

Ordinarily Available Provision at Bethany Junior School

At Bethany Junior School, we believe that every child should feel happy, safe and supported so they can achieve their very best. This document explains our Ordinarily Available Provision (OAP) – the everyday support and approaches we use to meet the needs of all pupils within our inclusive mainstream setting.



It outlines the universal support available to every child, alongside the targeted support we provide for some pupils who may need additional help with learning, communication, emotional well-being, sensory needs or attendance. Our approach focuses on understanding each child as an individual and responding early when additional support may be helpful.

We work closely with pupils, families, staff and external professionals to create a nurturing environment where children feel a strong sense of belonging, build positive relationships and develop the confidence and skills they need to thrive both in school and beyond.

Mainstream Universal offer (For all pupils)

Cognition & Learning Communication & Interaction Sensory & Physical	Social Emotional Mental Health Behaviour/Mental Health	Attendance
<p><u>Cognition and Learning</u> Adapted instruction/scaffolding Explicit teaching of key vocabulary (dual coding) Key vocabulary display. Real images and/or Widgit Images use depending on which is most appropriate. Chunking information Reducing volume of text on slides Adopting a universal slide style across the school, with a clear lesson structure Use of Widgit/icons on slides and resources Modelling, provide examples and metacognitive strategies Review of prior learning and key knowledge (retrieval practice) Multi-sensory learning opportunities (including concrete resources) Flexible groupings</p>	<p>Positive School Culture: Creating a safe, supportive, and inclusive environment Promoting positive relationships Teaching social and emotional skills Whole school Social Emotional Learning curriculum Trauma awareness Mindfulness awareness Clear expectations and routines: Providing predictability and structure to reduce anxiety. Clear expectations for safety in hotspot areas such as toilets</p> <p>Strategies to Support SEMH: Clear routines and expectations</p>	<p>Universal support focuses on proactive, preventative strategies and a positive school environment that supports the emotional well-being and attendance of all pupils. The aim is to create a sense of safety, belonging, and reduce potential triggers for anxiety.</p> <p>Positive School Ethos: Strong relationships: Fostering positive relationships between staff and pupils, and among peers. Warm and welcoming environment: Ensuring school feels like a safe and nurturing place. Meet and Greet/Soft start in place in the Nest for children who require it.</p>

<p>Consideration of curriculum planning content Supportive learning tools (e.g., word mats, number frames) Correct sound chart displayed, working wall displayed and amended regularly, number sense display up and used. Using technology to support learning tasks Formative and summative assessment Providing timely and effective feedback</p> <p>Communication and Interaction Total communication strategies: Clear and consistent language delivered in a language rich environment, consideration of processing and modelling of language Visual aids: Whole class visual timetables, clearly labelled resources, neutral backed boards and only relevant information on display. Promoting positive interaction between pupils (social skills) Facilitating peer interaction through group work</p> <p>Sensory and Physical Minimalistic, clutter-free classroom environments. Reasonable adjustments to the school and classroom environment for sensory and physical needs Enabling environment to support the development of fine and gross motor skills Ensuring physical accessibility in line with accessibility policy Reasonable adjustments to the classroom or school environment to meet individual needs. Teaching of handwriting (e.g., posture, pencil grip) Nip, flip, grip poster and writing posture posters displayed and referred to. Providing whole class movement opportunities Adaptions to uniform</p> <p>External agency involvement: Reaching out for Information advice and training to support school training needs and meeting pupil needs.</p>	<p>Use of visual support emotional wellbeing (Feelings Rainbow/Bottling up) Providing opportunities for pupil voice Trusted adults Weekly circle time sessions Sensory breaks and whole class regulation strategies Check ins as part of usual school day Pastoral Team available via radio every morning to support key pupils and to respond to ad hoc needs.</p> <p>Behaviour Support: Consistent behaviour management policies Restorative approaches Clear routines and boundaries Language used is linked to behaviour is positively framed with a culture of understanding and exploration Social skills support (e.g., Playground buddies/Play leads)</p> <p>Environmental Adaptions Supportive seating within the classroom (e.g., sitting near the front, away from busy areas) Sensory overload awareness</p>	<p>Inclusive practices: Ensuring all pupils feel valued and supported, regardless of their needs.</p> <p>Parental Engagement: Open communication: Establishing clear lines of communication with parents. Information sharing: Providing information about the school's approach to well-being and attendance. Collaborative problem-solving: Working with parents to understand their child's needs and implement strategies at home and school.</p> <p>Early Identification and Monitoring: Robust attendance monitoring: Promptly identifying patterns of non-attendance and investigating reasons. Open communication channels: Encouraging pupils and parents to communicate concerns early. Key adults who can build relationships and notice changes in well-being.</p> <p>Curriculum and Pedagogy: Differentiated instruction: Adapting teaching to meet diverse learning styles and needs, reducing academic pressure. Social and Emotional Learning (SEL): Explicitly teaching skills like self-regulation, empathy, and problem-solving. Anxiety awareness: Educating staff on the signs and symptoms of anxiety and Emotional Based School Avoidance (EBSA).</p>
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Mainstream Targeted offer (For some pupils)

Cognition & Learning Communication & Interaction Sensory & Physical	Social Emotional Mental Health Behaviour/Mental Health	Attendance
<p>Targeted Teaching Practices Providing alternative ways to record learning Pre-teaching and overlearning/consolidation of skills Adult supported group learning Individual Assessments for pupils falling behind (e.g., spelling, phonics) Access arrangements for examinations</p> <p>Key Characteristics of Targeted Support Targeted support is tailored to the specific needs of the individual child/group of pupils</p> <p>Reading interventions (e.g., phonics programmes, guided reading with a focus on specific skills, comprehension programmes). Regular 1:1 reading intervention for bottom 20%</p> <p>Phonics interventions: (e.g., pre-teaching, evidence-based intervention, precision teaching) Daily RWI Phonics intervention for children who haven't passed RWI phonics assessment.</p> <p>Writing interventions (e.g., handwriting programmes, sentence structure support, planning and drafting support). Bethany Writing toolkit for children working at KS1 to be used in ALL writing tasks, including non-core lessons.</p> <p>Mathematics interventions (e.g., number bonds programmes, place value support, problem-solving strategies). Regular number sense interventions for children consistently scoring less than 22 on the MTCs</p> <p>Spelling interventions. (e.g., evidence-based interventions) Foundational Skills Group</p> <p>Motor Skills Small group fine and gross motor skills (Learn to Move, Sensory Circuits) Clever hands</p> <p>Small group work:</p>	<p>Social, Emotional and Mental Health (SEMH) Emotional literacy programmes: Interventions to develop emotional awareness, understanding, and expression. Adaptions to the school day in terms of soft starts, alternate play and lunchtimes, movement around the school and end of day arrangements Meet and Greet/Soft start in place in the Nest. Lunch time in the Nest for pupils who require it. Pastoral Team check in on key pupils every morning and are contactable by radio to support pupils ad hoc.</p> <p>Accessible Environment: Access to a safe space within the classroom or an agreed safe space elsewhere agreed on behaviour plan. Planned access to sensory room for some pupils are certain points of the day.</p> <p>Social skills training: Focused work on specific social skills, such as turn-taking, empathy, and conflict resolution. Using strategies such as Social Stories and Comic Strip Conversations</p> <p>Therapeutic approaches: Use of techniques such as drawing and talking (delivered by trained staff). Programmes to support emotional awareness and mindfulness – 1:1 ELSA, specific Nurture Groups.</p> <p>Mentoring: 1:1 support from a designated adult, such as a learning mentor or ELSA (Emotional Literacy Support Assistant).</p>	<p>This wave is for pupils who are beginning to show signs of EBSA or attendance difficulties that are not resolved by universal provision. It involves more specific and targeted interventions, often delivered by school staff or school-based professionals.</p> <p>Strategies to Support Attendance: Structured Transition and Engagement interventions Welfare checks</p> <p>Early Identification and Referral Pathways: Establishing clear processes for referring pupils to multi-agency meetings (e.g., TAF) or early help services when concerns arise.</p> <p>Personalised Recognition and Motivation Systems: Developing bespoke reward and recognition programs tailored to individual pupil attendance and engagement goals.</p> <p>Proactive Well-being Monitoring: Conducting regular welfare checks and maintaining communication during periods of absence</p> <p>Needs-Based Assessment and Intervention Documentation: Utilising specific tools (e.g., EBSA push/pull documents) to assess and track pupil needs and interventions.</p> <p>Individualised Relationship-Based Support: Providing one-to-one "meet and greet"</p>

<p>Focused small group sessions led by a teacher or teaching assistant to address specific learning gaps.</p> <p>Use of technology: Specific software or apps to support individual learning IDL, Flash Academy, Word shark any other programmes</p> <p>Learning Skills support:</p> <p>Teaching strategies for organisation, memory, and independent learning. Use of Widgit for visual checklists, individual visual timetables, now and next boards.</p> <p>Communication-Friendly Environment</p> <p>Speech and language therapy (SaLT) programmes. Individual or group sessions delivered by a SaLT or a trained adult, focusing on specific communication needs.</p> <p>Social skills groups. Structured groups to develop social understanding, interaction, and emotional regulation skills.</p> <p>Programmes for Autism Spectrum Conditions (ASC) e.g., Attention Autism</p> <p>Makaton or other signing systems</p> <p>Communication aids:</p> <p>Introduction and use of alternative and augmentative communication (AAC) systems.</p> <p>Visual supports, Individualised visual aids to support understanding and communication Visual aids, (e.g., visual timetables, now and next boards)</p> <p>Support for Sensory and Physical Needs</p> <p>Physiotherapy or occupational therapy programmes, designed and delivered by therapists or trained staff to develop motor skills, coordination, or sensory processing.</p> <p>Sensory integration activities:</p> <p>Targeted interventions to support with sensory processing difficulties. Fidget aids, ear defenders, weighted blankets, wobble cushions, therabands, sensory tent, sensory breaks, individual movement breaks.</p> <p>Assistive technology:</p> <p>Provision of equipment or adaptations to support access and participation. Pencil grips, moulded handwriting pens, writing slants.</p> <p>Environmental adaptations:</p>	<p>Behaviour support plans:</p> <p>Individualised plans to address specific behavioural challenges.</p> <p>Feelings Rainbow/Bottling up in place at an individual level as required, Using specific approaches to support self-regulation</p>	<p>opportunities and bespoke relationship-building interventions for targeted pupils. Positive Start group in The Nest to welcome targeted children into school .</p> <p>Key check-in pupils for Pastoral Team.</p> <p>Emotional Literacy and Nurture Provision:</p> <p>Implementing programs like ELSA (Emotional Literacy Support Assistant) and broader pastoral support to address emotional and social development.</p> <p>Focused Intervention Groups: Establishing specialised groups for nurturing, social communication development, or specific therapeutic interventions (e.g., Lego Therapy). Focussed intervention groups – anxiety, friendships, transitions.</p> <p>Integrated Mental Health Support: Facilitating mental health services within the school setting to provide accessible support. Mental Health in Schools Team supporting key pupils.</p> <p>Collaborative Professional Development:</p> <p>Facilitating regular meetings and collaborative efforts among teachers and pastoral care leads to ensure holistic pupil nurturing and support</p> <p>External Agency Collaboration and Outreach:</p> <p>Developing clear referral pathways to external agencies and community resources for specialised support beyond the school's direct provision.</p>
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<p>Specific adaptations/resources for pupils Individual workstation, standing desk, desk screen, calm space.</p> <p>External agency involvement: Involvement from external agencies who provide direct support and guidance within the school setting.</p> <p>External agency involvement: Collaboration with external agencies that involved targeted actions</p>		
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