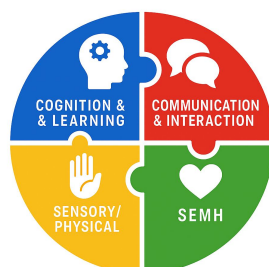


# Wirral Local Authority Ordinarily Available Provision



**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)

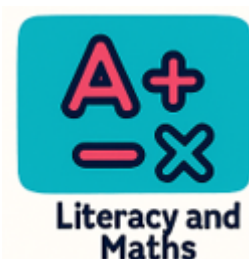
**Early mathematics:** Follow EEF guidance: Build secure foundations gradually. Use maths throughout the day (stories, songs, games). Support self-regulation and metacognition

**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.

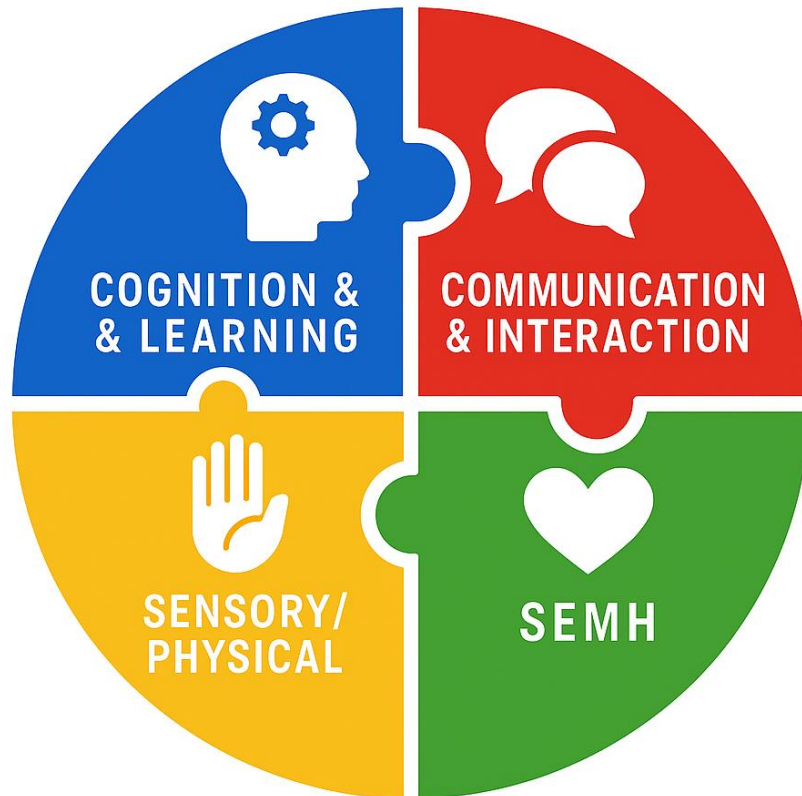
**Visual evidence of success:** Use visual tools like word walls, checklists, and progress charts to show achievement and motivate pupils.

**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 | Weighted 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**



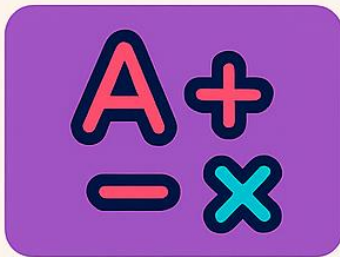
**Speech, Language  
and Communication**



**Pedagogy, Memory  
and Metacognition**



**Assessment,  
Planning & Teaching**



**Literacy and  
Maths**



**Adaptations,  
Support and Scaffolds**



**Motivation,  
Recognition and Feedback**