Misterton Primary and Nursery School
Ordinarily Available Provision (OAP)
Inclusive Quality First Teaching for All Pupils

At Misterton Primary and Nursery School, we are committed to ensuring that all pupils are able to access learning and achieve success through high-quality teaching, adaptive practice and reasonable adjustments. The strategies outlined below represent the provision that should ordinarily be available to all pupils before additional SEND support is considered. These strategies support our inclusive ethos and should be evident across classrooms as part of everyday practice. They should be used alongside the Graduated Approach (Assess, Plan, Do, Review), SEND Support Plans and professional discussions with the SENDCO.

This document should be used alongside:

- The Graduated Approach (Assess, Plan, Do, Review).
- Classroom assessment and ongoing teacher monitoring.
- The school Relational Policy and relational approach.
- Curriculum planning and adaptive teaching guidance.
- Professional discussions with Cass Teachers, Teaching Partners and the SENDCO.

Communication and Interaction Staff routinely: • Use visual timetables and visual cues to support understanding. • Use InPrint/Widgit symbols where appropriate. • Give clear, concise instructions and break information into manageable chunks. • Pre-teach and revisit key vocabulary. • Provide additional processing time before expecting a response. • Check understanding regularly. • Use consistent classroom routines and expectations. • Support pupils through modelling, repetition and visual prompts. • Adapt language to meet individual needs. • Provide opportunities for structured talk and partner discussion.	**Cognition and Learning** Staff routinely: • Adapt teaching in response to assessment and pupil need. • Use scaffolds and worked examples to aid understanding. • Break learning into smaller, achievable steps. • Provide opportunities for retrieval practice and overlearning. • Use visual prompts, working walls and concrete resources. • Adapt recording methods where appropriate. • Reinforce key concepts through repetition and varied practice. • Address misconceptions promptly. • Support organisation through checklists and visual reminders. • Maintain high expectations whilst adapting access to learning.
Social, Emotional and Mental Health (SEMH) Staff routinely: • Use a relational and restorative approach. • Build positive relationships with pupils and families. • Recognise that behaviour is a form of communication. • Provide predictable routines and clear expectations. • Identify trusted adults for vulnerable pupils. • Use regulation strategies and emotional check-ins as needed. • Provide movement breaks and flexibility where appropriate.	**Sensory and Physical Needs** Staff routinely: • Make reasonable adjustments to the environment and learning activities. • Consider sensory needs when planning learning experiences. • Provide flexible seating and workspaces where necessary. • Allow movement opportunities throughout the school day. • Use sensory resources to support engagement and regulation.

• Support pupils to develop emotional literacy and self-regulation skills. • Celebrate success and promote positive self-esteem. • Use safe spaces and quiet areas where appropriate to support regulation.	• Adapt equipment and resources to improve accessibility. • Implement recommendations from external professionals. • Promote independence whilst providing appropriate support. • Ensure classrooms are organised and accessible. • Consider individual medical, sensory and physical needs when planning provision.

What We Expect to See in Every Classroom at Misterton

- Positive relationships between staff and pupils.
- Consistent routines and clear expectations.
- Adaptive teaching and appropriate scaffolding.
- Visual support available where needed.
- Opportunities for success for all learners.
- Reasonable adjustments made proactively.
- Inclusive practice that enables pupils with SEND to learn alongside their peers wherever possible.
- Staff who know their pupils well and respond flexibly to individual needs.

Our aim is that barriers to learning are identified early and that every pupil receives the right support at the right time through a graduated, inclusive and child-centred approach

When Additional Support May Be Required

Where concerns remain despite the implementation of Ordinarily Available Provision, staff should:
Discuss concerns with the SENDCO.
Follow the Graduated Approach (Assess, Plan, Do, Review).
Gather pupil, parent and staff views.
Implement targeted strategies and monitor impact.
Consider SEND Support and a SEND Support Plan where appropriate.
Seek advice from external agencies if required.