ongoing use of key phrases creates a condition where learners are more able to follow what is being said and therefore asked of them.

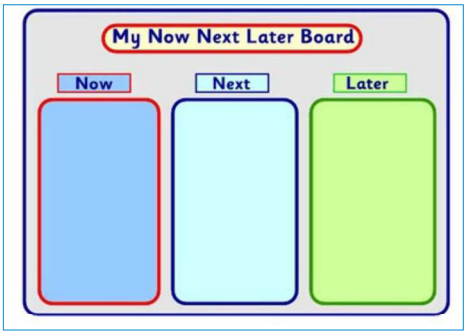
Universal provision	Importance
Scaffolding and support	Different learners will require different levels of scaffolding and support to achieve an outcome. Holding this in mind means that appropriate levels/types can be applied throughout the process.
Sentence starters or stems to support writing	Some find it difficult to get started on a task. Ready made sentence starters or stems can support this and help create some predictability.
Sequential, cohesive, contextualised curriculum	Builds on prior knowledge, aims to eliminate learning gaps, enhances retention and understanding, facilitates smooth transitions, supports cognitive development and promotes engagement.
Structures to support talk	Strategies such as sentence starters and *think pair share* organise communication, promote equity, improve retention and facilitate critical thinking.
Verbal rehearsal opportunities	Rehearsal can support memory retention, improve fluency and confidence, anticipate potential problems, reduce anxiety and improve delivery skills.
Targeted	
Alternative and augmentative communication (AAC)	Tools such as language boards, picture boards and communication books facilitate communication, support development, reduce frustration and are customisable and versatile to need.
Overlearning and consolidation	Additional opportunities for overlearning and the consolidating of learning are needed by some to ensure transfer to long term memory and to enable swift retrieval of information.
Relevant curriculum matter	Engagement and retention can be supported where the curriculum matter is personalised to individual interests and explicitly linked to already established understanding of these areas.
Show and tell me assessment	Assessments that do not solely rely on the spoken word allows a better assessment of understanding to be made, working to the strengths and developmental areas for each individual.

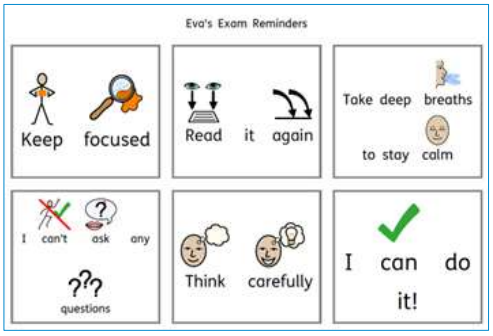


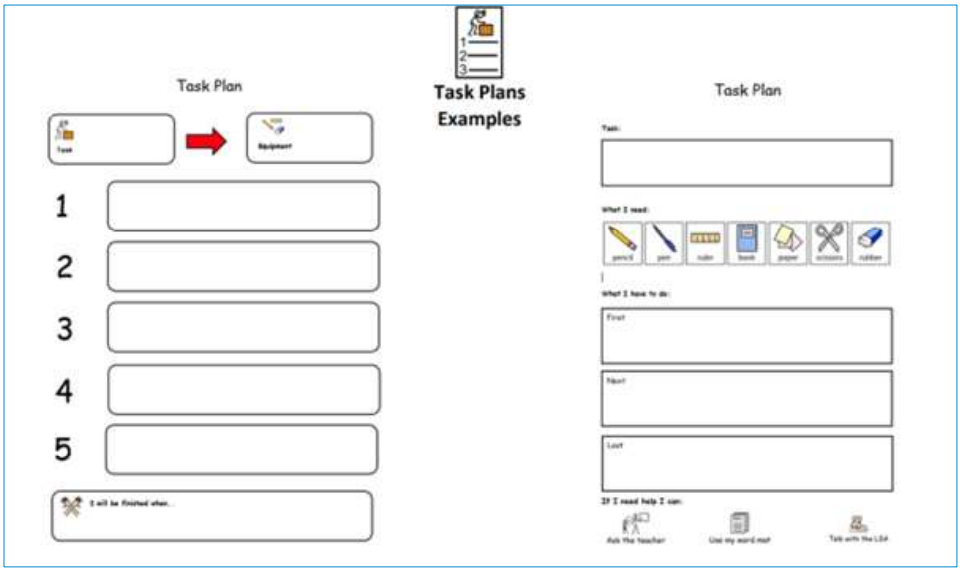


Other visual approaches

Universal	Importance
Colour coding	Use of this strategy can support organisation, structure, memory and recall through the enhanced focus and attention promoted.
Communication friendly environment	Environments where visual supports, cues and labelling are integrated will enhance learning and engagement through better understanding and participation, as well as reducing anxiety and promoting social interaction.
Dual coding	The use of text and visuals simultaneously reduces cognitive load, improves comprehension and facilitates deeper learning.
Lesson maps/task plans	Enables a learner to understand the learning journey as well as to chunk information. The predictability can reduce potential anxiety whilst supporting the ability to transition from one section to another. This can be used responsively and, if changed alongside learners, they can see how it is adapting to them, whether it be to accelerate or over teach/take more time.
Visual scaffolds	Tools that support learning and comprehension through the visual organisation of information, such as word webs, can support in developing understanding around a concept.
Visual timetables	Provide structure, visualise routines and enhance understanding which promotes independence.
Targeted	
Signing	Supports memory and retention through the use of muscle memory and supports cognitive development using the visual spatial areas of the brain.









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Beyond ordinarily available provision

When ordinarily available provision is not enough

If ordinarily available provision is not providing sufficient support to enable progress, then further investigation in relation to SEND support may be required. The code of practice (2015) states that special educational needs refers to those learners who have *"significantly greater difficulty in learning than the majority of others of the same age"* and for those who require a "*special educational provision to be made"* for them. The code also refers to those who have a disability which can make it more difficult for them to make use of the educational facilities available to their peers (pages 15 and 16).
https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf.

The Teachers' Standards make clear that every teacher should adapt their teaching to respond to the strengths and needs of all (pages 11 and 12).
https://assets.publishing.service.gov.uk/media/61b73d6c8fa8f50384489c9a/Teachers__Standards_Dec_2021.pdf

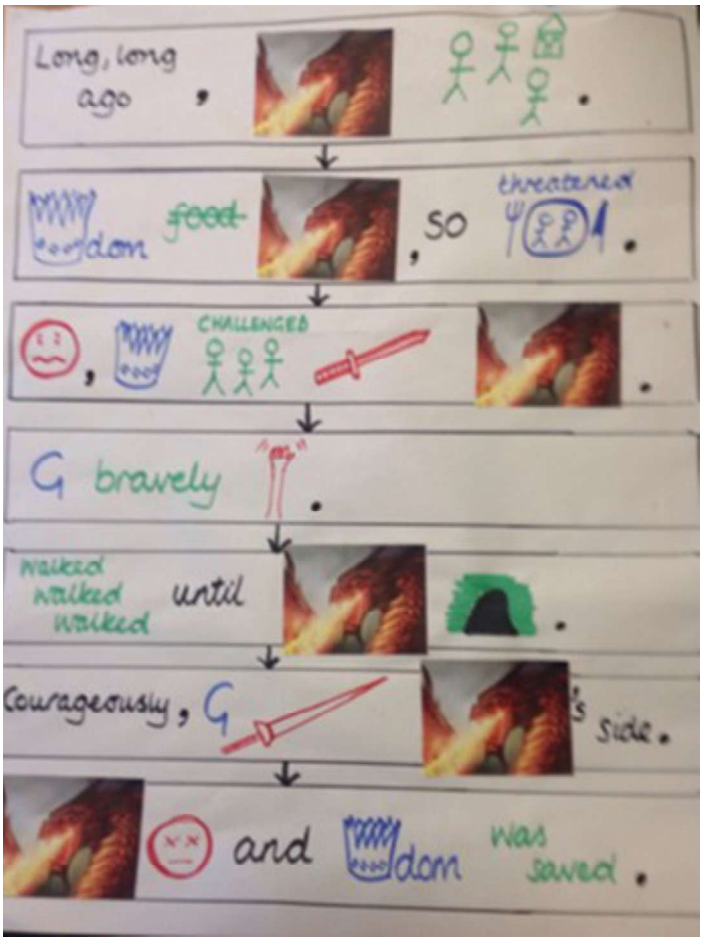
The Code of Practice (page 285) also makes clear the expectation that most learners with SEND should be taught in mainstream settings and that every teacher is a teacher of SEND.

SEND support is targeted adaptations, adjustments and provision, that should be available in every education setting, to enable those with special educational needs or disabilities to make good progress in relation to their peers and from their starting points.



Seeking support from the special educational needs and disabilities co-ordinator

If monitoring shows that a learner is not making progress, despite consistent application of ordinarily available provision, this suggests that there could be a need requiring further investigation. This is the time to speak to your SENCo for support and advice and to utilise the *SEND support in the classroom* section of this guidance.



Glossary, references and further reading

Glossary	
Alternative and augmentative communication (AAC)	Methods and tools designed to assist those with difficulties in speech and language. These can be used to enhance or replace natural speech.
Blank canvas or live modelling	Involves demonstrating something in real time, whilst thinking out loud.
Concrete resources	Tangible, physical material that can be manipulated.
Inclusion	The practice of ensuring all individuals have equitable opportunities where every individual feels valued, respected and supported.
Ordinarily available provision	The provision made every day in every part of the educational establishment which is available to every learner.
Strengths-based approach	Methodology that focuses on identifying and using an individual's strengths and positive attributes rather than focusing on deficits.
Visual timers	Resource that visually displays the passage of time and provides a clear, visual representation of the time remaining.

References and further reading

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Rock Pool Life C.I.C. (n.d.). *Home*. [online] Available at: https://rockpool.life.

Transforming SEND resources

https://sen.hias.hants.gov.uk/course/index.php?categoryid=31

SEN Support Toolkit	https://sen.hias.hants.gov.uk/course/index.php?categoryid=25
SEN Support line	Offering bespoke advice and support with more complex challenges. To access the support line, please fill in the SEN Support Line Enquiry Form https://forms.office.com/e/mrX19kBP82 (school staff only)
Supporting Complex Learners in mainstream schools: e-learning modules	Module 1 - A Neurodevelopmental Approach to Learning Module 2 – Inclusive teaching Module 3 – Inclusive curriculum Module 4 – Inclusive environment Module 5 – Inclusive behaviour

Moodle resources

https://hias-moodle.mylearningapp.com

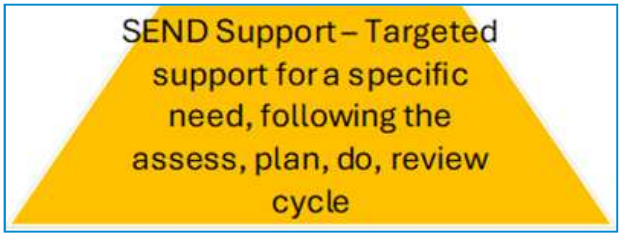
Ethnic Minority and Traveller Achievement Service (EMTAS)	https://emtas.hias.hants.gov.uk
Inclusion and Diversity	https://hias-moodle.mylearningapp.com/course/view.php?id=240
Inclusion Support Service	https://hias-moodle.mylearningapp.com/course/view.php?id=131
Services for Young Children	https://sfyctraining.hants.gov.uk
Special Educational Needs	https://sen.hias.hants.gov.uk
Tackling Educational Disadvantage	https://hias-moodle.mylearningapp.com/course/view.php?id=176

Hampshire County Council Education and Inclusion Services

Educational Psychology	www.hants.gov.uk/educationandlearning/educationalpsychology
Primary Behaviour Service	https://pbs.hants.gov.uk
Specialist Teacher Advisory Service	www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/specialistadvisory
Virtual School	https://virtualschool.hants.gov.uk

Section Two

SEND support in the classroom – behaviours and needs



The four areas of need identified through the Code of practice are: cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical. There are two parts to the next section of the guidance. Part one identifies some of the behaviours and needs which may be seen in the classroom, and what underlying challenges these could be suggesting for further investigation. Part two provides a practical bank of strategies which can be helpful in supporting each of the four areas under the SEND support level.

Behaviours and corresponding needs

The behaviours which may be seen in the classroom could be suggestive of different areas of need and therefore require support, regardless of academic attainment. Using this initial tool will enable you to identify strategies which may support in assisting the potential area of need.

Possible **communication and interaction** needs could be suggested when there are challenges seen:

- expressing ideas verbally
- understanding spoken instructions
- holding spoken instructions in mind
- being able to get started on tasks
- processing information
- getting lost in conversations
- managing social situations
- sustaining friendships
- managing unfamiliar situations
- using age appropriate language.

Possible **cognition and learning** needs could be suggested when there are challenges seen:

- maintaining attention and focus
- remembering instructions
- processing information
- copying information
- missing bits of information
- remembering information
- organising
- applying information.

Possible **social, emotional and mental health** needs could be suggested when there are challenges seen:

- working with different groups of learners
- working with people who are unfamiliar
- avoidance of busy environments
- appearing withdrawn or isolated
- difficulties accepting direction or advice
- managing emotions if things go wrong
- quickly increasing frustration levels
- running away if things go wrong
- confrontational approaches to situation resolution
- physical displays of frustration
- managing talk to appropriate times
- appearing impatient
- controlling impulses
- being able to self soothe.

Remember: these sorts of behaviours could also suggest a communication and interaction need. Those with SEMH needs may be academically in line with peers, however if they do not receive appropriate support this could decline.

Possible **physical and sensory** needs could be suggested when there are challenges seen:

- sensitivity to sounds and smells
- regulating self in busier situations
- hearing information
- seeing the board
- bumping into areas or falling over
- fine motor skills
- reluctance to wear different aspects of school uniform
- concentrating in sensory stimulating environments
- participating in unstructured environments
- demonstrating skills in unfamiliar settings or alongside unfamiliar people.

Practical classroom strategies – cognition and learning

Although these strategies are separated by the areas of need indicated in the Code of Practice, needs often fall across multiple areas. These strategies should be considered as a toolbox of strategies to explore through the lens of the individual learner.

Cognition and learning

What	Why
Allow time to rehearse reading	Promotes confidence and fluency.
Consider deliberate personalisation of the curriculum and outcome to ensure manageable chunks of success	Swift success builds confidence and relevant subject matter hooks the learner into the content more widely.
Give information in the order of completion	Chronologically ordered instructions mean there is no requirement to try and order the information as well as implementing.
Make instructions concise	Limits use of working memory.
Provide access to alternative recording methods	Flexibility in recording means that the learner is able to demonstrate their full ability, as recording is not a concern.
Provide key words/information bookmarks	Ensures key information is to hand without having to seek it.
Provide opportunities for structured guided reading	Enhances comprehension and fluency through systematic and explicit instruction to meet the learner's needs.
Seating at the front of the room, close to the board	Minimises distractions and means information is easily available as a reference.
Use backwards chaining	Breaking the task down into small steps and allowing the learner to complete the last part of the task and feel success, supports confidence in working backwards to increase their ability in the other elements.
Use of cloze procedures	Supports comprehension and vocabulary development.
Use specialist IT programs to support learning	Enables the learner to focus on the task at hand, having assistance in the areas requiring more intensive support.
Using text navigation and glossaries	Supports information finding and provides reference points.

Practical classroom strategies – communication and interaction

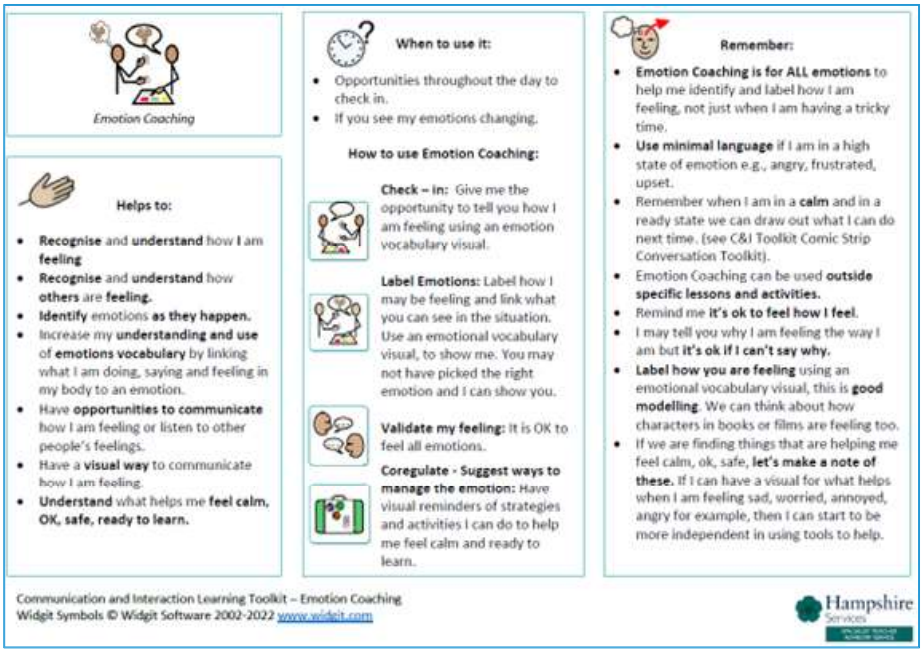
What	Why
Be near to the learner when speaking and get their attention prior to speaking	Ensures the learner knows that you are speaking to them.
Demonstrate value in all attempts to communicate	When communication is posing a challenge, acknowledging all aspects as success is important in building confidence and self esteem.
Ensure key vocabulary and concepts are targeted first with consistent visual representation of vocabulary	Enhances understanding and builds retention, making it easier for information to be recalled.
Ensure no ambiguity in spoken information	Supports learner to understand what is being asked of them.
Incorporate specific teaching of inference	Supports comprehension and critical thinking.
Introduce language through rhymes, songs and quality texts	Supports engagement, memory, retention, pronunciation and fluency. Quality texts provide cultural exposure and further vocabulary development.
Limit instructions to the number of words the learner can manage	Ensures working memory and auditory processing are not overloaded.
Only use literal language	Limits ambiguity and promotes understanding.
Provide a designated workspace	Can improve focus, organisation, encourage independence and provides routine.
Provide opportunities to work with those who can provide a strong language model	Peer learning can be low threat and happens in the moment.
Provide personalised alternative communication methods	Explicit teaching of specific strategies can enable them to become embedded in all communicative interactions supporting confidence and independence.
Provide structured opportunities to learn how to work as a group	Skills may still need deliberate practice, so this creates a low threat way in which to do so.
Repeat what has been said and add one additional word	Reinforces and clarifies information whilst also further developing memory and vocabulary.
Support verbal explanation using pictures or objects of reference	Lessens cognitive load and means auditory understanding is not the only means relied upon.
Teach the use of phonological and semantic cues	Enhances language learning and retrieval skills. Using structures such as word maps supports conceptual and phonological understanding as well as context and use.
Use emotion coaching	Develops understanding of emotion based vocabulary.
Use forced choices	Questions require choice between two or more options which reduces ambiguity and increases engagement.
Use visual timers	Encourage independence, time management and reduce anxiety by showing the passage of time.

Practical classroom strategies – social, emotional and mental health

What	Why
Avoid situations of shame	Creates feelings of worthlessness and can significantly impact on emotional and behavioural responses.
Be vigilant to perceived injustice	Avoids anyone feeling that they have been unfairly treated which can escalate a situation.
Create predictability	Consistency in approach creates a safer environment where all know what will be happening.
Ensure conscious use of body language and voice tone	Most communication is through means other than words. Open body language and gentle voice tone supports the creation of a low threat environment.
Ensure seating position meets needs (eg able to see the door, sitting behind others.)	Hyper vigilance can mean that certain seating has the potential to escalate feelings of high alert.
Ensure there are planned opportunities to guarantee success	Supports motivation and helps a learner to feel invested in something.
Give responsibilities within the class	Supports with self esteem and regulation as provides an additional focus.
Have sensitivity to the difficulties group work could pose	These skills may not come naturally and need to be explicitly taught. Depending on need, working alongside others could be challenging in itself.
Intersperse preferred tasks with non preferred	Supports motivation and maintenance of focus.
Limit distractions	Supports attention and focus.
Make eye contact or use names when conversing with the learner	Ensures the learner knows you are addressing them, as if not this may not be realised.
Offer a *get out with dignity* choice	Avoids a situation escalating without anyone feeling undermined in the process.
Personalise learning to strengths and interests	Creates a hook for the learner who then feels that the learning is achievable.
Provide choices and/or suggestions	Supports those who find managing direct instruction difficult, also supports those who are unable to think of responses.
Provide planned rest breaks	Enhances productivity and supports the need for a physical or mental break from what is happening to avoid overwhelm.
Provide reasons for instructions	Knowing why something is happening supports in understanding purpose and therefore motivation to complete.
Provide regulation space	Enables regulation and self soothing in the moment which promotes self awareness and increases productivity.
Provide structures for tasks such as turn taking and using functional language	Skills and understanding will need to be learnt so this can support in achieving.
Use scaling systems	Avoids the need for specific language uses and provides a way of indicating feelings in the moment.
Use visual and verbal preparations for change	Demonstrates the passage of time and assists transitions.

Practical classroom strategies – physical and sensory

What	Why
Be deliberate in using a multi sensory approach to learning	Using multiple senses may be beneficial if there is an element where there is a specific need. The approach activating multiple sensory systems supports in retention and understanding.
Ensure classroom placement supports need	Dependent on need, specific placement in the classroom is likely to be necessary.
Ensure recording demands are adjusted	Some recording mechanisms may be unnecessarily challenging due to need and therefore this should be accommodated.
Ensure resource appropriateness and availability	Ensures that every learner is able to undertake learning without delay or barrier.
Provide adjustments to routines	To ensure an equitable provision, there may be the need for some learners to undertake things differently to accommodate need.
Provide adjustments to uniform	Those with sensory needs may find certain fabrics or styles uncomfortable to wear.
Provide planned rest breaks	Avoids fatigue in areas of need and supports in maintaining momentum and focus.
Support with personal care	Additional support and structure for personal care may be required and these areas may need specific structures such as social stories and visual cues to support.
Use resources that limit the need for manipulation	Ensures that they are usable by a wider range of learners.







Learning support, language, labels and SENCo support

Effective learning support

Effective learning support which positively impacts outcomes is carefully planned, responsive to the individual and works to build the independence of the learner supported. Whilst one to one support can be of use for delivery of specific interventions and support, continued use of an attached adult can create an over reliance on the support they provide. This means that problem solving skills are reduced, access to peer interaction is lessened and there is a likely impact on self confidence and esteem of the learner. Learning support is most effective when it adds value to classroom teaching and actively supports the development of independent study skills.

Learning support should:

- encourage learners to think for themselves using appropriate language, questioning to check understanding and encouragement to engage by thinking independently
- encourage learners to ask themselves questions and use questions rather than instruction to facilitate the learning
- focus learners on learning and understanding rather than just completing tasks
- minimise initial support to establish learner ownership of the learning journey
- not be continuous. Chunked access to support will enable independence and self motivation
- not make assumptions about understanding or knowledge
- not exclude an individual from their peers.

Language and labels

It can be difficult to navigate the landscape of language and labels in special educational needs and disabilities. It can be hard to always get it right so it is essential that language uses are respectful, clear and that we apologise if we get it wrong. If unsure about how to use language, then it is acceptable to ask.

Some prefer identify first uses and some do not. Whilst labels can be useful in identifying learning challenges or developmental differences, it is vital that they are used thoughtfully and focus on supporting strengths and developmental needs. They should not be how a learner is defined and should not be used in a way that creates stigma or lowers expectations and aspirations.

SEND support for SENCos and leaders

All language and phrasing taken from https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made" for them.

For an individual to have a learning difficulty or disability they will:

- *"have a significantly greater difficulty in learning than the majority of others of the same age"*; or
- have a "*disability which prevents or hinders"* them "*from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

If a SEND need is suspected and progress, despite targeted high quality teaching, is less than expected then work (including observation), should be undertaken to explore whether there is a special educational needs or disability. This could be done by gathering evidence (including the views of the learner and parents/carers). The Code of Practice (page 95) makes clear that educational settings should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where it is required (it includes that the response to such support can help identify particular needs).

Strategies overseen by SENCos

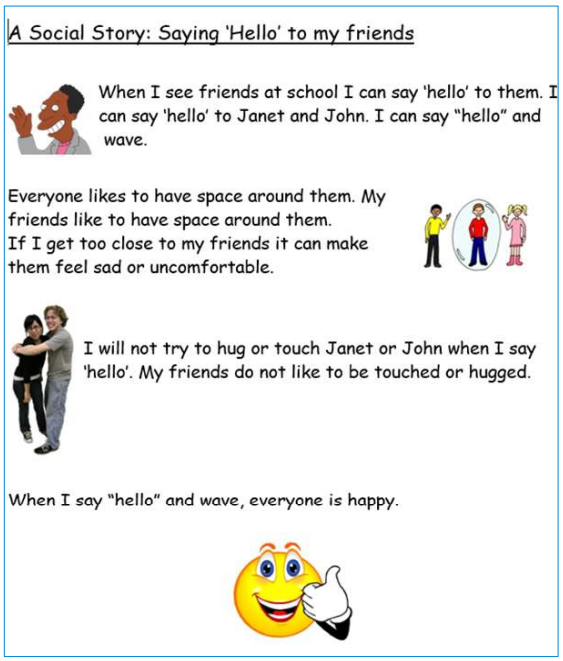
A learner requires SEND support where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to their peers, that is complementary to high quality teaching. This support must be planned for in order to remove barriers to learning and participation.

Leaders and SENCos need to be clear in which ways the needs of children and young people are identified and assessed so that the use of the SEND register is consistent, robust and can be reviewed.

SEND support strategies overseen by the SENCo

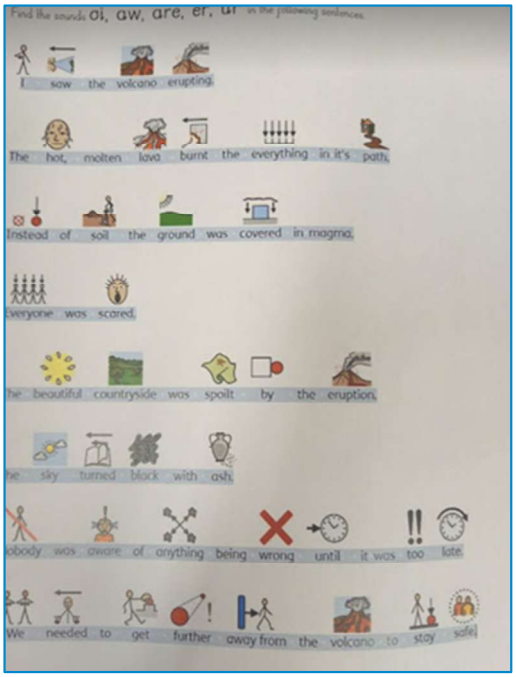
Cognition and learning
Assistive technology.
Evidence based interventions for phonics, comprehension, spelling, number.
Interventions and strategies focused on executive functioning.
Overlearning support and focus on developing automaticity of skills.
Pre-learning of materials.
Personalised timetables.
Small group instruction.
Targeted support for specific aspects of learning.

Communication and interaction
Curriculum adjustments to meet language needs.
Evidence based interventions for developing language and social communication.
Personalised visual timetable/processes/reminders.
Planned access to a named adult.
Planned support plans for transitions and unstructured times.
Structured support for unstructured times.
Use of social stories in preparing for and understanding situations.
Use of comic strip conversations to support social situations.



Social, emotion and mental health
Additional offer focused on personal, social, health and economic education (PSHE) and social and emotional aspects of learning (SEAL).
Antecedent, behaviour, consequence and communication analysis of situations.
De-escalation scripts.
Emotional literacy support assistant (ELSA) talking interventions.
Identified safe space.
Intervention linked to Zones of Regulation or other regulation focused programmes.
Names of key adults, deployed strategically across the day.
Personalised behaviour system.
Personalised regulation plan.
Positive behaviour support plan.
Risk assessments and management plans.
Targeted support in unstructured times.

Physical/sensory
ELSA talking interventions.
Monitoring and support of specialised equipment.
Personal care plans.
Screening for hearing, vision and physical needs.
Sensory diet plan.



Glossary, references and further reading

Glossary	
Backward chaining	A teaching strategy where instruction starts with the goal or outcome and works backwards through the steps needed to achieve.
Confrontational approaches	When issues are addressed in a way that can be interpreted as being driven by anger such as shouting, refusing or destructive actions.
Cloze procedures	Educational techniques used to assess reading comprehension and language use. Words are removed and learners are asked to fill the blanks.
Identify first language	Where the need is preferred to be identified first. For example, autistic person rather than person with autism.
Literal language	Words and phrases that have no hidden meanings, metaphors or figures of speech, so are straightforward and unambiguous.
Physical displays of frustration	Non verbal displays or actions that suggest frustration. This may include facial expression, body language, vocalisations, gestures or posture change.
Self soothe	When an individual has the techniques and strategies to calm themselves during situations of stress, anxiety or distress.
Textual navigation	Methods used to navigate a text including scanning, use of headings, use of pictorial aspects and use of other textual features.
Unstructured environments	Situations without a clear organisation or structure, such as moving between classrooms and break time which can feel unpredictable.

References and further reading

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Transforming SEND resources

https://sen.hias.hants.gov.uk/course/index.php?categoryid=31

SEN Support Toolkit	https://sen.hias.hants.gov.uk/course/index.php?categoryid=25
SEN Support line	Offering bespoke advice and support with more complex challenges. To access the support line, please fill in the SEN Support Line Enquiry Form https://forms.office.com/e/mrX19kBP82 (school staff only).
Supporting Complex Learners in mainstream schools: e-learning modules	Module 1 - A Neurodevelopmental Approach to Learning Module 2 – Inclusive teaching Module 3 – Inclusive curriculum Module 4 – Inclusive environment Module 5 – Inclusive behaviour

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Health services

CAMHS	https://hampshirecamhs.nhs.uk https://hampshirecamhs.nhs.uk/help/professionals/adhd-professionals https://hampshirecamhs.nhs.uk/help/professionals/autistic-spectrum-condition
Bladder & Bowel UK	www.bbuk.org.uk www.bbuk.org.uk/wp-content/uploads/2019/11/Managing-Continence-
eric	https://www.eric.org.uk
What 0-18 NHS	www.what0-18.nhs.uk www.what0-18.nhs.uk/professionals/camhs-and-mental-health-support-teams-mhst/resource-pack/constipation-and-soiling www.what0-18.nhs.uk/health-for-young-people/mental-health-and-wellbeing/attention-deficit-hyperactivity-disorder-adhd www.what0-18.nhs.uk/health-for-young-people/mental-health-and-wellbeing/autistic-spectrum-condition-asc
Self help and wellbeing resources	www.what0-18.nhs.uk/health-for-young-people/mental-health-and-wellbeing/self-help-ideas
kooth	www.kooth.com
Children's Therapy Service	https://hiowhealthcare.nhs.uk/our-services/a-z-list-of-services/childrens-therapy-service

Moodle resources

https://hias-moodle.mylearningapp.com

Services for Young Children	https://sfyctraining.hants.gov.uk
Special Educational Needs	https://sen.hias.hants.gov.uk
Hampshire County Council Education and Inclusion Services	https://www.hants.gov.uk/educationandlearning
Educational Psychology	https://www.hants.gov.uk/educationandlearning/educationalpsychology
Primary Behaviour Service	https://pbs.hants.gov.uk
Specialist Teacher Advisory Service	https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/specialistadvisory
Virtual School	https://virtualschool.hants.gov.uk

Appendix 1

HQIT OAP Teaching and Learning Programme - Crib Sheet

HQIT OAP Teaching and Learning Programme – Crib Sheet	
Inclusion	Inclusion is when the experience for every child is consistent and appropriate. Genuine inclusion creates an environment where all children, regardless of need or experience, feels a genuine sense of belonging, academically and socially.
Ordinarily Available Provision	**Ordinarily available provision (OAP)** directly interlinks with **high quality inclusive teaching (HQIT).** OAP is the underpinning principles that enable an inclusive classroom environment to be created for any child experiencing a potential barrier. OAP focuses on creating the optimum learning environment to ensure all children can equitably access their education offer and benefit from high quality teaching. OAP should not be confused with lowering standards, as if OAP is appropriately in place, then it should enable high attainment by creating the appropriate conditions for every child's learning experience.
Reasonable Adjustments	Adjustments made in order to accommodate a specific disability. More information at EHRC Reasonable Adjustments guidance-reasonable-adjustments-for-disabled-pupils-in-england_0.docx
SEND Support	For some children identified as requiring **SEND Support (K)**, OAP will be sufficient, along with HQIT and careful progress monitoring to ensure that they are supported to be successful. For other children additional intervention (in or out of the classroom) may be required but at a level which a school would normally offer as part of the graduated support; reading / vocabulary intervention, emotional learning support assistant (ELSA), social communication, flexible timetable etc.
Inclusive classrooms	**Physical environment** - adapted furniture, regulation resource, sensory aware environment, provision of resources **Sense of belonging** - relationships, everyone is a learner, unconditional positive regard, calm **Language and approach** - preparation and reminders for change, strengths-based approaches, consistent and explicit boundaries
Aspiration	A desire that every child, regardless of need, is able to achieve highly.
Expectation	An assumption that all will be able to meet what is being worked towards.
Planning principles	End goal, precision over learning, route to learning, levels of scaffolding / support, misconceptions, ambitious but adapted/developed to support increasing independence.
Adaptive teaching	Teaching which makes in the moment adjustments to meet the needs of the children.

HQIT OAP Teaching and Learning Programme – Crib Sheet	
OAP Pedagogy	• Concrete resources to support learning of abstract ideas and demonstrations of resource use • pre and explicit vocab teaching • differentiated instruction • groupings • flexible use of teaching methods • levels of support/scaffold • sequential, cohesive, relevant and contextualised curriculum, ongoing, responsive, diagnostics assessment and adaptation • show and tell me assessment • questioning for misconceptions • modelling to develop metacognitive skills • deliberate practise • chunking information • opportunities for repetition • overlearning and consolidation • multi-sensory approaches, • unambiguous and explicit instruction - repetitive instructional phrases • processing time, • copies of board work for tables • Reflecting back correct speech rather than correcting
OAP Visual	• Now and Next • task boards / lesson maps • dual coding • visual accompaniment to text / verbal instruction • visual scaffolds such as word maps