



No limits to Learning!

Ready Respectful Safe

Wraybury SEND Ordinarily Available provision (OAP) Toolkit

The Toolkit:

This toolkit provides information on how to support the needs of pupils with SEN in the classroom as part of a Ordinarily Available Provision approach. Each section links to one of the four broad areas of need.

You will find:

- The broad area of need.
- Categories of potential difficulty within that need.
- What that area of difficulty might look like in the classroom.
- Supportive Ordinarily Available Provision strategies that will offer support.

Each list of 'What it might look like?' and 'Supportive Ordinarily Available Provision Strategies' are not exhaustive but may provide a useful starting point to help you help your pupils access learning. At the end of each section are resources linked to some of the strategies.

Evidence:

To support the implementation of the strategies and help teachers document those used, you could keep a record using monitoring form.

Wraysbury Ordinarily Available provision

What might it look like?

Supportive Ordinarily Available Provision Strategies





Cognition and Learning:

- Inconsistent recall of learning;
- Task abandonment/refusal;
- Tasks are frequently unfinished despite high level of participation and effort;
- Difficulties with beginning a task; Reluctant to start tasks and 'have a go';
- Age appropriate instructions partially followed;
- Takes a long time to 'think' before answering a question or following an instruction;
- Checking against peers to see what they are doing and then following;
- Seeking visual models to check against;
- Difficulties with 'finding' the right vocabulary;
- Often loses things or finds it difficult to organise resources;
- Things completed in a random order/sequence e.g. dressing, home time routines.
- Difficulties with recalling and following procedures;
- Resources are not used as previously modelled by an adult;
- Work produced is often unrelated to practitioner input;

Communication and Interaction:

- Requires a high level of repetition;

- Use of a voice recording device such as:

			
Talking Tin	Sound Button	Recordable Talking	Recordable Peg Postcards

These can be used:

- For the pupil to record their ideas for writing and check back;
- For adults to record whole class instructions and give to individuals who need to hear them several times;
- To record messages to be taken to other locations in school or home;
- To store ideas for later.
- Now, next and then boards for KS1 and lower KS2.

Now	Next	Then

Ready to write

- 1 Get a pencil
- 2 Find the next clean page
- 3 Write the date
- 4 Underline with a ruler

Task Plan

What do I need?

What do I need to do?

Anything else?

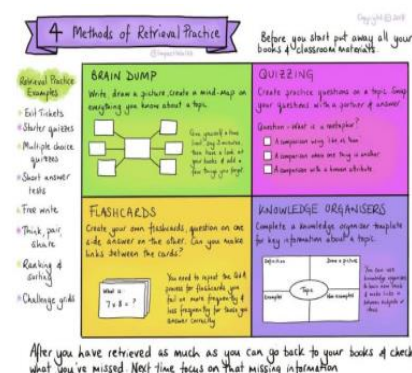
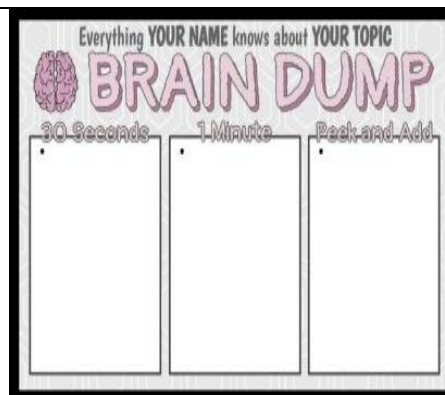
How long?

- Offer additional thinking time to formulate responses and act upon instructions. To support this warning of the question/response is useful;
- Limit concurrent processing demands;
- Offer short, personalised instructions in the correct task sequence;
- Encourage the pupil to make a checklist;
- Increase general visual support to aid recall. This can be in the form of word webs (see resources), picture cues; visual task timelines, story maps and graphic organisers;
- Develop a 'Park It' system. The pupil can record (draw and/or write) their ideas on post it notes and 'park' them for later. These can be reviewed with an adult at an appropriate time;
- As part of lesson plenaries include a retrieval practice activity such as:

- Appears distracted;
- Difficulties with copying;
- Difficulties with place keeping;
- Written work may not reflect the intentions for writing due to difficulties with recalling content;
- Shares ideas immediately;
- Difficulties saying what they need or want, and being understood.
- Difficulties with speech sound production and intelligibility
- Difficulties understanding what is being said to them.
- The child or young person is a preverbal communicator.
- Difficulties with imagination.
- Difficulties with social communication and developing relationships.
- Difficulties in understanding social cues
- Anxiety in busy unpredictable environments.

Concentration:

- Appears distracted;
- Difficulties with task maintenance;
- Difficulty sustaining attention in an adult led activity and when working independently.
- Fidgets;
- Works in short bursts. Zooms from task to task;
- Distracts others;
- Higher level of task abandonment compared to peers;
- Struggles to change task;
- Partially follows instructions that are



- Limit copying. Give the pupil their own table top copy to highlight/interact with;
- Limit movement between instructions and beginning the task so that the pupil can begin work immediately. The pupil could sit at their table with resources ready during the lesson introduction to limit the interruption of moving from the carpet to the table;
- Provide visuals to support vocabulary:

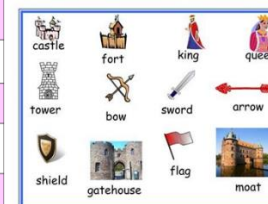
EQUIVALENCES.

Vocabulary	Definition	Example/image
Operations	A mathematical process. The most common are add, subtract, multiply and divide (+, -, x, ÷). But there are many more, such as squaring, square root, logarithms, etc. If it isn't a number it is probably an operation. Example: In $25 + 6 = 31$ the operation is add	
Rounding	Rounding means making a number simpler but keeping its value close to what it was. The result is less accurate, but easier to use. Example: 73 rounded to the nearest ten is 70, because 73 is closer to 70 than to 80. But 76 goes up to 80. There are many ways to round. This is the most common method: • Decide which is the last digit to keep • Leave it the same if the next digit is less than 5 (this is called rounding down) • Increase it by 1 if the next digit is 5 or more (this is called rounding up)	$73 \rightarrow 70$ $76 \rightarrow 80$

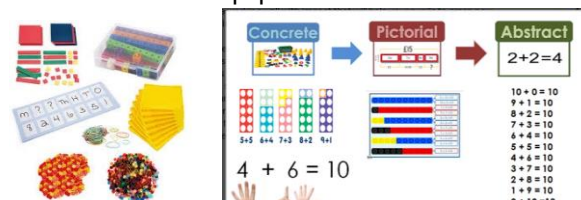
Vocabulary



Key Vocabulary	Images
opaque	you cannot see through it
transparent	you can see through it
translucent	some light can pass through it
reflects	when a light ray hits a surface and bounces off
shadow	is dark shape that appears on a surface when something stands between the light source and the surface
light source	an object that emits its own light
refraction	This is when light bends as it passes from one medium to another, e.g. Light bends when it moves from air into water.



- Provide equipment checklists:



- age related;
- Work produced is not fully linked to tasks;
- Requires a high level of prompting to remain focused;
- Off task behaviours during group time/focus tasks; such as fiddling with equipment, moving around the room etc;

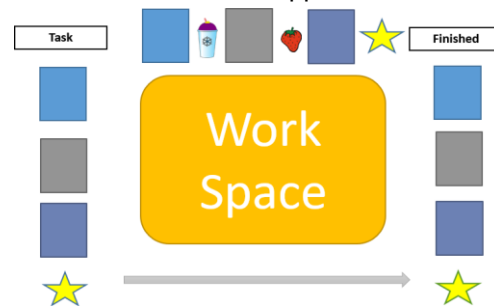
- Teach the effective use of jottings and reflection journal use;

			
Sensory Fiddles	Wobble Cushion	Weighted Resource	Fidgety Feet

- Offer pre-teaching sessions to make the unfamiliar feel familiar;
- Reduce language levels – focus on key words and points needed for delivery;
- Personalise instructions (Name first to focus attention then instruction)

These can be used:

- For the pupil to record their ideas for writing and check back;
- For adults to record whole class instructions and give to individuals who need to hear them several times;
- Offer a Workstation approach:

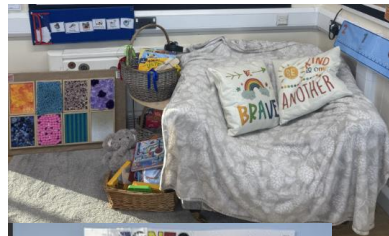


Concentration:

- Offer a range of sensory resources that the pupil can use supportively to maintain an appropriate arousal level for learning. These resources should be individually selected to help the pupil: become more alert, remain focused or become calmer. This approach could form part of a wider sensory diet. Resources could include:
- Offer frequent and planned refresh/refocus breaks built into a visual timeline;
- Use of a table top timer to show how long the child has to work for;
- Develop self-monitoring and regulation skills as part of a whole class approach:

Social Emotional Mental health

- Develop self-monitoring and regulation skills as part of a whole class approach:
- Through the use of Zones of regulation and use of nurture nooks.
- When a child is dysregulated staff are to use the 4-step emotional coaching (CALM) emotional coaching to support the child to become regulated.



Five-a-day



High quality teaching benefits pupils with SEND The Five-a-day principle



MAKING BEST USE OF TEACHING ASSISTANTS

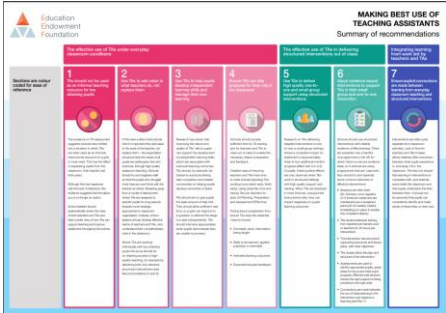
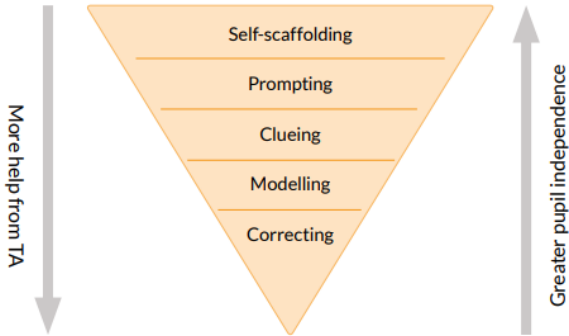


Figure 1. TA teaching strategies that encourage and inhibit independent learning

Avoid	Encourage
x Prioritising task completion	✓ Pupils to be comfortable taking risks with their learning
x Not allowing pupils enough thinking and response time	✓ Providing the right amount of support at the right time
x 'Stereo-teaching' (repeating verbatim what the teacher says)	✓ Pupils retaining responsibility for their learning
x High use of closed questions	✓ Use of open ended questions
x Over-prompting and spoon-feeding	✓ Giving the least amount of help first to support pupils' ownership of the task

Figure 2. Scaffolding framework for teaching assistant-pupil interactions



Resources

Word Web

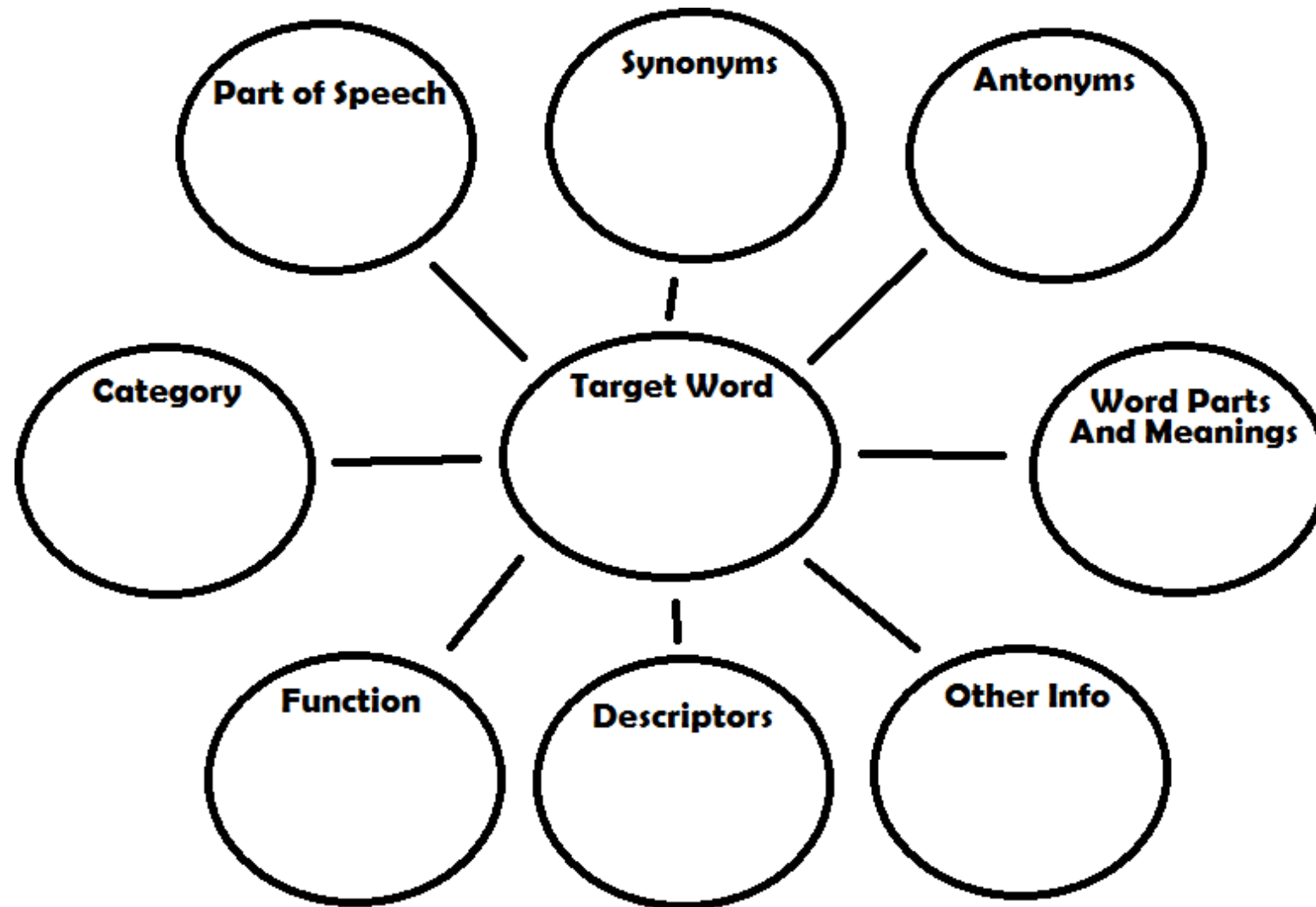


Image found online from speechandlanguagekids.com

Alphabet Arc Activities

The pupil should be sitting in the middle of the arc with MN directly in front of them. Think of the pupil sitting in the middle of the arc of a rainbow.



Starting Off:

1. Teach the markers – the pupil should place these first.

Aa Mm Nn Zz.

2. Set out the rest of the alphabet. There are several ways of doing this:

- A to Z in order,
- At random from a heap,
- MN as the starting point and then one to left and one to the right,
- Reverse order,
- Set out in random order then change to alphabetical order.

Pupils should name each letter as they put them out and check for the correct orientation.

Touch and Name

Touch and name each letter in alphabetical order. Use a timer to speed up responses but ensure that the letter is touched as it is said – this is essential for multisensory input.

Increasing alphabet knowledge

- Touch and name letters given as quickly as possible,
- Close eyes and point to where a given letter is,
- Trace a letter on the pupil's back – he names it then finds it in the arc,
- Identify letter before/after a given letter,
- Hide a letter, close the gap and ask which letter is,
- Ask the pupil to find the vowels and take them out of the alphabet line,
- Ask the pupil to touch a consonant,
- Say the vowels and consonants out loud to identify the difference between vowel and consonant sounds,
- Teach that vowels can have a long and short sound,
- Have an alphabet conversation - name alternate letters forward and backwards.

You can use the letters to:

- Build, read and spell VC (for example: it, in, if, on, at) and CVC (cat, fan, hit, pot, fig) words,
- Practise onset and rime patterns (for example h –it, p – it),
- Build consonant blends,
- Add suffixes and prefixes,
- Rehearse spelling choices/rules.

Putting the Alphabet Away:

Use this to revise and secure alphabetic knowledge:

- Put all vowels away first,
- Put all of the consonants away first,
- Push the letters into a pile and put them away in alphabetical order,
- Put away alternate letters,
- Ask the learners to find and put away specific letters.

Develop dictionary work:

Teach dictionary quartiles

- | | |
|-------------|------------|
| • ABCD | • NOPQR |
| • EFGHIJKLM | • STUVWXYZ |

Simultaneous Oral Spelling

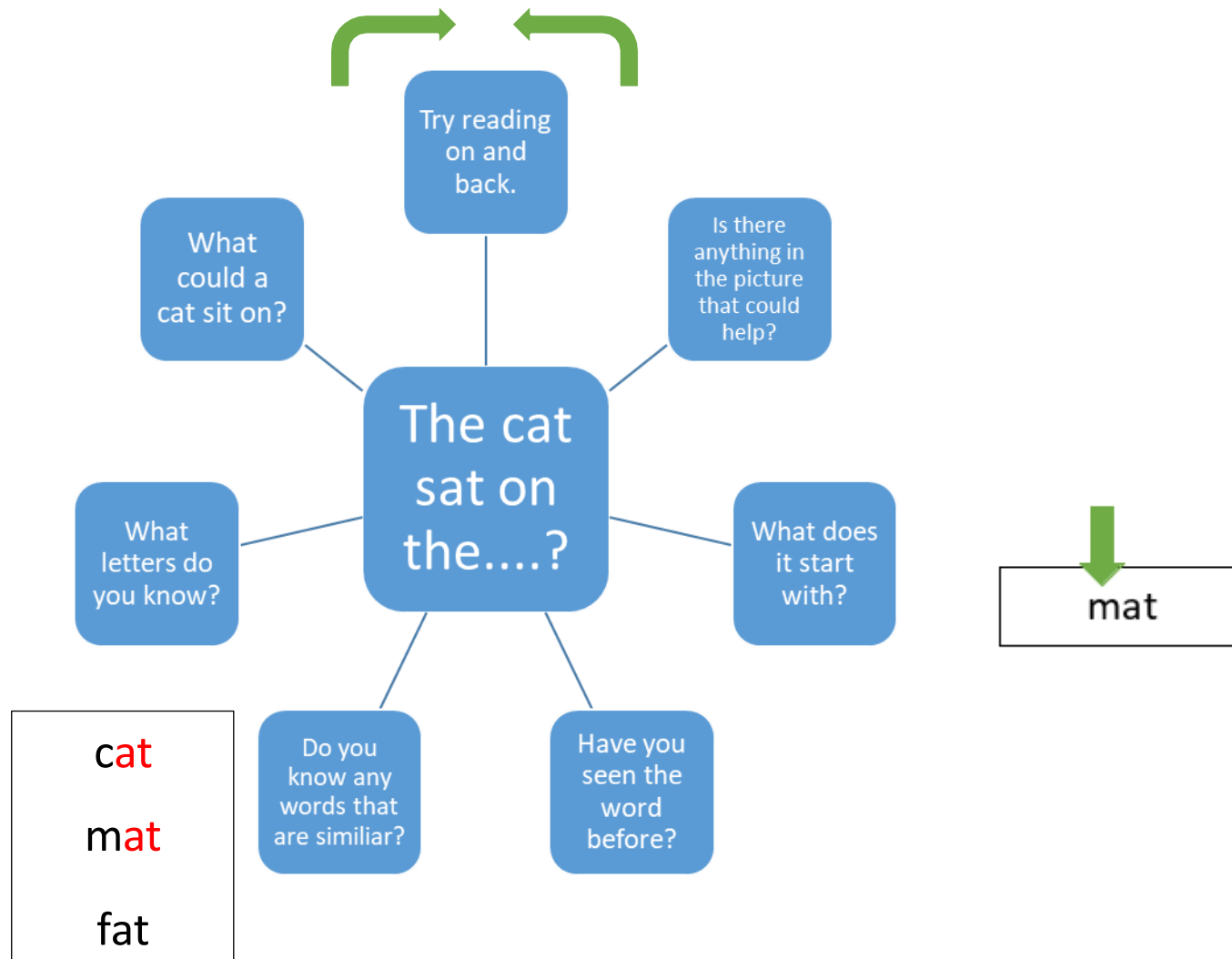
<p>Adult models the word saying each letter. Discuss tricky parts and formulate recall cues.</p>	<p>Pupil copies the word whilst saying each letter. Check accuracy.</p>
<p>Pupil attempts the word from memory. Check accuracy and rainbow write. Say each letter aloud</p>	<p>Pupil writes with eyes closed saying each letter aloud. Check accuracy.</p>

Multi-Sensory

Spelling Ideas



What Might it Say?



Frayer Model – How to Use

<http://www.theteachertoolkit.com/index.php/tool/frayer-model>

- Decide which key vocabulary you will target.
- Model the Process: Share the Frayer graphic organiser and explain each of the sections. Use a common vocabulary word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
- Divide the class into pairs. Assign each pair one of the key words and have them complete the four-square organizer for this concept or allow each learner to work on one word alone.
- Share Ideas: Ask students or student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.
- Create study supports: make copies of each Frayer graphic organiser so every learner has a personal copy of all key vocabulary to use in class or display completed Frayer graphic organizers on a “Vocabulary Wall” for learners to refer to.
- Possible extension/challenge: Extend or deepen thinking by asking learners to describe their reasons for examples and non-examples.
- Learners could use the Frayer Model to:
 - develop understanding of key concepts and vocabulary.
 - draw on prior knowledge to make connections among concepts.
 - compare attributes and examples.
 - think critically to find relationships between concepts and to develop deeper understanding of word meanings
 - make visual connections and personal associations.
 - review key vocabulary before a test or quiz
 - create a “vocabulary wall” for quick reference of word meanings.

Frayer Model

Definition

Characteristics

Word

Examples

Non-examples

Frayer Model

Definition

Used in a sentence

Visual

Synonyms

Antonyms

Finger Gym Activity Ideas

- Moulding and rolling play dough into balls - using the palms of the hands facing each other and with fingers curled slightly towards the palm.
- Popping bubble wrap
- Rolling play dough into tiny balls (peas) using only the finger tips.
- Finger football.
- Using pegs or toothpicks to make designs in play dough.
- Cutting play dough with a plastic knife or with a pizza wheel.
- Tearing newspaper into strips and then crumpling them into balls. Use to stuff scarecrow or other art creation.
- Scrunching up 1 sheet of newspaper in one hand. This is a super strength builder.
- Using a plant sprayer to spray plants, (indoors, outdoors) to spray snow (mix food colouring with water so that the snow can be painted), or melt "monsters". (Draw monster pictures with markers and the colours will run when sprayed.)
- Picking up objects using large tweezers such as those found in the "Bedbugs" game. This can be adapted by picking up Cheerios, small cubes, small marshmallows, pennies, etc., in counting games.
- Shaking dice by cupping the hands together, forming an empty air space between the palms.
- Using small-sized screwdrivers like those found in a building set.
- Lacing and sewing activities such as stringing beads, Cheerios, macaroni, pasta etc.
- Using eye droppers to "pick up" coloured water for colour mixing or to make artistic designs on paper.
- Rolling small balls out of tissue paper then gluing the balls onto construction paper to form pictures or designs.
- Turning over cards, coins, checkers, or buttons, without bringing them to the edge of the table.
- Making pictures using stickers or self-sticking paper reinforcements.
- Playing games with the "puppet fingers" -the thumb, index, and middle fingers. At circle time have each child's puppet fingers tell about what happened over the weekend, or use them in songs and finger plays.
- Threading or weaving through netting, screw top jars with things inside.
- Peg activities across the curriculum - e.g. our calendar is a washing line, I do "peg words" - picture cards with 8 or so pictures, put pegs on the ones beginning with s. This way they are developing fine motor across the curriculum
- Various threading activities - beads, numbers, teddies, plastic templates with holes in (more like sewing), children preparing their own template, putting the holes in and threading.
- You can make big mazes (with only one way to go) and shapes that you laminate and then the children follow them using a whiteboard pen.
- Making pom-poms using two circles with holes in them is also good fun.
- Clay is also good as it is not quite as malleable as play dough and they really have to squash and squeeze to get anywhere.

- Trays filled with (past their sell by date) rice/lentils and plastic tweezers. The children transfer the grains to little containers (old film canisters useful).
- Also unscrewing little jars (start collecting empty cosmetic jars, rinse out well and put something interesting inside e.g. cotton wool dampened with lavender or vanilla essence, little beads).
- Hiding 'treasure' in little mounds of play dough is fun.
- Wikki Stix are wonderful - they are waxed and mouldable. Children can press them down onto paper and they make a tactile surface. <http://www.wikkistix.com/whatarethey.htm>
- Bending pipe cleaners into different shapes.
- Children to draw a small picture and then make holes very close together - use cocktail sticks. When done the children can tear the picture out- like making a perforated edge.
- Hole punches and staplers - making holes in paper plates and then locking the padlocks into them.
- Stretching rubber bands between individual fingers and thumb.
- Putting large plastic rings on each finger.
- Make small rolls of silver foil then flick into a 'goal'.
- Finger puppets
- Single hole punch

Motivated

Proud

Inclusive