

## **Ordinarily Available Provision**

At Aurora schools, we believe every child has the right to learn, belong, and thrive. This guide sets out the Ordinarily Available Provision (OAP) – the everyday support all children can expect in our schools – giving families confidence that the same high-quality baseline of support is in place regardless of whether their child attends one of our schools in East Sussex, West Sussex, Brighton and Hove or Surrey. It ensures consistency, clarity, and accessibility for families and staff.

OAP includes the high-quality teaching, reasonable adjustments, and targeted support that schools provide from their own resources and budgets. It does not require an Education, Health and Care Plan (EHCP). OAP is aligned with the SEND Code of Practice (2015) and forms part of our graduated response (Assess – Plan – Do – Review), ensuring provision promotes inclusion, equity, and success for all children.

Ordinarily Available Provision includes the duty to make reasonable adjustments under the Equality Act 2010. Schools are required to take reasonable steps to remove barriers that place pupils with disabilities at a substantial disadvantage, ensuring they can access education alongside their peers. Reasonable adjustments are anticipatory and proactive and do not depend on a medical diagnosis or an Education, Health and Care Plan.

### **What Ordinarily Available Provision is not**

Ordinarily Available Provision:

- Is not a guarantee of specific strategies, interventions or resources. Provision is selected and adapted based on individual need, professional judgement and evidence of impact.
- Is not dependent on a medical diagnosis and does not require an Education, Health and Care Plan.
- Is not a substitute for SEND Support where a pupil's needs require provision that is additional to and different from that which is ordinarily available.
- Is not used to delay consideration of statutory assessment for an Education, Health and Care Plan where this may be necessary.
- Is not fixed or permanent and is reviewed through normal school monitoring and review processes within the graduated response to ensure it remains appropriate and effective.

### **Ordinarily Available Provision (OAP)**

Universal provision available to all pupils through high quality teaching and reasonable adjustments. It is provided from school resources and does not require SEND identification, SEND Support or an Education, Health and Care Plan.

### **SEND Support**

Additional and targeted provision for pupils whose needs cannot be met through ordinarily available provision alone. SEND Support is needs led, planned through the graduated response, and reviewed regularly in partnership with families.

### **Statutory assessment and Education, Health and Care Plans**

Considered when a pupil continues to make limited progress despite well implemented SEND Support, and when provision required is beyond what can reasonably be provided from school resources.

## **Trust, School and Local Academy Board Responsibilities**

The Trust is committed to ensuring that Ordinarily Available Provision is implemented with clarity, consistency and impact across all schools, while remaining responsive to the needs of individual pupils and communities.

### **Trust oversight and assurance**

The Trust Board is responsible for setting the strategic direction for inclusion and for ensuring that ordinarily available provision reflects a clear and ambitious intent for all pupils. The Trust secures consistency and quality through:

- A shared Trust wide framework for ordinarily available provision, aligned with statutory guidance and local authority expectations.
- Planned quality assurance visits, including focused SEND and inclusion reviews, which evaluate how effectively OAP is implemented in practice and the impact it has on pupils.
- Triangulation of evidence from classroom practice, pupil voice, outcomes data, attendance and behaviour information, and feedback from families.
- Trust wide professional development and leadership networks to strengthen inclusive practice and reduce unwarranted variation between schools.

Where differences in implementation or outcomes are identified, the Trust works closely with school leaders to provide appropriate challenge and targeted support, ensuring timely improvement.

### **School leadership responsibility**

Headteachers and senior leaders are accountable for the effective implementation of ordinarily available provision within their school. This includes:

- Ensuring that high quality teaching and reasonable adjustments are routinely in place and embedded across the curriculum.
- Monitoring the quality and impact of OAP through ongoing evaluation of teaching, learning and pupil progress.
- Using assessment information to identify pupils who may need additional support and adapting provision accordingly.
- Ensuring staff are well trained, supported and confident in delivering inclusive practice.
- Working in partnership with pupils and families to review provision and secure positive outcomes.

### **Local Academy Board role**

Local Academy Boards provide local oversight and assurance for inclusion and SEND. They support and challenge school leaders by:

- Understanding the Trust's ordinarily available provision framework and how it is implemented within the school.
- Receiving regular reports on SEND and inclusion, including the effectiveness and impact of OAP.
- Asking purposeful questions about outcomes for pupils with additional needs and how leaders know that provision is effective.
- Contributing to quality assurance through link roles, visits or meetings where appropriate.

Through clear accountability, systematic quality assurance and a strong focus on impact, the Trust ensures that ordinarily available provision is consistently effective and continues to improve, supporting all pupils to achieve well.

Clarity of Learning	Recap and Recall	New Information	Practice	Feedback
Clear explanations, visual timetables, step-by-step instructions.	Regular opportunities to revisit prior learning.	Content presented in small steps, supported with visuals and examples.	Guided practice followed by independent application, with planned opportunities to consolidate learning.	Constructive, specific guidance that supports improvement.

During the course of every lesson, it is our ambition that all children experience clarity of learning, regular opportunities for recap and recall, carefully sequenced new information, structured practice with opportunities to consolidate learning, and constructive feedback that enables progress, supported by high quality staff training that ensures these approaches are consistently delivered.

### **Additional support delivered as part of ordinarily available provision**

Additional support delivered as part of ordinarily available provision is needs led and evidence informed. It is planned in response to identified barriers to learning, implemented through high quality teaching and reasonable adjustments, and reviewed regularly as part of the graduated response.

The examples of provision outlined below illustrate the types of support that may be used as part of ordinarily available provision. They are not exhaustive and do not represent an entitlement or checklist. Support is selected and applied proportionately, based on assessed need, professional judgement and the impact on the individual pupil.

Area of Need	Potential Presentation	Provision
Communication & Interaction	May include difficulties with understanding or using language, or differences in social communication.	Strategies may include the use of visuals, structured routines, communication supports or social narratives, selected according to need and reviewed for impact.
Cognition & Learning	May include slower progress in specific areas of learning, or difficulties with literacy, numeracy or memory.	Additional scaffolding, targeted pre teaching of key vocabulary, opportunities for overlearning, use of assistive technology or time limited small group support where appropriate, reviewed for impact.
Social, Emotional and Mental Health	May include anxiety, difficulties with emotional regulation, changes in behaviour, or challenges in building and maintaining relationships, which can affect engagement with learning or social situations.	Approaches may include access to calm, low stimulation spaces to support regulation, regular check ins with a familiar adult, emotion regulation strategies, mentoring or restorative approaches. Support is applied proportionately, implemented alongside high quality teaching and

		reasonable adjustments, and reviewed regularly to evaluate impact and inform next steps.
Sensory and Physical	May include differences in movement or coordination, sensory preferences, or health related needs that impact access to learning.	Strategies may include the use of adapted equipment, planned movement opportunities to support regulation and access to learning, adjustments to the physical environment to reduce sensory overload, or adaptations to physical education to ensure full participation.

Wider Strategies	
Environment	Sensory friendly classrooms, low stimulation areas, accessible layouts.
Staff Training	Ongoing professional development in inclusive practice.
Pupil Voice	Children are involved in decisions about their learning and support.
Family Partnership	Regular meetings, home-school communication methods, digital platforms, open communication.
Transitions	<p>Schools plan for transitions proactively as part of ordinarily available provision. This includes support for pupils at key transition points, recognising that change can present additional barriers to learning and wellbeing for some pupils.</p> <p>Transition planning may include:</p> <ul style="list-style-type: none"> <li>• Consideration of pupils joining the school through in year admissions, with timely information gathering and appropriate adjustments to support successful integration.</li> <li>• Preparation for key stage and year group transitions, including visits, transition activities or phased approaches where appropriate.</li> <li>• Effective information sharing within the Trust and, where relevant, with external settings, to ensure continuity of support and reduce unnecessary repetition for pupils and families.</li> </ul> <p>Transition support is proportionate, informed by individual need and reviewed to ensure it supports positive engagement and access to learning.</p>

Working Together
<p>OAP is most effective when families and schools collaborate. We commit to:</p> <ul style="list-style-type: none"> <li>- Listening to children and parents/carers.</li> <li>- Agreeing personalised targets together.</li> <li>- Reviewing support regularly.</li> <li>- Making reasonable adjustments to ensure equity.</li> </ul>

### **When More Support is Needed**

If a child does not make expected progress despite ordinarily available provision, schools may:

- Provide additional SEND support (more targeted interventions).
- Seek advice from relevant external or multi agency professionals where appropriate.
- Consider applying for an Education, Health and Care Plan (EHCP), in partnership with families.

Decisions about whether additional support or statutory assessment is required are made through the graduated response. Schools assess progress over time, review the impact of ordinarily available provision, and work in partnership with families and professionals to determine next steps. Where concerns remain despite well implemented support, SEND Support may be put in place, and consideration given to statutory assessment where appropriate. This process is informed by evidence, professional judgement and the individual needs of the pupil.

### **Our Commitment**

Our commitment is to provide every child with the right support at the right time, so they can flourish both academically and personally. By working in partnership with families and staff, we create inclusive school communities where differences are valued, strengths are celebrated, and all pupils are equipped for future success.