

Sturminster Newton High School
Respectful • Responsible • Resilient

Dorset-Aligned Provision Map (Ordinarily Available Provision)

This provision map sets out the support that should be available within a mainstream setting through the Graduated Approach (Assess–Plan–Do–Review). It is organised into: Universal (Ordinarily Available Provision), Targeted SEN Support and Specialist (multi-agency / EHCP-level) provision.

Key principles:

- Ordinarily Available Provision (OAP) is support expected to be provided from within a school/setting's own resources and does not require an EHCP.
- Reasonable adjustments should be anticipated and routinely implemented to remove barriers to learning and participation.
- Support should be planned with the child/young person and parents/carers and reviewed at least termly as part of the graduated approach.

1. Cognition & Learning

Provision level	Universal (Ordinarily Available) ALL CLASSROOMS ALL STAFF	Targeted (SEN Support) LINK WITH SENDCO, HEAD OF FACULTY AND EXPLORE BELOW	Specialist / Multi-agency SEND SPECIFIC SUPPORT FROM SPECIALIST STAFF
Universal	• High-quality inclusive teaching with Structured routines inc. clear learning objectives and success criteria.	• One-page profile to summarise strengths, needs and helpful strategies.	• Specialist teacher input to design/monitor a personalised programme. • Multi-agency assessment and advice (e.g., Educational

	• Differentiation and scaffolding: chunking tasks, modelling, worked examples, guided practice. • Clear, simple instructions; check understanding; allow processing time. • Use of visual supports e.g. wordbanks, printed slides, checklists • Alternative ways of recording and presenting learning (e.g. chromebook, speech to text software) (e.g., diagrams, oral answers, ICT). • Access to classroom resources that support independence (e.g., word banks, organisers). • Regular feedback focused on effort and improvement; opportunities for retrieval and consolidation. • Reasonable adjustments such as additional time for tasks and modified presentation of materials.	• Small-group or 1:1 time-limited interventions (reading, spelling, numeracy, study skills). • Pre-teaching of subject-specific vocabulary and key concepts. • Access to assistive technology and specialist equipment/materials. • Access arrangements for assessments/exams where appropriate.	Psychologist; Specialist SEN teacher). • Highly individualised curriculum pathway with clearly defined outcomes and frequent review. • Targeted, evidence-informed interventions delivered with fidelity and impact monitoring. • EHCP-level provision if needs are severe/complex and require provision beyond SEN support.
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2. Communication & Interaction

Provision level	Universal (Ordinarily Available)	Targeted (SEN Support)	Specialist / Multi-agency
Universal	• Consistent classroom routines and explicit teaching of	• One-page profile.	• Speech and Language Therapy assessment and programmes implemented in school.

	classroom expectations – predictable lesson structure inc. pre warning of changes to class routines inc. seating plans/activities. • Clear communication: short instructions, visual cues, repeat/rephrase, check understanding. • Visual timetables, now/next boards and predictable lesson structure. • Language-rich classroom: model good spoken language and provide sentence stems. • Support understanding through visuals, gestures, dual coding and concrete examples. • Planned opportunities for structured talk (paired talk, roles in group work). • Reasonable adjustments to reduce communication demands (e.g., extra processing time). • Speech and Language Adjustments (SALT) – e.g. time to process instructions, avoiding lost lists of verbal instructions, selective cold calling	• Small group or 1:1 intervention targeting social communication or language skills. • Sensory needs profile (where relevant). • Social stories to explain social situations and support understanding of expected behaviours. • Specific assessments of language/vocabulary (e.g., BPVS or language screener). • Visual support and personalised communication aids. • Regular short sensory breaks. • Access arrangements for examinations/assessments where required.	• Specialist teacher/advisory input to adapt teaching approaches and environment. • Individually tailored communication plan with termly (or more frequent) review. • Multi-agency planning meetings involving family and relevant professionals. • EHCP-level provision for persistent, significant communication needs requiring coordinated specialist input.
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3. Social, Emotional & Mental Health (SEMH)

Provision level	Universal (Ordinarily Available)	Targeted (SEN Support)	Specialist / Multi-agency
Universal	• Strong class approach to belonging, with consistent behaviour expectations – e.g. warm welcome, DNT on board, opportunities to reset from previous incidents • Predictable routines, clear boundaries and restorative/relational approaches. • Regular check-ins and access to a trusted adult (e.g. form tutor). • Reasonable adjustments to reduce anxiety (e.g. settling students following lesson transitions, pre-teaching of routine changes, seating plans clearly communicated). • Visual supports (timers, now/next) and clear lesson progression. • Opportunities for movement breaks and sensory regulation strategies – e.g. doodle pad, stepping outside the classroom, given a responsibility in class	• One-page profile. • Small group or 1:1 intervention (emotional literacy, anxiety management, social skills). • Team Around the Family (TAF) meeting to coordinate support. • Use of standardised questionnaires for a specific purpose (e.g., Boxall Profile). • Social stories to prepare for change or challenging situations. • Visual aids including now/next cards, timelines and timers. • Access arrangements for examinations/assessments where required. • Supported sensory breaks	• Multi-agency involvement (e.g., CAMHS/mental health services, Educational Psychologist). • Individualised risk assessment and support plan with safeguarding links where necessary. • Therapeutic interventions delivered by qualified practitioners (internal/external). • Personalised timetable/curriculum adaptation to sustain engagement and reduce distress. • EHCP-level provision where SEMH needs are severe, enduring and require specialist coordinated support.

	Teaching and modelling emotional vocabulary and coping strategies within PSHE/tutor time.		
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4. Sensory & Physical (including Hearing, Vision, Physical & Medical)

Provision level	Universal (Ordinarily Available)	Targeted (SEN Support)	Specialist / Multi-agency
Universal	- Reasonable adjustments to ensure access to the curriculum, clubs and trips. - Staff awareness/training to understand physical/medical needs and associated barriers – check Arbor and the ADPR doc. - Adapt work expectations with clear success criteria; offer flexible timings for tasks. - Promote independence by positioning resources within easy reach. - Provide fine/gross motor sessions and regular rest or movement breaks. - Provide alternative equipment where needed (e.g., pencil grips, adapted scissors, enlarged lined paper). - Use technology to reduce recording demands	- Advice and training for staff from specialist professionals (HVSS, audiology, OT/physio). - Assistive listening devices (e.g., radio aid) to reduce impact of background noise/distance. - Adaptations to environment: acoustics, lighting, layout, reduction of background noise. - Buddy systems and structured strategies to promote social inclusion. - Visual impairment supports: adapted books/magnification, individual copies of resources, adjusted text size. - Physical/medical supports: Individual Healthcare Plan and/or Medical Risk Assessment; agreed emergency protocols.	- Co-produced specialist support plans as required (e.g., Intimate Care Plan, Moving & Handling plan, PEEP). - Ongoing therapy programmes (OT/physio) built into curriculum and reviewed. - Regular specialist review (e.g., HVSS advisory teacher visits) with implemented recommendations. - Specialist equipment provision and maintenance; designated storage and safe use. - Multi-agency planning with health professionals and local authority services. - Personalised curriculum/timetable where physical/medical needs significantly affect access.

	(laptop/iPad; accessibility features enabled). • Inclusive PE and therapy programmes integrated into the school day where advised. • Environmental access: clear routes, reduced clutter/obstructions, suitable seating and quiet areas. • Information access: email documents in advance; provide copies; upload work online – via MS Teams	• Adult support above usual levels for mobility/safety, personal care, breaks/lunch or trips. • Specific activities to target fine and/or gross motor skill development. • Access arrangements for examinations/assessments. • Targeted environmental supports: time to transition, ground-floor/close-together rooming where possible.	• EHCP-level provision where needs are complex and require sustained specialist input and resourcing.
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Note: This document is intended to be used alongside Assess–Plan–Do–Review documentation and individual support plans. Provision should be selected based on assessed need and reviewed for impact.