

**Ordinarily Available Provision (OA) is the term used by the Department for Education (DfE) to describe SEND provision expected in mainstream settings. Although specialist settings such as Pinewood School are not obliged to publish information on OA, offering an outline of how Pinewood's provision aligns is considered useful.**

Area of Need	Ordinarily available provision at Pinewood School	Additional Provision/targeted support at Pinewood School	Externally available provision (Pinewood have to refer pupils for the following support- this support is not guaranteed)
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>Modified, Holistic and Adapted curriculum</li> <li>Quality First Teaching</li> <li>Small class sizes</li> <li>Whole Class TA support</li> <li>Access to alternative ways of recording (such as ICT)</li> <li>Individualised workstation</li> <li>Visual aids to support communication</li> <li>Visual Timetables</li> <li>Modified equipment/resources</li> <li>Volunteer reading scheme - Presdales</li> </ul>	<ul style="list-style-type: none"> <li>Targeted additional support in lessons</li> <li>Specialist classes for pupils with more complex needs</li> <li>Literacy/numeracy small group or 1:1 sessions (limited resource within school – intervention based work with a specific focus – can be a waiting list)</li> </ul>	<ul style="list-style-type: none"> <li>Advice from Educational Psychologist</li> <li>Advice from Specialist teachers (VI, HI, ASD etc)</li> <li>External Alternative provision as part of their timetable</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>Modified, Holistic and Adapted curriculum</li> <li>Quality First Teaching</li> <li>Visual aids/modelling</li> <li>Visual Timetables</li> <li>Use of symbols</li> <li>Visual structure for lesson</li> <li>Structured school and class routine</li> <li>Signing (Makaton)</li> <li>ICT (Widgit Online, Clicker etc)</li> <li>Universal SALT (staff training, advice to</li> </ul>	<ul style="list-style-type: none"> <li>Equipment (communication aids)</li> <li>Tier 1/2 SALT (interventions that require</li> <li>SALT staff to assess and set targets – but can be delivered by school staff or parents. Small groups, possibly run by SALT staff)</li> <li>Bespoke communication books/aids</li> <li>Specialist classes for pupils with more complex needs</li> </ul>	<ul style="list-style-type: none"> <li>Specialist SALT (small group or 1:1 led by SALT)</li> <li>Small group/1:1 support for language from SALT Assistant</li> <li>Advice from Educational Psychologist</li> <li>Advice from Specialist teachers</li> </ul>

	<p>staff and parents, ensure there are communication-friendly classrooms)</p> <ul style="list-style-type: none"> <li>• Modified equipment</li> <li>• Quiet club</li> </ul>		
<b>Emotional, Behavioural and Social</b>	<ul style="list-style-type: none"> <li>• Pupil-friendly code of conduct</li> <li>• House point system</li> <li>• Graded consequences</li> <li>• On call system</li> <li>• Breakout spaces</li> <li>• Lunchtime and after-school clubs</li> <li>• PAL (Peer mentoring)</li> <li>• PSHCE and Social skills within curriculum</li> <li>• House system</li> <li>• Quiet club</li> <li>• Zones of Regulation</li> <li>• Offsite visits and residentials</li> <li>• All staff trained in Therapeutic Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• ELSA (Emotional Literacy Support Assistant) support in group/1:1 sessions (anger management, mentoring, bereavement, friendship, social skills)</li> <li>• Individualised Therapeutic Plans</li> <li>• Specialist classes for pupils with more complex needs</li> <li>• 1:1 session with school counselor (limited resource 1 day a week – intervention based work with a specific focus – can be a waiting list)</li> <li>• Personalised Reward charts/systems</li> <li>• Support from the Family Liaison Officer (FLO)</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from specialist teacher</li> <li>• Advice from Educational Psychologist</li> <li>• Advice from CAHMS/other organisations</li> <li>• Social services involvement</li> <li>• 1:1 sessions from outside agencies through CIN's/social services</li> <li>• Alternative provision as part of their timetable</li> <li>• MHST</li> <li>• Working with advice from local PCSO</li> <li>• Advice from Therapeutic Thinking</li> </ul>
<b>Sensory and Physical</b>	<ul style="list-style-type: none"> <li>• Multi-sensory approaches to learning</li> <li>• All staff aware sensory and/or physical impairments/needs</li> <li>• Pencil grips/chunky pencils</li> <li>• Posture packs</li> <li>• Built in breaks to lessons</li> <li>• Workstations</li> <li>• Ear defenders</li> <li>• Sensory room access</li> <li>• Relaxation/mindfulness within the timetable</li> <li>• Accessible building</li> <li>• Fine/gross motor skill practice within curriculum</li> <li>• Fidget toys</li> <li>• Massage</li> <li>• Specialist equipment</li> <li>• Alternative uniform arrangements (please speak to Form Tutor to arrange)</li> </ul>	<ul style="list-style-type: none"> <li>• OT/Physio programs delivered by school staff</li> <li>• Sensory workouts</li> <li>• Specific resources</li> <li>• 1:1/small group relaxation sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Sessions delivered by Physio/OT specialists</li> <li>• Alternative provision as part of their timetable</li> <li>• Advice from Educational Psychologist</li> <li>• Advice from specialist teacher</li> </ul>