

# HERTFORDSHIRE

## ORDINARILY AVAILABLE PROVISION



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While high quality teaching will meet the needs of the majority of children and young people, including those with SEND, some will require targeted support - including specific teaching strategies, or equipment. This section is due to be published in summer 2025.

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We would like to thank the headteachers, special educational needs coordinators (SENCOs), members of Hertfordshire Parent Carers Forum (HPCI), and other professionals who have contributed to the development of this guidance.

For more  
information about  
our services please  
visit Hertfordshire's  
Local Offer



# INTRODUCTION



## What is ordinarily available provision?

**The SEND code of practice: 0 to 25 years** states that every local authority must set out what it expects to be available in its area for children and young people who have special educational needs and disabilities (SEND) including information about approaches to teaching, adaptations to the curriculum and the learning environment.

'Ordinarily available provision' is a phrase, first used in 2023 in the Department for Education's (DfE) **SEND and Alternative Provision Improvement Plan**, to describe the provision that a local authority expects to be made available for children and young people with SEND in early years settings, mainstream schools, and colleges (referred to in this guidance as 'providers') from within their **own resources**.

Hertfordshire's guidance has been developed to support providers to reflect on and strengthen their provision for all children and young people, including those with SEND.

The guidance gives examples of adaptations and reasonable adjustments that are part and parcel of everyday high-quality inclusive provision.

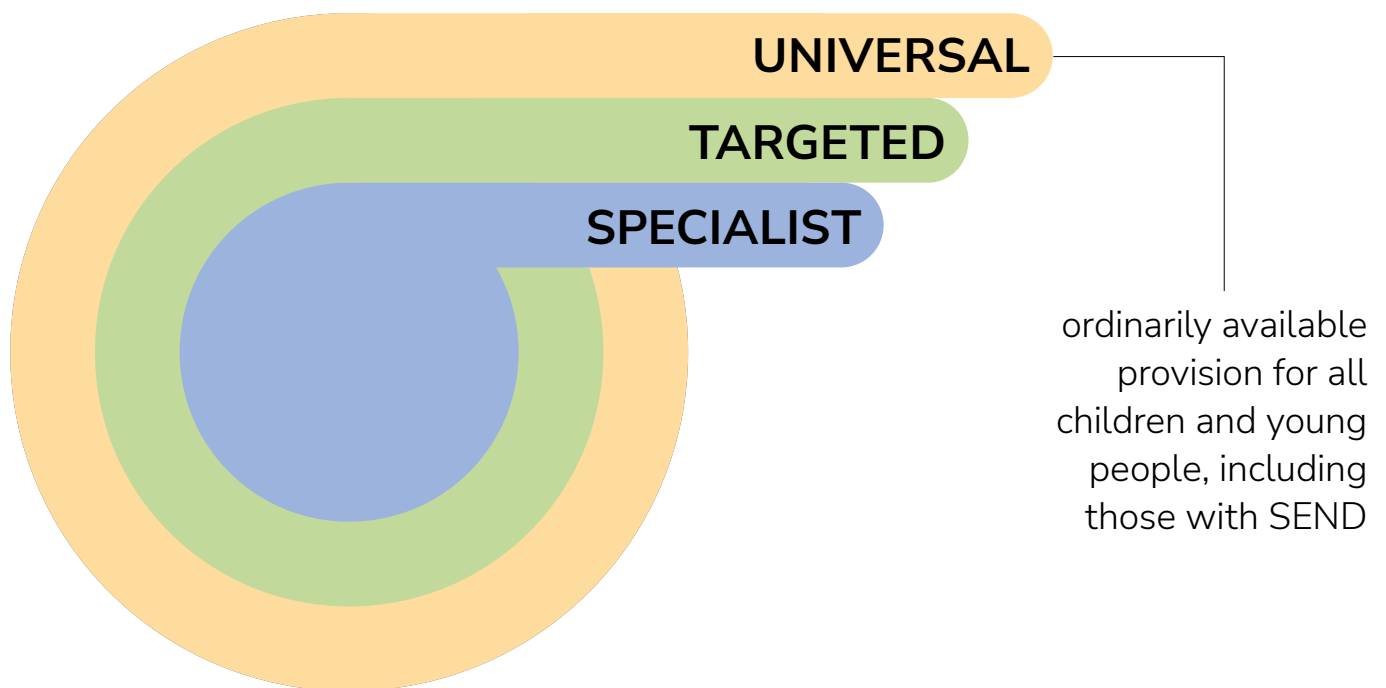
**The Education Endowment Foundation** states that, 'to a great extent, good teaching for children and young people with SEND is good teaching for all.'

Much of the ordinarily available provision described in this guidance will already be an integral part of a provider's provision for all children and young people, including those with SEND. However, some providers may need to develop their current provision and practice if they are to meet these expectations.



## The Hertfordshire context

In Hertfordshire we have levels of support for children and young people in education, according to their needs. The levels start with ordinarily available provision and move through a range of other targeted and specialist provisions. We call this the 'graduated offer' - an approach which is all about making sure that children and young people, including those with SEND get the right support at the right time. Mainstream providers can support most children and young people.



Every child or young person is an individual with a unique profile as a learner - their strengths should be celebrated and the things they need more help with or find difficult should be well understood. We recognise that children and young people learn at different rates and are likely to require different types of support to succeed - some will find learning and access to learning harder than others.



The key principles of **The SEND code of practice: 0 to 25 years** should be applied throughout a child or young person's journey by all providers. These include:

- taking into account the views of children, young people and their parent/carers
- enabling children, young people and their parent/carers to participate in decision-making
- identifying the needs of children and young people
- ensuring all children and young people have access to high quality teaching
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to achieve the best possible educational and other outcomes in preparation for adulthood
- collaborating with partners in education, health and social care to provide support.

Hertfordshire's Outcome Bees framework aims to ensure a shared vision for all children and young people and their parent/carers.





## Principles and statutory requirements

**The SEND code of practice: 0 to 25 years** states that providers **must** do their very best to make sure that a children and young people with SEND gets the support they require - this means doing everything they can to meet children and young people's needs.

- Mainstream schools (including academies and free schools) and maintained nurseries **must** have a special educational needs coordinator (SENCO). The SENCO **must** be a qualified teacher, or the headteacher, working at the school.
- Other early years providers in the private, voluntary, and independent sector are expected to identify a SENCO however qualified teacher status is not required.
- Colleges should ensure that there is a named person with oversight of SEN provision to ensure co-ordination of support, like the role of the SENCO in schools.

Under the **Equality Act 2010** providers **must** make reasonable adjustments, including the provision of auxiliary aids and services for children and young people with disabilities, to prevent them being put at a substantial disadvantage. These statutory duties are anticipatory – schools need to think ahead about what disabled children and young people might need.

All schools must publish certain information on their website, including an SEN information and an accessibility plan.

- The SEN information report gives details about a school's provision and support for children and young people with SEND and must be updated at least once a year.
- An accessibility plan covers a three-year period and should show how the school plans to make improvements to the physical environment and in the provision of written information and increase access to the curriculum for disabled children and young people. Helpful guidance is available in **Hertfordshire's SEND Toolkit**.

The Children and Families Act 2014 places a duty on providers to make arrangements for supporting children and young people with a **medical condition**.



# SECTION 1

This section describes the provision that should be provided for all children and young people – ordinarily available provision. The strategies, approaches to teaching, and adaptations to the learning environment included in this section will enable providers to create a positive, supportive and inclusive environment that promotes high expectations and aspiration for all children and young people, including those with SEND.



## Providing high quality provision

**Adapting the physical environment to meet the needs of all children and young people. This includes:**

- 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
- being aware of lighting in rooms such as the use of natural light, glare from the board, or where a member of staff stands in relation to the light
- 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.





## Understanding the nature and impact of children and young people's needs and responding to them. This includes:

- incorporating identified strategies that provide an appropriate learning experience for all children and young people into planning
- implementing strategies in response to individual learning needs and barriers
- considering if a strategy is working and, if not, how it could be changed
- giving children and young people time to process information before being asked to respond
- varying the pace and order of activities or utilising their interests to maintain engagement and attention
- carefully planning the use of skilled **additional adults** where they are available to maximise impact on learning, and ensure that independence is promoted.

## Using evidence-based approaches to adapt teaching to meet the needs of all children and young people, and promote independence. This includes:

- engaging children and young people in **high quality interactions**
- supporting children and young people to think about their own learning, develop a range of strategies to plan, monitor and evaluate and have the skills to pick the most suitable strategy
- teaching appropriate self-help skills, skills to manage routines and study skills
- providing opportunities to practice and develop independence
- using graphic organisers to organise knowledge, concepts, and ideas
- using explicit instruction approaches
- providing a **visual scaffold** to support children and young people to independently complete a task and reviewing the need for them over time
- explicitly teaching the meaning of unfamiliar words, pre-teaching or using objects of reference if appropriate and displaying key vocabulary with visuals
- providing a **written scaffold** such as a sentence frame, recording frame or word bank and continually reviewing the need for them over time
- using technology where appropriate to effectively scaffold learning, promote engagement, and provide opportunities for practice
- making **technology** tools available to assist access to text, writing and translations and teaching children and young people how to use them.

## Providing opportunities for collaborative learning and peer support.

### This includes:

- allocating children and young people flexibly to groups formed for a specific purpose and disbanding when that purpose has been met
- routinely providing opportunities for work in mixed-attaining groups and in conversations and collaboration with others
- carefully designing tasks and activities so that children and young people can work efficiently and effectively together
- ensuring extra-curricular activities and educational visits are planned to fully include all children and young people, including those with SEND
- having arrangements in place for unstructured times of the day such as alternative activities, or use of the library.





## Improving outcomes

**Using a graduated approach in the form of a four-part cycle of assess, plan, do and review to develop a growing understanding of children and young people's needs and evidence progress towards outcomes. This includes:**

- knowing children and young people's starting points and planning from them; identifying strengths, gaps in learning, and capturing small steps of progress
- developing a growing understanding of children and young people's strengths and barriers to participation and learning
- monitoring children and young people's progress and development to ensure provision is having an impact
- working closely with parents and carers as well as children and young people themselves.

**Ensuring regular and purposeful assessment is a feature of teaching and learning and staff are accountable for the progress and development of every child or young person in their class. This includes:**

- using a wide range of assessment strategies and tools to ensure a thorough understanding of children and young people's strengths and needs
- using formative assessment and feedback to evaluate the impact of provision and exploring alternative approaches where they may result in better outcomes
- following relevant access arrangement guidance, including from the **Standards and Testing Agency** and **Joint Council for Qualifications Agency** and making reasonable adjustments based on children and young people's usual way of working.

**Promoting active engagement, positive relationships and wellbeing for all children and young people. This includes:**

- promoting a calm and purposeful climate for learning where children and young people feel welcomed and that they belong
- building relationships with children and young people which enable them to feel safe and secure and their contributions valued



- providing children and young people with movement breaks and agreed calm and quiet spaces when appropriate
- establishing consistent and predictable routines
- utilising the PSHE/RSHE and wider personal development curriculum to develop wellbeing and resilience
- raising peer awareness and sensitivity towards difference at a whole setting level. Promoting the acceptance of the uniqueness of others. Working with classes and groups regarding specific needs or conditions as appropriate.

**Ensuring all children and young people feel safe and know that they can approach staff and that their opinions and concerns are valued by:**

- recognising that some children and young people can face additional **safeguarding** challenges and ensuring appropriate support is in place
- providing key people or a support network as a stable point of reference when required
- listening to the views of all children and young people, including those with SEND.





## Communicating with parent/carers and children and young people

**Working in partnership with children and young people and their parent/carers leading to trusting and respectful relations and confidence.**

**This includes:**

- providing a welcoming and accessible space for parent/carers to meet with staff to enable strong partnership working
- supporting parent/carers to reflect on their child's needs and celebrate their achievements using person-centred tools **Hertfordshire's SEND Toolkit**
- listening to and learning from parent/carers about their child's strengths and needs
- informing parent/carers aware when their child is identified with SEND and jointly agreeing on provision in place to support them
- routinely listening to the views of children and young people including using tools such as the **This is Me resources**
- organising formal and informal activities to seek views in relation to SEN provision
- signposting parent/carers to **Hertfordshire's Local Offer**.

**Enabling children and young people and their parent/carers to participate as fully as possible in decision-making. This includes:**

- helping parent/carers to understand barriers to learning and participation and the strategies that can support their child or young person
- providing regular opportunities for relevant staff to meet with parent/carers, allowing sufficient time to explore their views, set and review outcomes, and agree actions
- keeping a record of the agreed outcomes, actions and support and sharing this with parent/carers, children and young people and relevant staff
- providing parents and carers with the necessary information and support to fully participate in discussions.





## Managing resources

**Making specific resources to remove barriers to learning and participation available. This includes:**

- ensuring equipment and adapted resources are readily available for children and young people who require them such as writing slopes, pencil grips, stretch bands, concentration aids, and noise reducing/cancelling devices
- using technology as a useful tool to support teaching
- deploying the school's delegate budget and other resources effectively.

**Arranging opportunities for regular professional development. This may include:**

- using the **Valuing SEND** setting readiness tool to identify particular patterns of need and potential areas of development for teaching and support staff
- developing the effectiveness of teaching and learning through a carefully planned professional development programme
- sharing best practice within the provider and beyond.

**Ensuring all staff promote high expectations and make a positive contribution to children and young people's outcomes. This may include:**

- deploying any **additional adults** effectively and ensuring they are having a positive impact on children and young people
- choosing interventions carefully and integrating the strategies taught into day-to-day teaching so that children and young people can sustain progress within the classroom.
- ensuring a named member of the **governing body** or a sub-committee has specific oversight of the school's arrangements for SEND.





## Collaborating with others

### **Establishing effective links and working with other professionals.**

#### **This includes:**

- knowing who, when and how to refer for additional support or advice from within the DSPL area, local authority support services, health, social care and voluntary sector organisations
- keeping in touch and communicating regularly with other professionals involved with each child or young person
- considering advice received to inform teaching and learning.

### **Putting procedures in place to help children and young people transition successfully between year groups, phases and providers and in preparation for adulthood. This includes:**

- actively seeking and sharing information about children and young people with the receiving or previous provider
- making this information available to colleagues, the child or young person where appropriate and their parent/carer
- providing support where necessary.





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