

Oxfordshire
SEND

Information sharing with schools
11th March 2025

Oxfordshire
SEND

Oxfordshire's Ordinarily Available SEND Provision

Our aims

- To provide guidance for education professionals in early years settings, and primary and secondary mainstream schools
- To focus on SEN Support
- To support a consistent offer in all schools
- To have a positive impact on children and young people in Oxfordshire

<https://schools.oxfordshire.gov.uk/sites/default/files/2024-10/OrdinarilyAvailableSENDProvision.pdf>

Ordinarily available SEND provision

The Education Endowment Foundation (EEF) guidance report [Special Educational Needs in Mainstream Schools](#) states that supporting children and young people with SEND should be part of a proactive approach to supporting all pupils, not an 'add-on'.

It sets out five key strategies aimed at supporting pupils with SEND.

1. Create a positive and supportive environment for all pupils without exception
2. Build an ongoing, holistic understanding of your pupils and their needs
3. Ensure all pupils have access to high quality teaching
4. Complement high quality teaching with carefully selected small group and one-to-one interventions
5. [Work effectively with teaching assistants](#)

Research from the EEF identifies [five specific approaches](#) (the 'five-a-day' principle) which teachers can integrate daily into their practice to support learning and improve outcomes for all children and young people, including those with SEND. Teachers should use these as a starting point for classroom teaching for all children and young people, including those with SEND.

The five approaches are:

- Explicit instruction
- [Cognitive and metacognitive strategies](#)
- [Utilising scaffolding](#)
- Flexible grouping
- [Using technology](#)

Many of the strategies included in this document form part of high-quality teaching and learning approaches. High-quality teaching considers the barriers to learning and how these can be overcome.

Although not exhaustive, the following are key features of high-quality, inclusive teaching and provision:

1. Create a positive and supportive environment for all pupils without exception

- High expectations of all children and young people asking the question 'what is that I/we need to do differently in order to help this child or young person access the learning and achieve success?'
- Staff understanding special education needs as a difference or neurodivergence rather than a shortcoming or weakness.
- Use of language and terminology that doesn't have negative connotations or suggest a 'deficit'.
- Ensuring child's wellbeing needs are met so that they are in 'the right place' emotionally to learn.
- Fostering independence and positive relationships.
- Strong, positive relationships within the learning environment.
- A physical environment which is conducive to learning, taking into account such aspects as sensory needs.
- Effective, skilled learning environment management.

2. Build an ongoing, holistic understanding of your pupils and their needs

- Setting staff knowing the needs and contexts of children and young people and the characteristics of learners with such contexts, whilst not stereotyping or applying a label in a way which might have a negative impact on expectations or opportunities.
- On-going, responsive, diagnostic assessment, observation, monitoring and review that informs and shapes the teaching and learning.
- Use of a wide range of observation, assessment, and feedback tools including self and peer assessment.
- Skilled pedagogical intervention; using knowledge of how children and young people learn to craft and re-shape learning experiences.

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9) The graduated response also known as assess-plan-do-review⁵

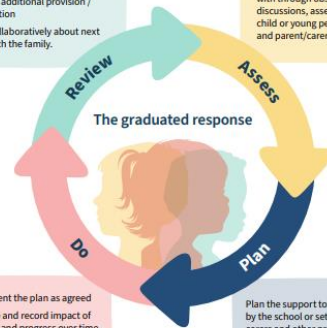
Regularly discuss whether the support is making a difference and if the plan needs to change.

Discuss how effective the additional provision has been and the impact on the child or young person.

Review assessments before & after the additional provision / intervention

Think collaboratively about next steps with the family.

Work out the strengths and needs of the child or young person and specifically what they need help and support with through observations, discussions, assessments, child or young person's views and parent/carer views.



Implement the plan as agreed
Observe and record impact of support and progress over time.
Create SMART outcomes in partnership with parents/carers.
Link additional intervention / support into everyday learning.

Plan the support to be provided by the school or setting, parents/carers and other professionals.
Create SMART outcomes in partnership with parents/carers.
Outline support needed using a provision map or timetable of support.

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Ordinarily available SEND provision

11) SEND Support strategies by category of need

This section clarifies the expectations of special educational provision that mainstream schools and settings can make via SEN Support. Not all settings and schools will make these arrangements all the time but can reasonably do so when required. For commonly occurring difficulties, schools need to be mindful of their anticipatory duties. While all the strategies are considered provision that should be ordinarily available in a setting or school, the intensity, quantity and frequency that the strategies and provisions are implemented for a child or young person may well vary within the graduated response.

(i) Communication and Interaction (C&I) needs

Children and young people with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others.

They may have difficulties with:

- fluency
- forming sounds, words or sentences (expressive language) that impacts upon their ability to produce spoken or written language
- understanding language that they hear or read (receptive language)
- understanding, using and/or remembering words that they want to use

They may have a combination of these needs. Learners on the autism spectrum cover the whole ability range. It is called a spectrum condition as it affects everyone differently.

Although no two children or young people with autism are the same, individuals may have differences in the following key areas:

- **Interacting** – differences in understanding social behaviour and the thoughts and feelings of others, which impacts on the development of relationships and friendships.
- **Communication** – differences in expressing, understanding and processing language. Good verbal language skills may mask a deeper level of misunderstanding.
- **Processing information** – differences in planning, or organisation, predicting, managing transitions and generalising skills.
- **Emotional regulation** – some children or young people will need to be taught specific strategies to help them to manage strong feelings.
- **Autistic children or young people will often have a passionate interest in a chosen topic** – this can be a source of reassurance for them.
- **Sensory processing** – differences in perceiving sensory information. Hypo (low sensitivity) or hyper (high sensitivity) of touch, sight, hearing, smell, taste, vestibular (inner ear (balance) and proprioceptive (body awareness)) can cause distress or discomfort.
- Children and young people need help to acquire language skills in order to develop their thinking as well as their ability to communicate.



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What does it cover?

- 1) Principles of Inclusion
- 2) High Quality teaching and learning
- 3) Identification of SEND
- 4) SEN Support
- 5) Education, Health and Care Plans
- 6) Working with parents
- 7) Views of the child or young person
- 8) Early Years settings and school-based roles and responsibilities
- 9) The graduated response – also known as Assess, Plan, Do, Review
- 10) The four broad areas of need
- 11) SEND support strategies by categories of need
- 12) National guidance

Ordinarily available SEND provision

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Oxfordshire support for a graduated approach

Ordinarily available toolkit

(ii) Cognition and learning Literacy difficulties⁷

Use whole word reading approach alongside phonics if appropriate

Use ICT to support personalised learning and reinforcement of whole class learning, (e.g. speech to text software, predictive software, photograph of lesson work on whiteboard, whiteboard material on memory stick)

Use individual and small group activities to prepare the young person for the learning that will take place in a later whole class activity and to teach particular skills

Use of strategies for scaffolding of literacy-based tasks (e.g. writing frames, sequencing, cue cards, highlighting)

Use individual and small group work to prepare the child for the learning that will take place in a later whole class activity and to teach particular skills

Encouragement to verbalise, share and develop ideas prior to writing

Have writing supports available on the child's table (not just on the wall): (e.g. phonics and word mats, word banks, personal dictionaries and common spellings)

Use of specific ICT programmes and equipment to enhance recording and presentation of work (e.g. CIP, word on-line, read and write)

(iii) Social, emotional and mental health

Minimal change of routine, familiar key adults and environment

Planning matched to type of need and presenting behaviours (e.g. withdrawn, physically aggressive, different types of attachment)

Staff vigilant to perceived injustice and proactively explicit in how matters are addressed and resolved

Trusted key worker in place who forms a genuine and meaningful professional relationship with the CYP

Interspersion of non-preferred and preferred tasks

Specific teaching of emotional language with opportunity to observe staff and peer modelling of language use

Transitions including changes of staff or peer group notified in advance and planned for, preferably alongside the CYP

Groupings to maximise a sense of belonging, esteem, communication skills, listening skills, emotional literacy, resilience, social and emotional aspects of learning, self-awareness, self-organisation and independence

Focused learning of social communication skills

Significant preparation for changes using such strategies such as 'social stories'

Grouping to explicitly promote turn-taking and sharing

Reduced, chunked language; supported by visual aids appropriate to the reading and cognition levels of the CYP

Specific support for unstructured times within the day

Opportunities for taking responsibility, opportunities to take on a role outside current expertise

Direct teaching of active listening strategies

Use of structured assessments, including those commercially produced

Flexibility built into the behaviour policy to accommodate different SEMH needs, for example, adjustments to behaviour/uniform policies in accordance with the expectations of reasonable adjustments set out in the Equality Act 2010

Use of communication and interaction strategies to enhance whole class and small group teaching; including (but not restricted to) visual referencing, questioning, vocabulary development, social thinking and working memory techniques

Strategies that are successful for the CYP readily available, with CYP given opportunity to select a strategy themselves to support independent learning skills



Oxfordshire's Ordinarily Available SEND Provision



Cognition and learning

Social, emotional and mental health

Inclusive Support Series

Inclusive support series: enabling an inclusive environment

Use this strengths based tool to identify reasonable adjustments in learning settings (not all the strategies will need to be implemented at one time).

Copy to:
• Inclusion team
• Class team
• Parents

Name: _____ Class: _____ Date: _____ Completed by: _____

Adapted/seated support

- Provide desk close to teacher
- Adjust desk to child's height
- Theraband on chair legs
- Alternate seating (ball, T-bar)
- Allow child to stand
- Provide weighted lap blanket
- Plan frequent breaks
- Standing desk support

Group time sitting

- Provide a carpet square or wedge cushion
- Mark child's spot with tape
- Offer chair or beanbag
- Sit next to teacher
- Sit at edge
- Sit at back
- Allow child to change position (cross legged, kneeling etc.)
- Fidget toy

Access to reading

- Allow child to read aloud
- Use bookmark to follow line
- Minimize visual distraction on page
- Allow breaks
- Use Hi-Lo books e.g., Barrington Stokes and phonics books
- Magnify print text
- Audio version

Please ensure that these strategies are implemented across the school day.

Inclusive support series: SLCN difficulties

Use this strengths based tool to identify reasonable adjustments in learning settings (not all the strategies will need to be implemented at one time)
Think 'language first' - if a child is not making progress, screen for SLCN difficulties.

Copy to:
• Inclusion team
• Class team
• Parents

Name: _____ Class: _____ Date: _____ Completed by: _____

Receptive language

- Reduce overload by using simple language, chunking and simple grammatical structure. Reduce use of ambiguous language and non-literal language e.g. idioms.
- Use natural gestures and facial expression when you are talking and use pictures and real-life objects to support the child's understanding (e.g. showing them a picture of a snack or an apple when it is snack time).
- Adult to check-in to ensure child has understood tasks and instructions.
- If the child does not respond allow processing time, and then repeat using the same simple words, emphasising key points.
- Use a visual timetable and now/next boards to support understanding of routines and transitions.
- Make learning as tactile as possible e.g. visual, hands-on, visits, digital media.
- Use strategies to alleviate memory load e.g. task plans, sequencing boards, word banks,

Expressive language

- Plan opportunities for communication throughout the day e.g. Talking partners, small group work, 1:1 time with an adult, structured tasks, games with repeated steps, visual/physical prompts.
- Accept any form of communication verbal or non-verbal.
- Comment on child's learning and play using simple sentences, during everyday activities to be a good language model.
- Use open questions (ones that require more than a 1-word answer), rather than closed questions to encourage more than a yes/no response.
- Offering child support to make verbal contributions e.g. giving a sentence starter e.g. 'I want...', offering choices using choice boards, visual prompts.
- Expand sentences by adding 1-2 new words (no expectation for the child to repeat).
- Model back correct grammar and vocabulary, emphasising the key words e.g. if the child says 'he failed', respond with 'he fell!'
- Emotional check-ins with pupils to prompt and model effective regulation strategies.
- Think about positives/gratitude each day.

Supported writing

- Use a specialist pencil grip
- Writing slope, handle for ruler, pencil grip, left-handed equipment
- Always use lined paper, highlighted lines to help pupil with height of letters
- Provide visual instructions for common tasks
- Assist with mind mapping prior to writing
- Give extra time to finish
- Allow dictation and a scribe
- Use voice recorder to dictate ideas
- Warm up hands using thera-putty/dough disco and fine motor games
- Add text to speech support

Independent learning

- Allow child to move to quiet space/safe space or hallway
- Repeat instructions 1:1 to child
- Provide visual instructions
- Provide only one or two problems at a time
- Provide pencil case with all resources the child will need for the day
- Provide scaffolded adult support
- Access to Now & Next visual

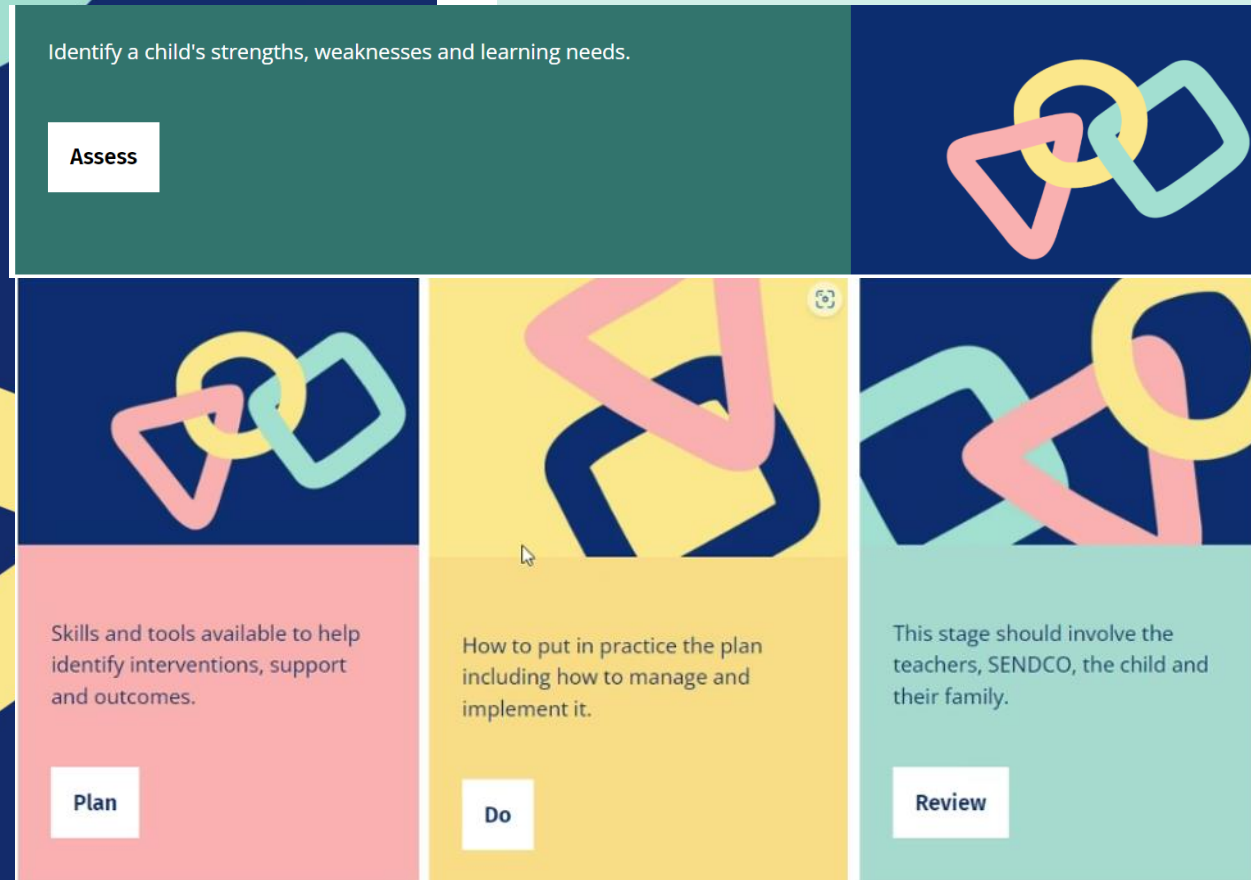
Homework help

- Give extra time to complete
- Modify homework so that less writing is required
- Modify homework so less reading is required
- Give options to draw instead of writing
- Allow work to be typed
- Allow work to be scribed
- Decrease amount of work

Please ensure that these strategies are implemented across the school day and suitable support for staff is provided e.g., weekly staff supervision



SEND Framework



[SEND framework | Oxfordshire Schools](#)

SENDCO support: Plan

[SENDCO essential training >](#)

[The four broad areas of need >](#)

Information on the range of needs that schools should plan for.

[Roles and responsibilities >](#)

Early years settings and school-based role-related responsibilities

[High quality, inclusive teaching and learning >](#)

Teaching strategies to support children with SEND

[Adaptive and inclusive teaching >](#)

Continually assess the strengths and needs of pupils, adapting teaching accordingly

[The principles of inclusion >](#)

Understand the rights of children in education.

[The graduated response >](#)

Understand the four step cycle of assess, plan do and review.

The SEND Indicators Tool

Supporting identification of SEND in settings.

- Use the SEND Indicators Tool to help you identify detailed information about a child's progress and needs.
- The tool is in a strength-based format, meaning that you select what the child or young person can already do, and the unchecked boxes become areas for development.
- As with the previous descriptors, please assess all relevant areas of need.
- Strengths based model
- The unchecked boxes become areas for development and can inform outcomes/targets
- Assesses all areas of need if required
- Early Years version coming soon – continue to use EY OCC SEN Guidance descriptors for now

How to use this tool

What are the barriers to learning for this pupil?

Reflect on what the pupil is finding difficult & what their strengths are.

Look at your tracking data, books, formative assessment records etc. to pinpoint exactly where the pupil is finding it difficult to make progress. What are you using to track progress?

Reflect on your own inclusive teaching: What have you been doing to help the pupil make progress? What has helped? What adjustments could you make? What else could you try?

Use the *Information Form* tab on the **SEND Indicators Tool** to record your reflections and observations as well as the additional support that the child/young person has already received.



Talk to the pupil's parents/carers about the pupil's strengths and your concerns.

Build up a picture of their views. What are their child's strengths? What are their concerns about their child, their progress, and things they've noticed at home? Add these to the *Information Form* tab along with pupil views.

Share with the parents that you will be doing some more investigation to identify what they are finding difficult and how school can best support them.



If, despite high quality inclusive teaching, there are still barriers to the pupil's learning:

Use the **OCC SEND Indicators tool** and complete any categories listed on the *Descriptors* tab that you think are relevant. **Date the statements that the pupil can do.** The undated statements are areas to develop. **Reflect on the descriptors:** which categories are significant for this pupil? Can you see any recurring themes? Have the high-quality teaching strategies you've used addressed these barriers? Look at the corresponding sections in section 11 of *Oxfordshire's Ordinarily Available SEND Provision* and any relevant *Inclusive Support Series*.



Assess - Close observation of the child/young person during learning is often the best way to understand their needs. Have the descriptors shown that some further assessment evidence would be useful? Have they raised any questions? Do they match the picture you described in step 1?

Complete relevant assessments suggested in the Assess section of the **SEND Framework** such as Literacy Assessment Pack (LAPack), Sandwell Maths Assessment, SDQ, Boxall.



[Consider whether the family would benefit from use of a Strengths and Needs form.](#)



If all the above indicates that the pupil has barriers to learning, meet the SENDCO to share the evidence.

Discuss possible strategies, intervention support and specialist advice that might be required and any other information it would be important to gather.

Meet with the pupil's parents/carers to share what the assessments have indicated and to plan support for their child. Create a Pupil Profile and begin an individual provision tracker to track intervention impact if you feel that the child/young person would benefit from SEN support.



Plan/Do - Continue to use *Oxfordshire's Ordinarily Available SEND Provision*, relevant *Inclusive Support Series* and the **SEND Framework** to support you to meet their needs and implement the Assess, Plan, Do, Review cycle as part of a graduated approach.



Review - Progress and support should be reviewed alongside parents at least 3 times a year. This is a requirement in the SEND Code of Practice (2015). Use the guidance in the Review section of the **SEND Framework** to support you to effectively review the impact of provision for the pupil.



Descriptors

Teachers, working with parents/carers, can use these descriptors to identify strengths, gaps and barriers for children/young people.

Communication and Interaction	Cognition and Learning General	Social Emotional and Mental Health	Hearing loss /deafness
	Cognition and Learning Literacy	Emotional Regulation	Vision Impairment
	Cognition and Learning Maths	Positive mental health and wellbeing	Physical Needs
Attention and Listening Skills	Attention, Organisation and Memory	Social skills	Mobility
Spoken and Expressive Language	Problem Solving and Play	Anxiety (attendance) including EBISA	Independence
Understanding and processing	Engagement and Independence	Positive behaviour	Accessing learning
Social Communication and Interaction	Literacy Skills	Other factors to consider	Social and emotional needs
Other	Maths Skills		

C&L Cognition and Learning - General

Strengths

Barriers

Date Descriptors - consider if these are age related

Problem Solving and Play

- Understands the point of a task
- Applies past experience
- Plans how to approach a task
- Has flexibility in problem solving
- Transfers and applies learning to new situations
- Manages anxieties
- Manages frustration

Engagement and Independence

- Works independently
- Seeks and accepts support appropriately
- Shows persistence
- Can see tasks through to completion
- Is resilient / responds well to challenge
- Shows self confidence
- Is motivated and engaged
- Self-checks throughout the task and adapts approach as necessary
- Sustains learning behaviour e.g. is not distracted or off-task
- Engages in reading and writing activities

SEND Framework and SEND Support Services

- SENSS Communication and Interaction
- SENSS Behaviour Inclusion Officers
- Educational Psychology Service
- SENSS Sensory, Physical and Complex Learning Needs
- Early Years SEND

How can settings and professionals make use of the SEND Framework in their work together?

Early Intervention

- SEND framework can be used to identify possible training needs of staff for discussion with SEND professional
- Settings may wish to highlight which strategies/interventions from the ordinarily available provision document have been implemented for a child/young person and whether these are working well
- Settings may implement strategies/accommodations to meet child/young person needs in the inclusive support series before discussion with a SENSS or EPS team member
- Use SEND indicators tool descriptors prior to discussion
- Use assessments e.g. Literacy Assessment Pack prior to discussion
- SEND professionals may highlight aspects of the SEND framework in training, supervision or planning meetings with school staff and support settings in becoming familiar with the overall SEND framework

Statutory reports

- Provision in education, health and care SEND professional advice reports will include only provision that is additional to or different from provision or strategies that is ordinarily available in settings.
- Strategies, accommodations and quality first teaching approaches that are key in meeting a child/young person with an EHC plan's needs should continue to be in place alongside provision described in their plan.