

# Ordinarily Available Provision in Hertfordshire

5 February 2026

Herts  
Parent  
Carer InVolvement  
[www.hertsparentcarers.org.uk](http://www.hertsparentcarers.org.uk)

# Hertfordshire's Voice for SEND Families

HPCI is the parent carer forum for Hertfordshire.

We work to make sure that local service providers know what families with children and young people with SEND need.

We gather parent carer views and work in partnership to bring about positive change across health, education, and social care services.



# Today's webinar

In the first part of our webinar, you'll hear from Sally Glossop (Hertfordshire CC) about the Ordinarily Available Provision guidance.

In the second part you will hear from Kären Edwards about the SENDIASS service, and how you can use the OAP guidance to engage with school, to make sure that the right support is in place for your child.

Lynn Turnbull from HPCI will also be on hand to share positive examples that she has seen in schools during her work on the PINS project, and to introduce the HPCI OAP guide for parents.



# Housekeeping

Here are a few housekeeping items to help you during the webinar.

The webinar will be recorded and will be put on the HPCI website next week. You will receive a copy of the slides and the resources mentioned after the session.

You will be on mute during the session, but you can ask questions via the Q&A function.

Please don't share any information about a specific child, school, or professional.

A background image showing two hands silhouetted against a sunset sky, with the fingers forming a heart shape. The sun is low on the horizon, creating a warm orange glow. The hands are positioned on the left and right sides of the frame, with the fingers pointing towards the center.

# Simply SEND – Keeping our Children at The Heart

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LISTENING TO HEAR AND DO



# It's not a race or a competition – We're all Different

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Not all children start from the same point  
Not all children are successful at everything

We are all different

We also don't need to race to the finish



We need to listen accept and value  
our children

Start from where they are and  
move with them

Make learning fun

Find our children's moments of Joy

What's your favourite happy memory from school – pop it in the chat





Every child or young person is unique  
Every parent/carers experience is unique

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We need to ensure that they are involved every step of the way

Hertfordshire's Ordinarily Available Offer was produced in a collaborative way with schools, families, education, health and social care professionals

We have developed a Support On A Page tool

We are focused on supporting schools to make those simple changes that make a difference





# The Graduated Offer

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The ladder of support shows the graduated offer

All children progress in their own unique way with peaks and troughs on their journey

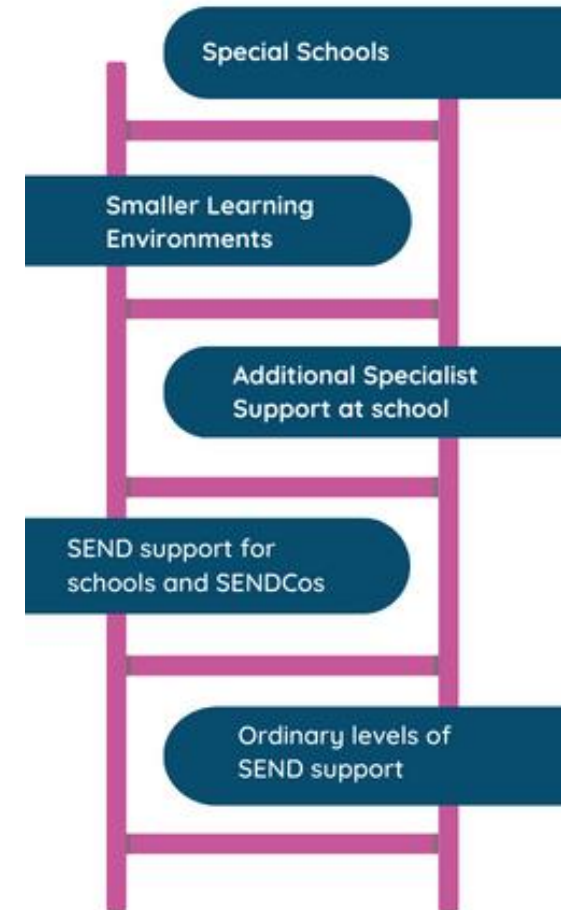
Most children can have their needs met through the ordinarily available offer and at SEND Support

Some may need additional support from Specialists

A few may need a small environment

And a few may need a special school

## The Graduated Response



# What is Ordinarily Available Provision



What do we mean by Ordinarily Available Provision?



The term 'ordinarily available provision' refers to the range of activities, experiences and strategies offered as basic good practice/quality first teaching for children with special education needs/disability in line with the SEN Code of Practice.



Ordinarily Available Provision should be delivered within the usual funding resource the provider receives from the Local Authority. Some providers will need to make adaptations to their current practice if they are to meet the expectations of Ordinarily Available Provision

# Teaching Standard 5

## all teachers must

know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.



# Targeted Support

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Parents and Schools work together to support the child or young person and make reasonable adjustments and adaptations so that learning is accessible and engaging

Following assessment, planning, doing and reviewing if no progress is being made and there are clear difficulties in engaging in learning then it might be that external advice is needed







## Providing high quality provision

adapting the environment to meet the needs of all children and young people this could include:

- considering how to improve access to the physical environment to make it fully inclusive
- planning to improve access to the curriculum, and to written information
- considering cognitive overload when selecting tasks and material
- designing displays that are visually accessible and less cluttered to reduce sensory overload
- using a pale background, accessible font styles or live subtitles on the whiteboard when appropriate
- being aware of **sensory factors** such as light, temperature, sounds, touch and smell and mitigating when appropriate
- taking account of children and young people's individual needs when planning seating arrangements.

# What is Ordinarily Available Provision

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# Rosenshine's 10 Principles of Instruction

1. Review learning  
at the start.



2. Present new material  
in small steps.



3. Ask lots of good  
questions.



4. Provide models and  
worked examples.



5. Practise using the  
new materials.



6. Check for  
understanding.



7. Obtain a high  
success rate.



8. Provide scaffolding  
and support.



9. Encourage  
independent practice.



10. Weekly and  
monthly review.



# It's what we do

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# The *Kindness* Principle

*Making relational behaviour  
management work in schools*

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The Kindness Principle" by Dave Whitaker advocates for a behavior management approach in schools that emphasizes kindness, understanding, and strong relationships to create a positive educational environment



# Behaviours that Challenge Service Directory


## Hertfordshire Children and Young People

The services below provide a combination of early intervention and more specialist support for children and young people's social emotional and mental health needs. Click the service name to be redirected to more information.




















































 Age group













































 Telephone service


 Online/virtual service


 Face to face service


 Referral required

Available to families and professionals	
0-25 Team	    
DSPL	    
Neurodiversity Support Hub	  
PALMS	   
SENDIASS	    
Services for Young People	    
SPACE, Speech and Language Consultation	    
Special Schools and SRPs	    
Available to families	
Children's Wellbeing Practitioner Services	   
Emotionally Based School Avoidance	    
Family Centres	    

Available to families	
Sensory Processing Service	  
Step2 Group Work	    
Play Skill Parent Support	  
Available to professionals	
ASK Sali Line	  
Early Years SEND Team	 
Education Support Centres	   
HfL School Improvement Support	    
Safe Space	   
SEND Specialist Advice and Support (SEND SAS)	   
Special School Outreach?	   
Statutory SEND Assessment	   
VSEND	  

 Many children will find some learning and access to learning harder than others. High quality and inclusive teaching and learning practice will allow for this. Offering small group sessions, direct teaching or other support. This is part of our ordinarily available provision and what every child must experience. We have outlined Hertfordshire's ordinarily available offer. [CLICK HERE FOR THE ORDINARILY AVAILABLE PROVISION](#)

 **Targeted**  
Parents and schools will work together to meet the child or young person's needs. If following assess, plan, do review cycles (usually at least two). It might be that further support needs to be sought from outside professionals and other agencies.

 **Specialist**  
For some children and young people their needs will require individual intervention that will require more sustained involvement from professionals

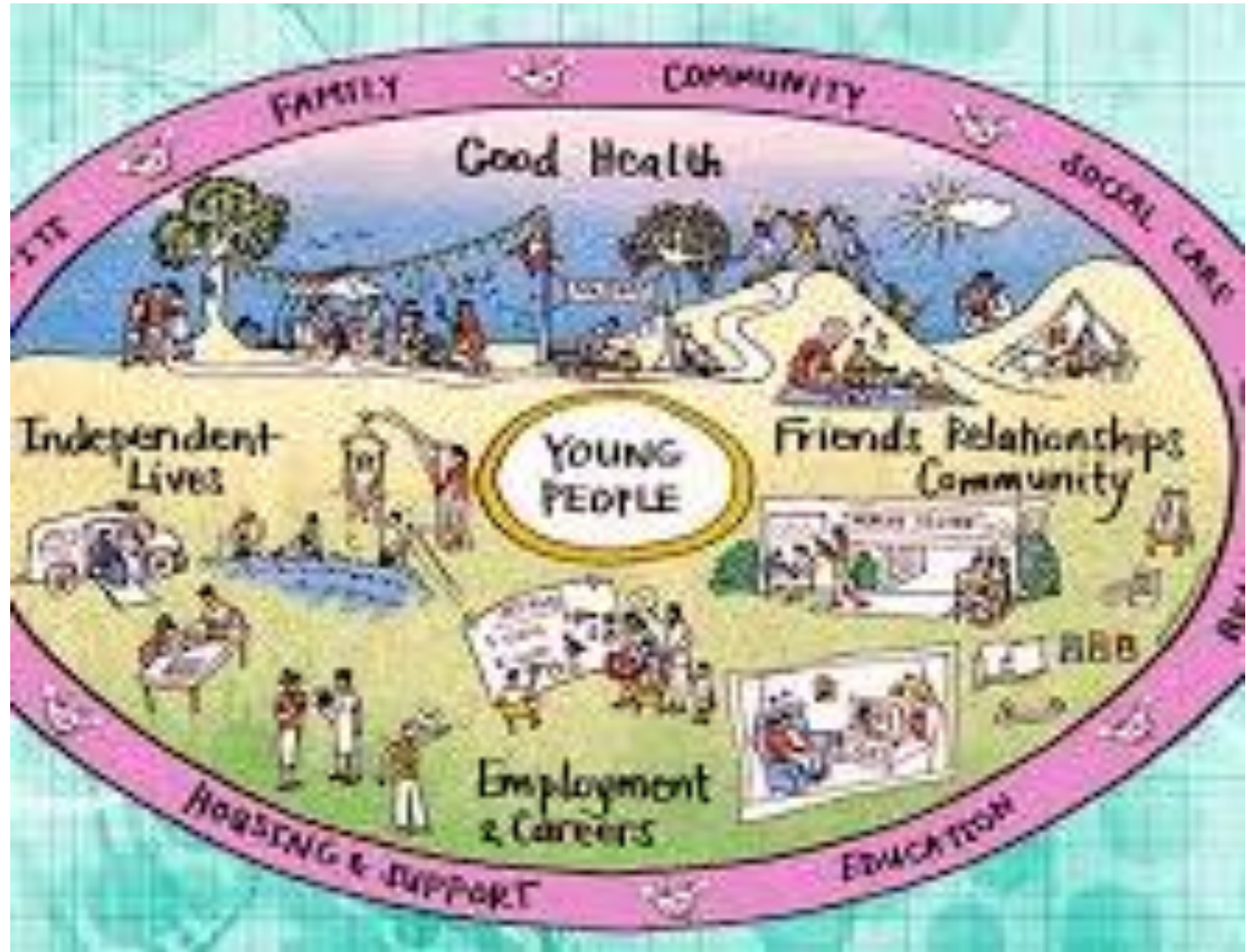
If you have any suggested changes to the directory, please email [sendstrategy@hertfordshire.gov.uk](mailto:sendstrategy@hertfordshire.gov.uk)



# Preparing for Adulthood Outcomes

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We need to have high aspirations and ambitions for our children so we support them to get to where they want to be





A photograph of two fluffy ducklings on a stone ledge. One duckling is standing on the left, looking down. The other is on the right, in mid-jump or running, with its wings spread. The background is a blurred natural setting with green foliage and water.

Jump and build your wings on the  
way down

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# Finally

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We must be ambitious for our children and young people

We must guard against process taking us over as we're pressured on attainment, KPIs

We must be courageous and brave and take risks

We must be respectful

We must listen to hear and not to answer

If we have done this we will be confident we have worked with heart and integrity



# Supporting Links from this session

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Support on a page: [Speech, Language and Communication \(pdf 166kb\)](#)

Support on a page: [Neurodiversity \(pdf 195kb\)](#)

Support on a page: [Learning difficulties \(pdf 143kb\)](#)

Support on a page: [Deafness and sight loss \(pdf 145kb\)](#)

Support on a page: [Physical needs \(pdf 144kb\)](#)

Support on a page: [Behaviours that challenge \(pdf 181kb\)](#)

Support on a page: [Mental Health \(PDF 267kb\)](#)

[Ordinarily Available provision guidance \(pdf 845kb\)](#)

["Kindness By Design" model school relational policy](#)

[Attachment and Trauma Aware approaches in education](#)



# OAP

## Ordinarily Available Provision

### By SENDIASS

Contact us

Call 01992 555847 | Email [info@hertssendiass.org.uk](mailto:info@hertssendiass.org.uk)



# THIS SESSION

- Our role and ways we can support you
- Helpful tips for working positively with school
- Communication ideas
- Ways to build strong, supportive partnerships

## Contact us

Call 01992 555847 | Email [info@hertssendiass.org.uk](mailto:info@hertssendiass.org.uk)



# SENDIASS



Free



Impartial



Confidential



Inform



Empower



Engage

## Contact us

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# WORKING WITH SCHOOL

- Working together with school can make a real difference
- Open and collaborative conversations help build understanding
- Positive partnerships strengthen trust and support better outcomes

## Contact us

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# START THE CONVERSATION

- What you're noticing at home
- Positives
- Helpful strategies
- Challenges
- Worries

## Contact us

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# MEETING PREPARATION



Details



Purpose



Information



Points



Child



Support



Paperwork



Adjustments

Contact us

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# COMMUNICATION

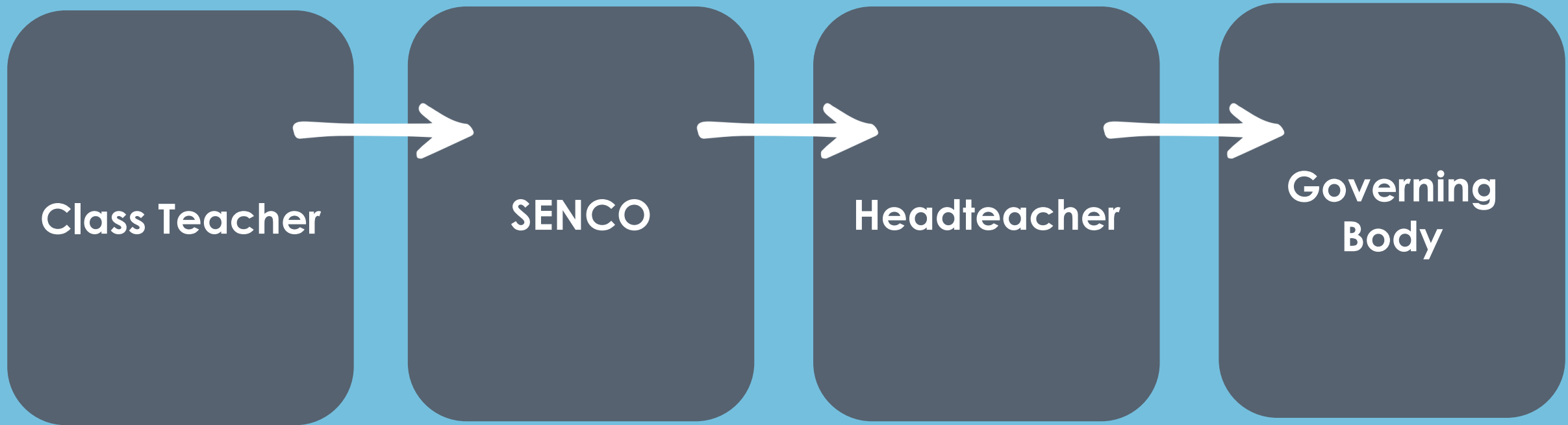
- Keep discussions child-centred
- Acknowledge challenges and successes
- Use shared language
- Seek clarification whenever something feels unclear
- Agree when and how you'll communicate

## Contact us

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# NEXT STEPS



**Contact us**

Call 01992 555847 | Email [info@hertssendiass.org.uk](mailto:info@hertssendiass.org.uk)





# KEY TAKEAWAYS

- You know your child best
- Ask questions and share your views
- Schools have a duty to provide reasonable support
- Working together supports better outcomes
- It's okay to feel nervous

## Contact us

Call 01992 555847 | Email [info@hertssendiass.org.uk](mailto:info@hertssendiass.org.uk)



# OUR SUPPORT

- Understanding your rights
- Preparing for school meetings
- Suggesting practical next steps
- Supporting communication with school
- Signposting to other services such as the Local Offer and IPSEA

## Contact us

Call 01992 555847 | Email [info@hertssendiass.org.uk](mailto:info@hertssendiass.org.uk)





# THANK YOU

Contact us

Call 01992 555847 | Email [info@hertssendiass.org.uk](mailto:info@hertssendiass.org.uk)



# Parent Guide to Ordinarily Available Provision




**Ordinarily Available Provision,  
Adaptations and Reasonable  
Adjustments for Special Education  
Needs (Reception, Key Stage 1 & 2)**

**A Guide For Parents**

**Contents**

- 1. Introduction
- 2. The child's voice
- 3. Cognition and learning
- 4. Communication and interaction
- 5. Social, emotional and mental health
- 6. Sensory and/or physical needs
- 7. Words used in education
- 8. Support levels explained
- 9. Practical tips to working with school to support your child
- 10. Communication and record keeping
- 11. Further reading and useful links



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HPCI has developed a practical guide for parents which will be available via our website

# Parent Guide to Ordinarily Available Provision

## 3 Cognition and Learning

This section provides examples of inclusive provision for children and young people with cognition and learning needs with explanations of what they are.

### In the classroom

- Word banks (an example could be a list of adjectives)
- Sentence starters (an example could be a worksheet for PHSE with "I feel happy when....")
- Sound mats and vocabulary sheets (an example might be a sheet with the alphabet with a different picture for each letter e.g. a robin for R)
- Writing frames (an example might be a worksheet with different sections e.g. a space to draw a picture of a person, describe their appearance and to describe their personality)
- Allowing thinking time
- Adapting how information is presented (font, colour, pictures, spacing etc)
- Talking scales (which give the weight using audio)



- Visual timetables and support (an example might be a diagram of a biological process)
- Breaking tasks down into smaller chunks
- Giving instructions one at a time
- Questions read to pupils
- Pencil grips
- Coloured pages in workbooks or overlays for reading
- Manual maths tools such as number beads and cubes
- Speaking an answer and help with writing the text
- Reading pen with headphones
- Speech to text software
- Tablet or laptop for recording work
- Learning objective stickers to reduce the volume of writing
- Curriculum adaptations such as alternative recording (drawing, audio, or photos)
- Pre-teaching (teaching concepts and skills before the lesson)
- Interventions (small group learning etc)

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## 4 Communication and Interaction

This section provides examples of inclusive provision for children with communication and interaction needs that may have difficulty in communicating with others

- The use of a lanyard with visual cards for the child to show to help support their communication
- The use of a card on a child's desk to indicate to the teacher their needs (an example might be red for "I am feeling overwhelmed")
- Visual timetable
- Visual aids
- Supplying objects, photos, symbols to aid learning
- Using clear language
- Giving instructions one at a time
- Chunking work into smaller steps



- Now and next cards
- Use of simplified, concrete language
- Pre-teaching of key vocabulary
- Comic strip conversations or social scripts
- Opportunities for alternative communication (Picture exchange communication system (PECS), Makaton, Augmentative and Alternative Communication (AAC) apps)
- Buddy systems or peer mentors for social communication practice
- More time to process information
- Pre-teaching (teaching concepts and skills before the lesson)
- Using social stories (an example might be a simple, engaging description with pictures of what to expect)
- Interventions (an example might be a supervised social groups or club)

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## 5 Social, Emotional and Mental Health

This section includes examples of provision for children and young people with social, emotional, and mental health needs

### Transition into school

- Staff members supporting pupils to transition from the car or playground into school
- A soft start in the morning
- Supported by a pastoral assistant who will take the child to their class when they are ready
- A child allowed to sit in reception with a parent until they have regulated and feel able to move to the classroom
- Entry to school via an alternative, quieter route
- Being allowed to bring a transition item into school from home
- 10 min doing a chosen activity (possibly with a friend) in the morning to support the transition into school
- Parents receiving a follow-up call from school



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### Lunchtime/breaktime

- Food diary
- Lunchtime clubs
- Lunch at home
- Lunch in a quieter location
- Alternative quieter play area
- Supervised play
- Play zones
- Colour coded benches for children that want to sit and watch but not interact
- Friendship bench to indicate when a child wants to play
- Being allowed to phone home

## 6 Sensory and Physical Needs

This section covers provision for children with sensory and/or physical needs

- Movement breaks
- Visual aids
- Uniform adjustments
- Optional dress up days
- Ear defenders
- Alternative to attending assemblies
- Access to food
- Being allowed to remove shoes in class
- The use of stretch bands on chair
- Sensory circuits
- Allowing rest breaks
- Allowing extra time for processing
- Checking understanding
- Hearing aids and listening devices
- Text-to-speech devices
- Magnification screen
- Readers and adapted keyboards



- Standard displays and desk layout in all classrooms
- Calming music and quiet activities following playtime
- Daily mile
- Seating position in the classroom
- Access to the toilet at any time
- Wobble cushions
- Attending the sensory room/calm room
- Quiet corners in the classroom
- Creating opportunities for children to move (handing out books, running errands etc)
- The use of concentration aids (e.g. fidget toys, chew toys, blue tack)
- Stand-up desks
- Writing / reading slopes
- Bold lined or squared paper
- Coloured paper
- Coloured glue sticks
- Brightly contrasting equipment

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# Questions?

If you have any specific questions, please do use the Q&A function to ask these.



# Finally...

Feedback on SEND services in Hertfordshire

Become a member of HPCI!

Feedback on the session – we want to get these right for you.



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