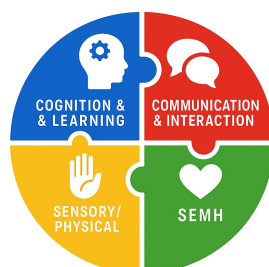


Wirral Local Authority Ordinarily Available Provision



**A guide for classroom practitioners, parents
and carers**

January 2026



Foreword from the Interim Chief Executive

As a corporate parent and Chair of the Local Area SEND Partnership Board, I am delighted to introduce this guide for practitioners, parents, carers and partners. Over recent months I've witnessed, first-hand, the collaboration of stakeholders and passion of colleagues who are determined to make a difference for our children and young people.



Our commitment to inclusion and excellence for every child and young person is at the heart of this guidance. "Ordinarily Available Provision" sets out a clear, ambitious framework for what all schools and settings should provide as part of their universal offer. It reflects our shared values: equity, respect, and high expectations for every learner, regardless of need or circumstance.

This document is not just a set of strategies - it is a statement of intent to ensure that every child feels valued, supported, and can achieve their potential. By embedding these principles into everyday practice, we create environments where diversity is celebrated, barriers are removed, and success is possible for all. Thank you for your commitment to making this vision a reality.

Matthew Bennett

Interim Chief Executive Officer



Executive Summary from the Director of Children's Services

Every child in Wirral is unique. Every child has dreams, talents, and the right to feel safe, valued, and inspired in school. This guidance is about making sure that happens, not just for some children, but for every single one. It is about creating classrooms where every child belongs, where differences are celebrated, and where learning feels exciting and achievable.



Ordinarily Available Provision (OAP) is our promise to children and families. It means that the support children need is built into everyday teaching, not added as an afterthought. It means that teachers have the tools and confidence to remove barriers, so every child can thrive. It means that schools are places of hope, ambition, and opportunity for all.

This framework is grounded in nine principles that put children first:

- **High expectations and equity** – because every child deserves the same chance to succeed.
- **Positive relationships** – because trust and kindness help children feel safe and ready to learn.
- **Calm, welcoming environments** – because children learn best when they feel secure and included.
- **Rich language experiences** – because words open doors to understanding and confidence.
- **Teaching that builds memory and independence** – because learning how to learn is a lifelong gift.
- **Assessment and planning that respond to each child's needs** – because progress looks different for everyone.
- **Strong foundations in literacy and maths** – because these skills unlock the wider curriculum.
- **Adaptations and scaffolds that remove barriers without lowering ambition** – because inclusion means access to challenge.
- **Recognition and feedback that motivate and celebrate effort** – because every child deserves to feel proud of what they achieve.

This is more than guidance, it is a commitment. A commitment to making sure every child in Wirral feels seen, heard, and supported. A commitment to working together, teachers, families, and communities, to create schools where inclusion is not optional, but the heartbeat of everything we do. When we get this right, we give every child the chance to discover their strengths, overcome challenges, and believe in their own future.

A handwritten signature in black ink, which appears to read 'Elizabeth Hartley'.

Elizabeth Hartley

Director of Children's Services

Introduction

Ordinarily Available Provision is grounded in the principle that inclusive support should be part of everyday teaching and school culture. Key features include:

Quality First Teaching: differentiated instruction, scaffolded tasks and multi-sensory approaches.

Universal accessibility: adaptations to the physical environment, assistive technology and visual supports.

Social and emotional support: safe spaces, mentoring and restorative practices.

Communication strategies: simplified language, structured talk opportunities and symbol systems.

Cognition and learning aids: pre-teaching vocabulary, repetition and concrete resources.

This provision is not optional; it is a statutory expectation under the SEND Code of Practice, ensuring that mainstream schools are equipped to meet diverse needs.

The Graduated Approach is a four four-step cycle designed to embed continuous improvement in SEND support:

Assess: identify needs through observation, data and collaboration with families.

Plan: agree on outcomes, strategies and responsibilities with clear timelines.

Do: implement interventions within the classroom or through targeted support.

Review: evaluate impact, adjust provision and decide whether targeted or specialist input is required.



The cycle is iterative, meaning that provision evolves as the child's needs change. It ensures accountability and prevents premature escalation to specialist services by maximising ordinarily available support first. To embed the Graduated Approach into Ordinarily Available Provision, schools must:

Integrate cycles into everyday practice: teachers continually assess and adapt lessons, informed by OAP guidance.

Use provision maps: align interventions within the four areas of need (cognition & learning, communication & interaction, social/emotional, sensory/physical).

Strengthen co-production: families and pupils must be active partners in planning and reviewing support.

Build staff capacity: ongoing professional development ensures staff can deliver both universal and targeted strategies.

Monitor impact: data-driven reviews ensure provision is effective and equitable.

Ordinarily Available Provision and the Graduated Approach are not separate mechanisms but interdependent pillars of inclusive education. OAP sets the expectations of universal support, while the Graduated Approach provides the structure to personalise and refine that support. Together they create a system that is inclusive, accountable and adaptive, ensuring that every child receives the education they deserve.

OAP in Wirral is based upon the following 9 principles:

A. Expectations and Values: Clear, consistent expectations and shared values create a safe, predictable environment where every learner feels respected and included. They set the tone for equity and belonging in the classroom.

B. Relationships and Behaviour: Strong, positive relationships underpin effective behaviour management and inclusion. When pupils feel understood and valued, they are more likely to engage and thrive.

C. Learning Environment: An inclusive learning environment is physically and emotionally accessible, reducing barriers and promoting participation for all learners. It signals that diversity is welcomed and supported.

D. Speech, Language and Communication: Effective communication strategies ensure all pupils can access learning and express themselves. This is vital for those with language needs or communication differences.

E. Pedagogy, Memory and Metacognition: Teaching approaches that build memory and metacognitive skills empower learners to understand how they learn, fostering independence and closing gaps for those who need extra support.

F. Assessment, Planning and Teaching: Inclusive assessment and planning allow teachers to identify needs early and adapt teaching accordingly, ensuring progress for every pupil rather than a one-size-fits-all approach.

G. Literacy and Maths: Strong foundations in literacy and numeracy are gateways to the wider curriculum. Inclusive practice ensures these essentials are taught in ways that meet diverse learning profiles.

H. Adaptations, Support and Scaffolds: Providing tailored scaffolds and supports removes barriers without lowering expectations, enabling all pupils to access challenging content and succeed.

I. Motivation, Recognition and Feedback: Celebrating effort and giving constructive feedback motivates learners and builds confidence. Inclusive recognition ensures every pupil feels their progress matters.

The following pages explore in more detail the details of these 9 principles and provides some explanation for the strategies identified.



Expectations & Values - For All Children & Young People

Responsibility for every pupil	Curriculum equity	High ambition for every CYP	Non-labelling approach
Full participation in school life	Respectful language that conveys hope	Equal time with the most qualified staff	CYP involved in decision making
Education about difference and diversity	Preparation for the world beyond school	Best use of teaching assistants	

Responsibility for every pupil: Teachers are responsible for the education of all pupils, including those with SEND, disadvantage, or vulnerability.

Curriculum equity: Every pupil has access to a rich, broad, and balanced curriculum.

High ambition for all: Teachers set high expectations for every pupil, regardless of starting point or challenges.

Non-labelling approach: Focus on early identification and intervention without negative labels.

Full participation: Encourage all pupils to take part in school life, including clubs, trips, and activities - plan for inclusion.

Respectful, hopeful language: Use language that promotes ambition and engagement, avoiding limiting terms like “low ability” or “bottom set.”

Equal time with qualified staff: All pupils should learn from qualified teachers. Support staff supplement teaching, not replace it.

Pupil voice: Ensure pupils feel heard, can share views, and take part in decisions about their learning and future.

Education about diversity: Teach pupils about difference and diversity in a positive, sensitive way. Challenge negative attitudes.

Preparation for life beyond school: Provide learning experiences that help pupils understand and engage with the wider world.

Best use of teaching assistants: Plan TA roles carefully to maximise impact on learning for all pupils, especially those with SEND or disadvantage.



Relationships & Behaviour – For All Children & Young People

Consistent boundaries	Language of positive regard	Time to listen and know well	Curiosity and empathy	Positive relationships with families
Teachers model resilience	Recognition and value	Routes for self-referral	Connection and belonging	Self-regulation and co-regulation
Plans for transition		Consequences are 'reasonably adjusted'		Support for potentially vulnerable CYP

Consistent boundaries: Teachers set clear, fair, and consistent rules so pupils know what is expected and feel safe.

Language of positive regard: Teachers use language that shows respect and care for every pupil, no matter what.

Time to listen and know well: Teachers take time to know pupils as individuals and listen to their thoughts and feelings.

Curiosity and empathy: Teachers see behaviour as communication, responding with curiosity and kindness rather than blame.

Positive relationships with families: Teachers build respectful, understanding relationships with families and make school welcoming for all.

Teachers model resilience: Teachers show how to cope with challenges and model a growth mindset.

Recognition and value: Teachers celebrate every pupil's effort, strengths, and contributions to the class community.

Routes for self-referral: Pupils and staff have clear, easy ways to ask for help, and teachers know how to signpost support.

Connection and belonging: Teachers help pupils feel part of the group and support friendships and positive relationships.

Self-regulation and co-regulation: Teachers teach pupils how to manage emotions and behaviour by modelling calm and supportive strategies.

Plans for transition: Teachers plan extra support for pupils who find changes difficult, such as moving classes or schools.

Consequences are 'reasonably adjusted': Teachers adapt consequences for pupils with SEND and identify needs early to prevent escalation.

Support for vulnerable pupils: Teachers notice and respond to the emotional needs of pupils who may be vulnerable, such as young carers or those at risk of exclusion.



Learning Environment – For All Children & Young People

Calm and collaborative climate for learning	Well-organised learning space	Representation in displays	Seatings and groupings
Safe, inclusive environment	Visual information for the lesson or day	Recognition and planning for sensory preferences	Spaces for emotional co-regulation and self-regulation

Calm, collaborative climate: Create a calm, welcoming classroom where pupils feel they belong and their contributions matter. Minimise distractions and ensure comfort for focused learning.

Well-organised space: Keep the classroom tidy and accessible. Label resources clearly with text and images. Arrange furniture for different learning activities.

Inclusive displays: Use posters and displays that reflect diversity so pupils see themselves represented positively.

Seating and grouping: Plan seating to meet individual needs and encourage positive role models, mixed-ability groups, and cooperative work.

Safe, inclusive environment: Ensure the space is safe and accessible for all. Address bullying risks and provide information in different languages.

Visual timetables: Show pupils what will happen and when. Use visual timetables for lessons and the day, updating for any changes.

Sensory preferences: Work with pupils to understand sensory needs (e.g., sound, temperature, movement breaks). Review acoustics and comfort regularly.

Spaces for regulation: Provide areas for pupils to calm down or regulate emotions, either in the classroom or elsewhere in the school



Speech, Language & Communication – For All Children & Young People

Rich language in the classroom	Time for speaking and listening	Awareness of quantity and pace of talking	Pre-teaching of core vocabulary	Clear view of speaker
Clear instructions	Listening behaviours	Time to process information	Equal opportunity to talk and contribute	
Conversational rules reinforced	Non-verbal communication	Establish attention before instructions	Chunked instructions	
Visual strategies to support the spoken word	Modelling to aid understanding	Avoiding direct correction of speech	Communication cards	

Rich language in the classroom: Every moment is an opportunity for language development. Teachers and staff model rich vocabulary and listen carefully to pupils.

Time for speaking and listening: Increase opportunities for pupils to talk & listen throughout the day. Build oracy into lessons & help pupils express ideas confidently.

Awareness of quantity and pace of talking: Teachers use pauses, modelling, and visual cues to support understanding and avoid overwhelming pupils.

Pre-teaching vocabulary: Introduce key topic words before lessons. Model correct use and repeat often to reinforce understanding.

Clear view of speaker: Ensure pupils can see the speaker for gestures and facial expressions. Move around the room to keep everyone engaged.

Clear instructions: Give simple, clear instructions that pupils can follow easily.

Listening behaviours: Praise good listening and model it yourself. Avoid side conversations during teacher input.

Time to process information: Allow thinking time before asking for answers. Use strategies like talk partners and the “10-second rule.”

Equal opportunity to talk and contribute: Make sure all pupils get chances to speak—in pairs, groups, and whole-class discussions.

Conversational rules reinforced: Teach and reinforce turn-taking and other social rules for conversation.

Non-verbal Communication: Model positive body language and label feelings when appropriate.

Establish attention before instructions: Gain pupils’ attention before speaking—use names or cues that work for them.

Chunked instructions: Break tasks into small steps and provide visual or written reminders.

Visual strategies to support the spoken word: Use gestures, pictures, symbols, or objects to reinforce spoken instructions.

Modelling to aid understanding: Show examples—demonstrations, worked problems, and visual aids help pupils understand.

Avoid direct correction of speech: Instead of correcting speech, repeat back the correct version and extend language naturally.

Communication cards: Provide cards for pupils to communicate needs visually (e.g., help, toilet, exit).



Pedagogy, Memory & Metacognition – For All Children & Young People

Teaching builds on what pupils already know	Teach most useful first	Model, Lead, Test	Spaced practice – little and often
High fluency	Explicit instructions	Thinking about attention	Memory
Metacognition	Self-regulation of learning	Backward chaining	Use of technology

Teaching builds on what pupils already know: Start new learning by linking it to what pupils already know. Teach new skills directly and clearly.

Teach the most useful first: Plan the order of skills carefully. Teach one new skill at a time, separate easily confused skills, and start with the most useful.

Model, lead, test: Use the “I do, we do, you do” approach: model the skill, practise together, then let pupils try independently.

Spaced practice – little and often: Revisit learning in short, frequent sessions rather than long blocks for better retention.

High fluency: Move pupils through stages: Acquisition - learn the skill with clear teaching, Fluency/Mastery - practise until fluent, Maintenance - maintain through regular review and Generalisation/Adaptation - Apply in different contexts to generalise learning

Explicit instruction: Teach in small steps, use clear language, examples and non-examples and plan for misconceptions. Highlight key content & remove distractions.

Thinking about attention: Understand factors that affect attention (e.g., memory, emotions, sleep). Teach pupils strategies to manage these.

Memory: Support memory by:

- Gaining attention
- Reducing working memory load (chunk instructions)
- Linking new learning to prior knowledge visually
- Using retrieval practice (quizzes, think-pair-share)
- Giving immediate feedback
- Teaching pupils how memory works and strategies to improve it



Metacognition: Teach pupils to plan, monitor, and evaluate their learning. Model thinking aloud and gradually reduce scaffolds so pupils become independent.

Self-regulation: Teach goal setting, self-instruction, self-monitoring, and self-reward. Use visual steps and positive reinforcement.

Backward chaining: Start by letting pupils complete the last step of a task, then gradually increase their responsibility.

Use of technology: Use apps and tools to support learning, but ensure they have a clear purpose and teachers know how to use them effectively.

Assessment, Planning & Teaching – For All Children & Young People

Assessment for all pupils	Varied pace and order	Daily review	Independence, not dependence
Flexible groupings	Systematic checking and correction	Plans for transitions	Movement breaks
Considered starting points	New learning in manageable steps		Real life experiences

Assessment for all pupils: Regularly check progress for every pupil and use this to plan teaching. Use standardised assessments when needed.

Varied pace and order: Change the pace and order of activities to keep pupils engaged. Include short tasks, breaks, visuals, and praise.

Daily review: Start lessons with a quick review of previous learning to strengthen recall.

Independence, not dependence: Encourage pupils to work independently. Gradually reduce support and avoid creating reliance on adults or seating arrangements.

Flexible groupings: Group pupils based on current needs for specific skills or concepts. Groups should be temporary and purposeful.

Systematic checking and correction: Check understanding regularly, address misconceptions, and give clear feedback.

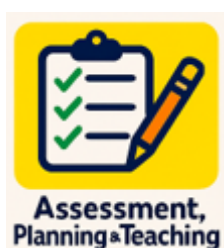
Plans for transitions: Plan for smooth transitions between activities, lessons, and different parts of the day.

Movement breaks: Include short movement breaks to help pupils stay focused.

Considered starting points: Start lessons with activities linked to pupils' interests and strengths to motivate them.

New learning in manageable steps: Introduce new content in small steps with practice after each step.

Real-life examples: Use examples from pupils' real-life experiences to make learning meaningful.



Literacy & Mathematics – For All Children & Young People

Literacy for all	Early literacy skills	Teaching literacy skills across the curriculum	Varied teaching activities	Reducing the dependence on the written word
Excellent quality books across the curriculum	Evidence-based interventions as part of whole class teaching approaches	Early Mathematics	Introducing manipulatives and representations	
Later use of manipulatives and representations	Primary to secondary transition	Ability setting	Teaching maths skills and knowledge across the curriculum	

Literacy for all: Use EEF guidance to plan high-quality literacy teaching across all key stages.

Early literacy skills: Focus on: Language-rich environments with books, songs, rhymes, and stories. Wide vocabulary and print awareness. Phonics (systematic programme), blending and segmenting. Balanced teaching of decoding and comprehension. Fluent reading, spelling, and handwriting. Motivation to read and write

Literacy across the curriculum: Teach: Vocabulary for each subject. Word reading and spelling to fluency. Reading comprehension strategies. Writing composition for different purposes. Motivation to read and write

Varied teaching activities: Plan practical, interactive, and written tasks.

Reduce dependence on the written word: Allow pupils to record learning in different ways (mind maps, diagrams, posters, audio/video). Make reasonable adjustments for reading and writing.

Access to quality books: Provide excellent books across subjects and encourage reading for pleasure.

Evidence-based interventions: Use approaches like: Paired Reading (accuracy, fluency, comprehension). Reciprocal Teaching (comprehension). Paired Writing (fluency, composition). Self-Regulated Strategy Development (writing and metacognition)

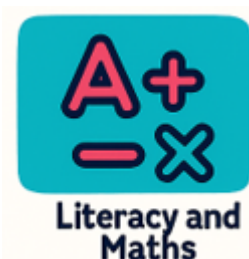
Early mathematics: Follow EEF guidance: Build secure foundations gradually. Use maths throughout the day (stories, songs, games). Support self-regulation and metacognition

Manipulatives and representations: Use objects and visuals to teach concepts. Ensure pupils understand the link to the maths idea. Remove scaffolds when independence is achieved.

Primary to Secondary transition: Share understanding of curriculum and teaching methods across phases.

Ability setting: Be cautious - setting can widen attainment gaps.

Maths across the curriculum: Teach problem-solving and reasoning: Show how to use existing knowledge. Provide tasks without ready-made solutions. Compare strategies and use worked examples. Encourage reflection and communication. Build mathematical knowledge: Connect facts, procedures, and concepts. Practice and apply fluently. Use real-life examples and challenges



Adaptations, Supports & Scaffolds – For All Children & Young People

Differentiation is intentionally planned	Scaffolding	Awareness of individuals needs	Reasonable adjustments	Planned regulation
Physical equipment to aid concentration	Visual approach to aid organisation	Timers to support transitions	Referrals for additional support	

Planned differentiation: Differentiate classwork and homework to match pupils' learning and language levels. Plan activities over time for all stages of learning: acquisition, fluency, maintenance, generalisation, and application.

Scaffolding: Provide visual, verbal, or written support so pupils can succeed. Gradually remove scaffolds as pupils become independent.

Awareness of individual needs: Use school systems to understand pupils' needs and ensure medical support follows legal and safety requirements.

Reasonable adjustments: Identify barriers to learning and make creative adjustments so pupils can progress.

Planned regulation: Provide purposeful opportunities for pupils to regulate emotions, such as calming activities, quiet spaces, or movement breaks.

Physical equipment: Allow pupils to use tools like fidget toys or alternative seating to aid concentration.

Visual organisation: Use visuals to help pupils organise tasks and understand expectations (e.g., numbered steps, writing frames).

Timers for transitions: Use timers (sand timers, traffic lights, electronic) to help pupils manage time and transitions.

Referrals for support: Know when and how to refer pupils for specialist advice (e.g., visual, hearing, physical needs).



**Adaptations,
Support and Scaffolds**

Motivation, Recognition & Feedback – For All Children & Young People

Growth mindset	Regular, meaningful feedback	Learning goals	Self-evaluation
Help to value strengths and understand any barriers	Visual evidence of success	Tangible rewards	

Growth mindset: Celebrate effort and perseverance. Mistakes are part of learning. Encourage pupils to take risks and try new approaches.

Regular, meaningful feedback: Give clear, specific feedback that explains why something is good and how to improve. Support pupils to act on feedback. Keep it positive and focused on future effort.

Learning goals: Help pupils understand their goals and how to reach them. Teach planning, timetables, and self-rewards. Discuss short- and long-term goals and how choices affect success.

Self-evaluation: Give pupils regular chances to review their progress and identify next steps.

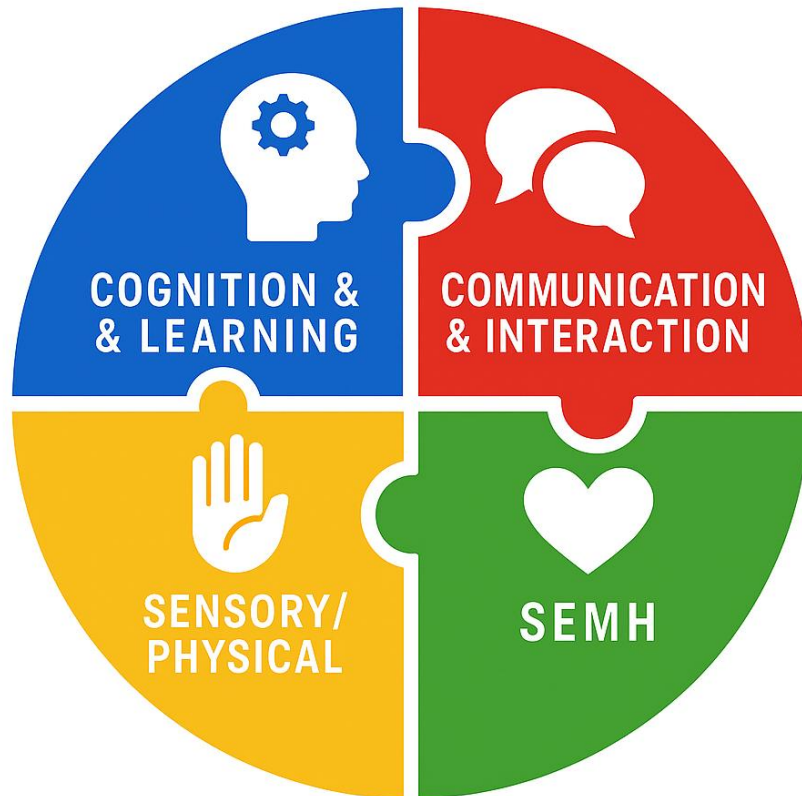
Value strengths and understand barriers: Help pupils recognise their strengths and achievements and understand any barriers to learning. Support resilience and confidence.

Visual evidence of success: Use visual tools like word walls, checklists, and progress charts to show achievement and motivate pupils.

Tangible rewards: Some pupils need physical rewards. Use tools like “I am working for...” charts, token cards, motivator puzzles, or “first/then” boards to structure motivation.



Ordinarily Available Provision – The Universal Offer



This part of document focuses on Tier 1 strategies within the Ordinarily Available Provision framework. These strategies represent the universal, classroom-based approaches that every teacher can implement to support pupils with diverse needs, without requiring specialist intervention. They are practical, evidence-informed techniques designed to remove barriers to learning and promote inclusion for all children and young people.

This section is organised around the four key areas of need identified in the SEND Code of Practice:

- **Cognition & Learning** – strategies that strengthen understanding, memory, and independence through differentiation, scaffolding, and retrieval practice.
- **Communication & Interaction** – approaches that build language skills, social confidence, and structured routines for effective communication.
- **Social, Emotional & Mental Health (SEMH)** – practices that create safe spaces, nurture wellbeing, and foster resilience and positive relationships.
- **Sensory & Physical** – adaptations and resources that ensure accessibility, comfort, and engagement for pupils with physical or sensory needs.

On the following pages are listed 100 strategies to support inclusion in Wirral schools.

Cognition & Learning Strategies – Tier 1

Differentiated lesson planning	Scaffolded steps for tasks	Pre-teaching vocabulary	Concrete manipulatives	Visual timelines
Chunking instructions	Clear success criteria	Graphic organisers	Multi-sensory teaching	Peer tutoring
Retrieval practice quizzes	Sentence starters	Explicit modelling	Personalised checklists	Working walls
Scaffolded homework	Exemplar model answers	Metacognitive reflection	Linking new to prior knowledge	Colour coding for memory
Repetition and overlearning	Sequencing charts	Structured reflection journals	Feedback loops	Collaborative learning groups

1. **Differentiated lesson planning:** Adapt tasks and resources to meet varied ability levels, ensuring all learners can access the curriculum.
2. **Scaffolded steps for tasks:** Break complex tasks into smaller, structured stages to build confidence and independence.
3. **Pre-teaching vocabulary:** Introduce key words before lessons to support comprehension and reduce cognitive load.
4. **Concrete manipulatives:** Use physical objects to make abstract concepts tangible, aiding understanding in subjects like maths.
5. **Visual timelines:** Display chronological sequences to help learners grasp order and time-related concepts.
6. **Chunking instructions:** Present directions in short segments to avoid overload and improve focus.
7. **Clear success criteria:** Define what good work looks like so learners understand expectations and can self-assess.
8. **Graphic organisers:** Visual tools like mind maps help structure ideas and improve recall.
9. **Multi-sensory teaching:** Combine visual, auditory, & tactile methods to engage different learning styles.
10. **Peer tutoring:** Pair students to explain concepts, reinforcing understanding for both tutor and learner.
11. **Retrieval practice quizzes:** Use short recall activities to strengthen memory and long-term retention.
12. **Sentence starters:** Provide prompts to support writing and reduce anxiety about starting tasks.
13. **Explicit modelling:** Demonstrate processes step-by-step so learners see exactly how to complete.
14. **Personalised checklists:** Give tailored lists to help students organise work and track progress.
15. **Working walls:** Display key learning points and examples for ongoing reference during lessons.
16. **Scaffolded homework:** Offer structured support that gradually reduces to build independence.
17. **Exemplar model answers:** Show high-quality examples to clarify expectations and guide improvement.
18. **Metacognitive reflection:** Encourage students to think about how they learn to develop self-regulation skills.
19. **Linking new to prior knowledge:** Connect new ideas to familiar concepts to deepen understanding.
20. **Colour coding for memory:** Use colours to highlight key information and aid recall.
21. **Repetition and overlearning:** Reinforce skills through repeated practice to secure mastery.
22. **Sequencing charts:** Visual step-by-step guides help learners follow processes accurately.
23. **Structured reflection journals:** Provide prompts for students to review and evaluate their learning.
24. **Feedback loops:** Offer regular, constructive feedback to guide improvement and motivation.
25. **Collaborative learning groups:** Encourage teamwork to share ideas and build social learning skills.



Communication & Interaction Strategies – Tier 1

Simplified Language	Visual timetables	Communication boards	Structured routines	Role-play opportunities
Social stories	Peer buddy systems	Sentence frames	Turn-taking games	Conversational rules teaching
Gesture signing	Visual prompts	“Now and next” boards	Rehearsal scripts	Quiet zones
AAC devices (basic use)	Structured questioning	Visual cue cards	Circle time	Inference teaching
Consistent reinforcement	Parent workshops	Structured talk practice	Key vocabulary consistency	Pupil voice reviews

26. **Simplified language:** Use short, clear sentences to aid understanding for all learners.
27. **Visual timetables:** Show daily routines visually to reduce anxiety and support predictability.
28. **Communication boards:** Provide symbols or words for non-verbal communication.
29. **Structured routines:** Keep consistent patterns to help students feel secure and focused.
30. **Role-play opportunities:** Practice real-life scenarios to develop social and communication skills.
31. **Social stories:** Use short narratives to teach appropriate behaviours in specific situations.
32. **Peer buddy systems:** Pair students for support and inclusion in social and academic tasks.
33. **Sentence frames:** Offer structured sentence starters to build confidence in speaking and writing.
34. **Turn-taking games:** Teach conversational skills through interactive play.
35. **Conversational rules teaching:** Explicitly explain norms for respectful dialogue.
36. **Gesture signing:** Use simple signs to reinforce spoken language and aid understanding.
37. **Visual prompts:** Provide cues to remind students of expectations or next steps.
38. **“Now and next” boards:** Show immediate and upcoming activities to reduce uncertainty.
39. **Rehearsal scripts:** Prepare students for conversations or presentations through practice.
40. **Quiet zones:** Designate calm spaces for students needing sensory breaks.
41. **AAC devices (basic use):** Introduce technology to support communication for non-verbal learners.
42. **Structured questioning:** Use planned questions to encourage participation and thinking.
43. **Visual cue cards:** Provide cards with reminders or instructions for quick reference.
44. **Circle time:** Facilitate group discussions to build social and emotional skills.
45. **Inference teaching:** Help students interpret meaning beyond literal language.
46. **Consistent reinforcement:** Apply regular positive feedback to encourage desired behaviours.
47. **Parent workshops:** Equip families with strategies to support communication at home.
48. **Structured talk practice:** Guide students through planned speaking activities to build confidence.
49. **Key vocabulary consistency:** Use the same terms across contexts to reinforce understanding.
50. **Pupil voice reviews:** Gather student feedback to improve communication strategies.



Social, Emotional & Mental Health – Tier 1

Safe Spaces	Zones of regulation	Restorative approaches	Nurture groups	Wellbeing assemblies
Mentoring Programmes	Consistent behaviour policies	Daily check-ins	Mindfulness activities	Peer mediation
Trauma-informed practice	Clear routines	Visual behaviour expectations	Positive handling plans	De-escalation training
Parent support groups	Collaborative goal setting	Pupil voice inclusion	Wellbeing surveys	Branch and or CAMHS collaboration
Emotion Coaching	Recognition boards	Flexible timetables	Peers support groups	Staff wellbeing initiatives

51. **Safe spaces:** Provide calm areas for emotional regulation and stress relief.
52. **Zones of regulation:** Teach students to identify and manage emotions using colour-coded zones.
53. **Restorative approaches:** Focus on repairing relationships after conflict rather than punishment.
54. **Nurture groups:** Offer small, supportive groups to build confidence and social skills.
55. **Wellbeing assemblies:** Promote mental health awareness and coping strategies school-wide.
56. **Mentoring programmes:** Pair students with trusted adults for guidance and support.
57. **Consistent behaviour policies:** Apply clear, fair rules to create a predictable environment.
58. **Daily check-ins:** Monitor emotional wellbeing and provide early support.
59. **Mindfulness activities:** Teach breathing and relaxation techniques to reduce stress.
60. **Peer mediation:** Train students to help resolve conflicts among peers.
61. **Trauma-informed practice:** Respond sensitively to students affected by trauma.
62. **Clear routines:** Maintain predictable schedules to reduce anxiety.
63. **Visual behaviour expectations:** Display rules to reinforce positive behaviour.
64. **Positive handling plans:** Prepare safe strategies for managing challenging behaviour.
65. **De-escalation training:** Equip staff to calm situations before they escalate.
66. **Parent support groups:** Provide families with emotional and practical help.
67. **Collaborative goal setting:** Involve students in setting achievable targets.
68. **Pupil voice inclusion:** Ensure students contribute to decisions affecting them.
69. **Wellbeing surveys:** Gather data to inform mental health support.
70. **Branch/CAMHS collaboration:** Work with mental health services for specialist input.
71. **Emotion coaching:** Teach students to recognise and manage feelings constructively.
72. **Recognition boards:** Celebrate achievements to boost self-esteem.
73. **Flexible timetables:** Adjust schedules for students needing emotional support.
74. **Peer support groups:** Encourage students to help each other emotionally.
75. **Staff wellbeing initiatives:** Promote mental health among educators.



Sensory & Physical Strategies – Tier 1

Environmental adaptations	Flexible seating	Movement breaks	Sensory circuits	Assistive technology
Specialist Equipment	Visual contrast	Enlarged print	Risk assessments	Accessible layouts
Noise-reducing headphones	Fidget tools	OT collaboration	PT collaboration	Manual handling training
Parent Consultation	Sensory diets	Quiet zones	Tactile resources	Accessibility reviews
Adaptive PE	Break cards	Accessibility signage	Weighed blankets	Evacuation plans

- 76. Environmental adaptations:** Modify classroom layout to reduce sensory overload and improve access.
- 77. Flexible seating:** Offer varied seating options to meet comfort and sensory needs.
- 78. Movement breaks:** Schedule short physical activities to improve focus and reduce restlessness.
- 79. Sensory circuits:** Provide structured activities for sensory regulation and readiness to learn.
- 80. Assistive technology:** Use devices to support physical or sensory needs.
- 81. Specialist equipment:** Provide tools like adapted keyboards or writing aids for accessibility.
- 82. Visual contrast:** Use colour contrasts to improve visibility for students with visual impairments.
- 83. Enlarged print:** Offer bigger text for students with low vision.
- 84. Risk assessments:** Ensure safety for students with physical needs during activities.
- 85. Accessible layouts:** Arrange spaces for easy movement and wheelchair access.
- 86. Noise-reducing headphones:** Minimise auditory distractions for sensory-sensitive students.
- 87. Fidget tools:** Provide tactile items to aid concentration and reduce anxiety.
- 88. OT collaboration:** Work with occupational therapists for tailored sensory strategies.
- 89. PT collaboration:** Partner with physiotherapists for physical support plans.
- 90. Manual handling training:** Train staff to move students safely.
- 91. Parent consultation:** Involve families in planning physical and sensory support.
- 92. Sensory diets:** Offer planned sensory activities throughout the day.
- 93. Quiet zones:** Create calm spaces for sensory breaks.
- 94. Tactile resources:** Use textured materials to support sensory learning.
- 95. Accessibility reviews:** Regularly check compliance with accessibility standards.
- 96. Adaptive PE:** Modify physical education for students with physical needs.
- 97. Break cards:** Allow students to request breaks when overwhelmed.
- 98. Accessibility signage:** Use clear signs for navigation and safety.
- 99. Weighted blankets:** Provide calming pressure for sensory regulation.
- 100. Evacuation plans:** Prepare safe emergency procedures for students with physical needs.



Appendix

The strategies listed in the appendix are targeted or specialist support strategies, not part of the universal classroom offer. They represent additional interventions that may be required for pupils with more complex or persistent needs, often as part of Tier 2, Tier 3, or Tier 4 support within the Graduated Approach.

Key points to make clear:

- Schools are **NOT** expected to have **ALL** these strategies in place.
- These strategies go beyond Ordinarily Available Provision and are used when universal approaches are not enough.
- They often involve small-group or individual interventions, specialist staff, or multi-agency input (e.g., speech and language therapy, occupational therapy, CAMHS).
- Examples include:
 - Tier 2: Targeted small-group literacy or numeracy interventions, social communication groups, nurture groups, sensory circuits.
 - Tier 3: Specialist programmes for dyslexia, speech and language therapy input, targeted SEMH therapeutic support.
 - Tier 4: EHCP-funded provision such as bespoke curriculum pathways, specialist therapies, and multi-agency reviews.

The appendix is designed as a reference guide, not a checklist. It helps schools understand what additional support might look like if a child's needs cannot be met through universal strategies alone.

Early SEND Support – Tier 2

Cognition & Learning - Tier 2

Small-group literacy interventions	Small-group numeracy interventions	Guided reading sessions	Targeted phonics catch-up	Structured handwriting programmes
Scaffolded homework packs	Personalised spelling lists	Vocabulary pre-teaching groups	Maths mastery booster sessions	Peer-assisted learning programmes
Structured study skills workshops	Memory and organisation coaching	Use of learning mentors	Targeted comprehension groups	Writing frames for extended tasks
Sentence construction workshops	Structured problem-solving clubs	Homework club with support staff	Targeted revision sessions	Personalised progress trackers
Use of adapted textbooks	Structured note-taking practice	Targeted ICT support sessions	Booster classes before assessments	Parent workshops on supporting learning

Communication & Interaction – Tier 2

Social communication groups	Structured role-play sessions	Peer buddy mentoring	Turn-taking practice games	Conversation rehearsal scripts
Targeted vocabulary groups	Sentence-building workshops	Structured questioning practice	Use of visual cue cards in groups	Parent-child communication workshops
Structured circle time with focus themes	Peer modelling sessions	Targeted listening skills groups	Structured storytelling practice	Drama-based communication workshops
Use of puppets for role-play	Structured debate clubs	Targeted inference practice	Structured comprehension groups	Parent workshops on social stories
Structured AAC practice sessions	Peer-led communication games	Structured group discussions	Targeted expressive language groups	Structured receptive language groups

Social, Emotional & Mental Health Strategies – Tier 2

Nurture Groups	Mentoring programmes	Peer mediation schemes	Structured wellbeing groups	Targeted resilience workshops
Emotion coaching sessions	Structured anger management groups	Peer support circles	Structured friendship groups	Parent support workshops
Structured self-esteem groups	Targeted anxiety support sessions	Structured relaxation groups	Peer-led wellbeing initiatives	Structured behaviour reflection groups
Targeted motivation workshops	Structured coping skills group	Parent-child wellbeing sessions	Structured restorative circles	Targeted social skills groups
Structured empathy workshops	Peer mentoring clubs	Structured conflict resolution groups	Targeted regulation workshops	Structured wellbeing monitoring sessions

Sensory & Physical Strategies – Tier 2

Targeted fine motor skills groups	Targeted gross motor skills groups	Structured handwriting support	Adaptive PE sessions	Structured movement breaks
Targeted sensory circuits	Parent workshop on sensory diets	Structured balance and coordination groups	Targeted visual perception groups	Structured auditory processing groups
Use of adapted equipment groups	Structured tactile exploration sessions	Targeted motor planning groups	Structured sensory regulation groups	Parent-child sensory workshops
Structured accessibility practice sessions	Targeted adaptive sports clubs	Structured movement therapy groups	Targeted occupational therapy groups	Targeted physiotherapy groups
Structured handwriting clubs	Targeted adaptive art sessions	Structured adaptive music sessions	Structured adaptive drama sessions	Structured adaptive dance sessions

Targeted Specific SEND Support – Tier 3

Cognition & Learning – Tier 3

Educational psychologist assessments	Targeted literacy interventions	Targeted numeracy interventions	Dyslexia-friendly programmes	Dyscalculia support programmes
Targeted memory training	Targeted organisation coaching	Targeted study skills programmes	Targeted exam preparation support	Targeted ICT support programmes
Targeted assistive technology training	Targeted handwriting programmes	Targeted spelling programmes	Targeted vocabulary programmes	Targeted comprehension programmes
Targeted writing programmes	Targeted problem-solving programmes	Targeted revision programmes	Targeted progress monitoring	Targeted parent workshops
Targeted teacher training	Targeted SENCO support programmes	Targeted governor training	Targeted leadership training	Targeted LA wide training

Communication & Interaction – Tier 3

Speech and language therapist input	Targeted AAC device training	Targeted communication groups	Targeted social communication programmes	Targeted vocabulary programmes
Targeted sentence-building programmes	Targeted questioning programmes	Targeted comprehension programmes	Targeted inference programmes	Targeted expressive language programmes
Targeted receptive language programmes	Targeted parent workshops	Targeted teacher training	Targeted SENCO support	Targeted governor training
Targeted leadership training	Targeted LA wide training	Targeted drama therapy programmes	Targeted music therapy programmes	Targeted art therapy programmes
Targeted play therapy programmes	Targeted parent-child communication programmes	Targeted peer communication programmes	Targeted multi-agency communication programmes	Targeted LA wide communication programmes

Social, Emotional & Mental Health Strategies – Tier 3

Branch or CAMHS input	Targeted counselling programmes	Targeted therapeutic programmes	Targeted resilience programmes	Targeted anxiety programmes
Targeted anger management programmes	Targeted self-esteem programmes	Targeted motivation programmes	Targeted coping skills programmes	Targeted regulation programmes
Targeted wellbeing programmes	Targeted parent workshops	Targeted teacher training	Targeted SENCO support programmes	Targeted governor training
Targeted leadership training	Targeted LA wide training	Targeted drama therapy programmes	Targeted music therapy programmes	Targeted art therapy programmes
Targeted play therapy programmes	Targeted parent-child wellbeing programmes	Targeted peer wellbeing programmes	Targeted multi-agency wellbeing programmes	Targeted LA-wide wellbeing programmes

Sensory & Physical Strategies – Tier 3

Occupational therapist input	Physiotherapist input	Targeted sensory diets	Targeted motor skills programmes	Targeted handwriting programmes
Targeted balance programmes	Targeted coordination programmes	Targeted visual perception programmes	Targeted auditory processing programmes	Targeted tactile exploration programmes
Targeted motor planning programmes	Targeted sensory regulation programmes	Targeted parent workshops	Targeted teacher training	Targeted SENCO support programmes
Targeted governor training	Targeted leadership training	Targeted LA-wide training	Targeted adaptive sports programmes	Targeted adaptive art programmes
Targeted adaptive music programmes	Targeted adaptive drama programmes	Targeted adaptive dance programmes	Targeted multi-agency sensory programmes	Targeted LA-wide sensory programmes

Needs Assessment and/or Specialist Support – Tier 4

Cognition & Learning – Tier 4

Individualised curriculum pathways written into EHCP outcomes	Specialist teaching assistant support with defined hours	Bespoke literacy and/or numeracy programmes commissioned via EHCP funding	Tuition for core subjects	Specialist dyslexia and or dyscalculia interventions funded through EHCP
Access to alternative provision or specialist school placements	Personalised exam access arrangements (readers, scribes, extra-time)	Multi-agency review meetings (EP, SENCO, parents, CYP)	Specialist ICT/assistive technology written into EHCP	EHCP-funded small group teaching with specialist staff
Curriculum modification (life skills, vocational pathways)	Specialist teacher input	Regular statutory reviews (annual review process)	EHCP-funded homework support programmes	Personalised progress monitoring against EHCP outcomes
Specialist resource packs (dyslexia-friendly texts, overlays)	EHCP-funded mentoring programmes	Specialist exam preparation support	Bespoke transition planning (primary to secondary to post 16)	EHCP-funded therapeutic input
Specialist governor oversight of EHCP provision	Leadership accountability for EHCP outcomes	LA-wide moderation of EHCP targets	Parent partnership forums for EHCP families	Legacy documentation of EHCP impact

Communication & Interaction Strategies – Tier 4

EHCP-funded speech and language therapy sessions	Specialist AAC device provision written into EHCP	Communication support staff	Bespoke social communication programmes	EHCP-funded social skills groups
Specialist SALT input embedded in curriculum	Parent training in AAC communication strategies	Multi-agency communication reviews (SALT, SENCO, parents, CYP)	Specialist drama therapy for communication development	EHCP-funded peer communication mentoring
Specialist expressive or receptive language programmes	EHCP-funded comprehension or inference groups	Specialist parent-child communication programmes	EHCP-funded play therapy for communication	Specialist governor oversight of communication EHCPs
Leadership accountability for communication outcomes	LA-wide moderation of communication EHCP targets	Parent partnership forums for communication EHCP families	Specialist AAC training for staff	EHCP-funded sensory communication programmes
Specialist multi-agency communication planning	EHCP-funded transition communication support	Specialist peer communication programmes	EHCP-funded home-school communication packs	Legacy documentation EHCP impact

Social, Emotional & Mental Health Strategies – Tier 4

EHCP-funded therapeutic counselling sessions	Specialist CAMHS input written into EHCP	SEMH support staff	Bespoke nurture provision funded via EHCP	Specialist resilience programmes
EHCP-funded anxiety management programmes	Specialist anger management programmes	EHCP-funded self-esteem programmes	Specialist motivation programmes	EHCP-funded coping skills programmes
Specialist regulation programmes	EHCP-funded wellbeing programmes	Specialist parent-child wellbeing programmes	Multi-agency SEMH reviews (CAMHS, SENCO, parents, CYP)	Specialist governor oversight of SEMH EHCPs
Leadership accountability for SEMH outcomes	LA-wide moderation of SEMH EHCP targets	Parent partnership forums for SEMH EHCP families	Specialist trauma-informed programmes	EHCP-funded restorative practice programmes
Specialist peer wellbeing programmes	EHCP-funded transition SEMH support	Specialist therapeutic play programmes	EHCP-funded home-school wellbeing packs	Legacy documentation of SEMH EHCP impact

Sensory & Physical Strategies – Tier 4

EHCP-funded occupational therapy sessions	EHCP-funded physiotherapy sessions	Specialist sensory diets written into EHCP	Specialist motor skills programmes	EHCP-funded handwriting programmes
Specialist balance or coordination programmes	EHCP-funded visual perception programmes	Specialist auditory processing programmes	EHCP-funded tactile exploration programmes	Specialist motor planning programmes
EHCP-funded sensory regulation programmes	Specialist adaptive sports programmes	EHCP-funded adaptive arts programmes	Specialist adaptive music programmes	EHCP-funded adaptive drama programmes
Specialist adaptive dance programmes	Multi-agency sensory reviews (OT, PT, SENCO, parents, CYP)	Specialist governor oversight of sensory EHCPs	Leadership accountability for sensory outcomes	LA-wide moderation of sensory EHCP targets
Parent partnership forums for sensory EHCP families	Specialist accessibility audits for EHCP pupils	EHCP-funded transition sensory support	Specialist home-school sensory packs	Legacy documentation of sensory EHCP impact



**Expectations
and Values**



**Relationships
and Behaviour**



**Learning
Environment**



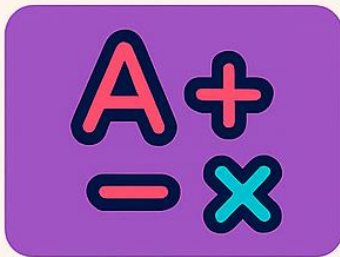
**Speech, Language
and Communication**



**Pedagogy, Memory
and Metacognition**



**Assessment,
Planning & Teaching**



**Literacy and
Maths**



**Adaptations,
Support and Scaffolds**



**Motivation,
Recognition and Feedback**