



Hillingdon's Ordinarily Available Provision Checklist

A tool to support settings review and embed Ordinarily Available Provision



HILLINGDON
LONDON

www.hillingdon.gov.uk

EARLY YEARS

Contents Page

Leadership	Page 3
– Identification and assessment	
– Teaching and learning	
– Environment	
– Objectives	
– Engagement with parents	
– Staff development	
– Child Voice (Person-centred)	
Language: Expressive, Receptive, Attention and Social Communication	Page 5
– Organisation	
– Identification and Assessment of Children’s needs	
– Expressive Language	
– Receptive Language	
– General Language/Communication	
– Social Imagination	
– Attention and regulation	
– Anxiety in busy and unpredictable environments	
– Sensory sensitivity	
– Further links and Useful Resources	
Learning through Play	Page 8
– Literacy: books, writing, mark making	
– Number, shape, measure	
– Understanding the world	
– Expressive arts and design	
Personal, Social and Emotional Development	Page 9
– Identification and assessment of children’s needs	
– Environmental support and adaptations	
– Approaches and strategies	
– Useful resources	
Physical Development	Page 10
Gross and Fine Motor Skills	
– Gross motor skills	
– Fine Motor skills	
Hearing impairment	Page 10
– Listening environments	
– Communication strategies	
– HI child’s position in relation to the speaker	
– Learning activities	
– Assistive listening devices (ALDS)	
– Safety of HI children	
Physical difficulties	Page 12
Vision Impairment	Page 12
Multi-Sensory Impairment	Page 13

- Learning environment refers to both indoor and outdoor learning spaces. Checklist should be applied in both those learning spaces.

Leadership

U= Universal/QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact evidence
U	Inclusive mindset: A good leader of SEND understands and values the unique needs and abilities of individuals with special educational needs and disabilities. They promote an inclusive environment where everyone feels respected, supported, and included				
U	Knowledge and expertise: A leader should have a deep understanding of SEND legislation, policies, and best practices. They should stay updated with the latest research and developments in the field to ensure effective support and provision for individuals with SEND.				
U	Effective communication: Communication is crucial in leading SEND provision. A good leader should be able to communicate clearly and effectively with individual children and their families, staff, and other stakeholders. They should actively listen, provide feedback, and ensure that all information is accessible and understandable to all.				
U	Collaboration and teamwork: A leader of SEND should foster a collaborative and supportive team environment. They should encourage teamwork, cooperation, and shared decision-making among staff, parents, and professionals involved in SEND provision. Collaboration helps to ensure that the needs of the children with SEND are met holistically.				
U	Empathy and compassion: A good leader of SEND should demonstrate empathy and compassion towards children with SEND and their families. They should understand the challenges they face and provide emotional support, encouragement, and advocacy when needed.				
U	Strategic planning and organisation: Effective leadership involves strategic planning and organization of resources, interventions, and support systems. A leader should have a clear vision, set achievable goals, and develop comprehensive plans to meet the diverse needs of children with SEND.				
U	Continuous professional development: A good leader of SEND should be committed to their own professional development. They should actively seek opportunities to enhance their knowledge, skills, and understanding of SEND to ensure they can provide the best possible leadership and support.				

Identification and Assessment					
U	Early Years Setting staff use baseline and formative assessment/observation and feedback to inform the child's next steps.				
U	Early Years Setting staff use a regular cycle of Assess, Plan, Do and Review to ensure that children with SEND are making progress.				
Teaching and Learning					
U	Early Years Setting staff are aware of the individual needs of the children and adapt learning through play experiences accordingly.				
U	Early Years Setting staff work together with colleagues to support individual children well.				
U	Early Years Setting staff facilitate Behaviour for learning.				
U	Behaviour Policy is robust and reflects children's strengths and needs and is easily accessible.				
Environment					
U	The physical environment is adapted to meet the needs of all children.				
U	Early Years Setting staff minimise the impact of sensory difficulties in all environments.				
Objectives					
U	Early Years Setting staff to use One Page Profile that is monitored and reviewed by facilitating children's views and aspirations. (where appropriate)				
Engagement with Parents					
U	Early Years Setting staff work in partnership with parents/carers to ensure they are supported and involved in discussions and decisions related to their children.				
Staff Development					
U	Early Years Setting staff have access to and implement SEND professional development available to them.				
Child's Voice (Person Centred)					
U	Children are supported to actively engage and participate in all decisions about their education. (where possible)				

Language: Expressive, Receptive, Attention, Social communication

U= Universal/QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
Organisation					
U	The environment is organised with clear signposts. Areas within the provision are labelled appropriately e.g., book corner, quiet area, mark making, and role play area.				
U	Resources are labelled appropriately e.g., paper, scissors, paint, pens				
U	Children are clear about the routine of the day, there is a visual timetable that is effective, sessions are removed once they have happened from the timetable.				
U	Now and Next boards are used as a whole setting strategy and with individual rooms and/or children.				
U	Visual aids are consistent throughout the learning environment				
U	Concrete resources are widely available to support learning e.g., physical objects to count in maths				
T	Timers are used as a strategy to support children to indicate when an activity will finish when needed e.g., sand timer, electronic countdown timer to promote independence.				
Identification and assessment of Children's needs					
U	Early Years Setting staff have access to and engage with relevant training that provides skills and knowledge for them to be able to identify and support children with social communication difficulties				
T	The One-page profile is collaboratively produced with children and/or family to ensure a 'team around the child' approach.				
U	Early Years Setting staff identify individuals' strengths and interests and share this information with relevant staff.				
U	Early Years Setting staff embed children's individual and specific interests into the curriculum to enthuse and adapt for individual needs.				
U	Information collected from children's parents/carer and external support are used to inform supportive strategies and learning experiences/activities.				
U	There is a consistent whole Early Years Setting approach when identifying and supporting children with social communication difficulties.				
U	There is a communication platform to provide home/Early Years Setting link.				
Expressive Language					

U	Early Years Setting staff model positive language				
U	Language programmes from external agencies are embedded and tracked				
U	Early Years Setting staff allow time for children to process and respond - minimum 10 seconds				
U	Introduce a variety of ways to express themselves e.g., poems, songs, drama, rhymes etc				
U	Verbal communication is supported consistently with visuals based on level of ability e.g., objects of reference, picture symbols, Widget				
T	Provides additional methods for communication e.g., Signalong, PECS, PODD, visual aids, AAC, ICT				
U	Decrease social pressure of speaking and provide alternatives/cues e.g., pointing, visuals, physical cues etc.				
Receptive Language					
U	Adapt to the level of child's understanding at one time when giving instructions and asking questions				
U	Ask children to repeat instructions to clarify understanding				
U	Early Years Setting staff to use child's name before giving an instruction to actively engage them				
U	Confirm that hearing has been tested				
U	Instructions should be given chronologically (in order of completion)				
U	Verbal communication is supported consistently with visuals based on level of ability e.g., objects of reference, picture symbols, Widget				
U	The Early Years Setting staff allows time for children to process and respond - minimum 10 seconds e.g., Owling method.				
U	Spoken language is used to support clear and specific instructions				
U	Use of concrete resources e.g., props, photos, objects				
General language/Communication					
U	Adapt nonverbal communication (body language) so that it is positive and matches children's needs				
U	Early Years Setting staff to be aware of tone of voice and rate of speech				
U	Use the child's name first, to make sure you have their attention				
Social Imagination					
U	Early Years Setting staff to have accessible resources to support social imagination e.g., role play areas, storytelling.				
U	Early Years Setting staff facilitate opportunities for children to share understanding of emotions through direct teaching				
Attention and regulation					

U	Scaffolding is used, breaking the tasks into achievable chunks allowing the children to complete the task independently supported by visuals.				
T	Individualised special resources/space for children are available when and if needed.				
U	Low arousal areas are easily available and accessible, which are visually and auditorily less stimulating, this should provide a calm space for either relaxation or small group experiences. Adults can support to co-regulate				
U	Display areas are organised and supportive of relevant learning.				
U	The Interactive White Board is free from visual clutter. (If applicable)				
Anxiety in busy unpredictable environments					
U	Early Years Setting staff to have access to and engage with appropriate training to support smooth transitions.				
U	Early Years Settings to have routines and plans in place to support transitions in advance				
U	Adult to provide structure, guidance and information to ensure children can be independent in their learning.				
U	Early Years Setting staff facilitate opportunities for children to recognise and communicate their emotions.				
T	Behaviour strategies and risk assessments are monitored and reviewed on a regular basis in partnership with parents/carers.				
U	Use of appropriate resources to facilitate social rules i.e., Social Stories, Modelling, Visuals				
Sensory sensitivity					
T	Early Years Setting staff provide opportunities for children that require movement breaks				
U	Early Years Setting staff are aware of reasonable adjustments necessary for children e.g., Alternative activity is made available at a group time etc.				
Further links and useful resources					
U	Early Years Setting staff signpost families to local support groups: HACS, Centre for ASD and ADHD Support, National Autistic Society, AET (Early Years Competency Framework)				
U	Early Years Setting staff to signpost families to the Local Offer / connect support with applying for parenting courses, i.e., Cygnets, Early Bird.				

Learning through play

U= Universal/QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
Literacy: books, writing, mark making					
U	Book corner available with; story time, singing and nursery rhymes, developing book behaviour – talking about pictures, holding the book the right way up, page turning etc.				
U	Access to multi-media opportunities to explore mark making, paint, chalks, crayons, sand, foam - for independent exploration and adult supported play				
U	Access to pre-writing activities: finger mark making, pencil grip, mark making as communication, drawing and self-expression - for independent exploration and adult supported play.				
U	Visuals of letters and words on display				
Number, shape, measure					
U	Access to objects and manipulatives for counting (numicon), sorting, ordering, pouring, weighing, comparing etc.– for exploration and adult supported play.				
U	Visuals of numbers and pictorial representations of numbers and shapes on display				
	Opportunities to join in counting songs				
Understanding the world					
U	Opportunities to explore and talk about people in the community – exploring concepts of same and different, jobs, religious practices etc.				
U	Opportunities to explore the natural world (animals and plants) – through books, hands-on experiences, outdoor play across the seasons.				
Expressive arts and design					
U	Opportunities for personal creation and imaginative play using a range of materials				
U	Access to role play activities in independent, cooperative, and adult supported activities				

Personal, Social and Emotional Development

U= Universal/QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
Identification and assessment of children's needs					
U	Early Years Setting staff have access to and engage with relevant training that provides skills and knowledge to be able to identify and support Children with social and emotional needs.				
U	The One-page profile is collaboratively produced with Children and/or family to ensure a 'team around the Child' approach.				
U	Relevant Early Years Setting staff have knowledge of applicable referrals made to external agencies.				
U	Early Years Setting staff have access to suitable resources to facilitate recording, tracking and analyses of behaviour.				
U	Early Years Setting staff are aware of how to support Childrens' wellbeing using appropriate resources.				
U	All Early Years Setting staff promote self-esteem, confidence, resilience, and anxiety management for children through play and learning opportunities.				
Environmental support and adaptations					
U	There are opportunities for children to share thoughts and feelings in a safe environment.				
T	Behaviour strategies and risk assessments are monitored and reviewed on a regular basis in partnership with parents/carers.				
U	Learning environment - low arousal areas, which are structured, distraction free and organised for easy access, to create independence.				
U	Appropriate resources are readily available to support regulation: fiddle toys, stress balls, playdough, pencil grips, sensory resources etc.				
Approaches and Strategies					
U	-A keyworker who will check in with their key children.				
U	Early Years Setting staff have access to and engage with relevant training that provides skills and knowledge for them to be able to identify and support children with social and emotional difficulties.				
U	Progress should be carefully assessed, monitored and evaluated.				
U	Opportunities for children to build social relationships in spaces of their choosing.				
T	Early Years Setting staff adopts approaches to support emotional regulation (e.g., de-escalation training)				

Useful resources	
U	Antecedents Behaviour Consequence (ABC); Leuven Scale, Charting, Situation, Task, Action, Result (STAR); Motivational Assessment Scale (MAS). Early Years Setting staff to utilise other resources (e.g., SIMS, BromCom etc.)

Physical Development

Gross and Fine Motor skills

U= Universal /QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
Gross Motor Skills					
U	Opportunities to develop coordination, balance and strength through physical play				
U	Opportunities to walk, climb, run, skip, catch and throw, kick a ball				
Fine Motor skills					
U	Opportunities to develop pincer grip and pencil grasp following developmental levels				
U	Access to a range of materials e.g., dough, pegs, paint and brushes, pencil and paper to develop hand strength, manual dexterity and hand-eye coordination.				

Hearing Impairment

U= Universal /QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
Listening environments					
U	Staff understand the importance of appropriate listening environments for the HI children and implement strategies that promote this.				
Communication strategies (Also refer to Attention & Concentration/ Speech, Language & Communication above)					
U	Staff understand the importance of appropriate communication strategies for the HI children and promote these in their day-to-day interactions. E.g., eye contact before using signed communication, avoid covering their mouth etc.				

The HI child's position in relation to the speaker/ singer					
T	Staff understand the importance of appropriate positioning in supporting the HI children's access to spoken/ signed information and encourage this in their day-to-day interactions. For instance, speaker's face can be clearly seen, near to children, avoids standing with a light source behind them, at children's eye level when delivering spoken information etc.				
Learning activities					
T	Staff understand the importance of visual aids and timetables to support a HI children's learning and include these in the planning and delivery of activities.				
Assistive listening devices (ALDs)					
T	Staff understand the importance of ALDs such as bone anchored hearing device, cochlear implant, Radio Aid system or mini mic etc. to support a HI child's hearing and listening and encourage the appropriate use and management of these. Staff know what to do if there is a fault with the child's ALD/s. Appropriate cleaning routines are in place for ALDs to minimise the spread of germs/ viruses? (Guidance for Cleaning Hearing Technology July 2020 is available for staff reference).				
The safety of the HI children					
U	Staff consider the participation of the HI children in activities taking place outside the setting environment and take appropriate steps to ensure their safety at these times. <i>Think about:</i> <ul style="list-style-type: none"> - <i>Where is the activity happening?</i> - <i>What is the listening environment going to be like?</i> - <i>Will there be additional listening challenges for the HI children.</i> - <i>Will the HI children be able to use their ALD/s effectively to support listening? If not, what additional strategies are in place to support this?</i> 				

Physical Difficulties

U= Universal/Q FT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
U	Supervision during unstructured times				
T	Administration of medicine				
U	Personal needs are met such as toileting and feeding				
U	Intimate care policy				
T	Environmental adjustments e.g., ramps, rails				
U	Clearly defined spaces for personal equipment				
U	Careful consideration where to position Children within the setting				
U	Children must have full access to Early Years Setting trips and learning/play opportunities in all areas				
U	Reasonable adjustment in activities e.g., adapted physical activities/play opportunities and equipment, personalised curriculum in such a way that is accessible to children.				
U	Adults to look for signs of fatigue, building in rest breaks as required				
U	Consistent whole Early Years Setting staff approach				

Vision impairment

U= Universal/QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
U/T	Environment is planned taking consideration of vision impairment needs e.g., playground and classroom layout, display, signage and lighting, use of blinds.				
U	Blinds drawn to avoid direct sunlight and glare				
U	When seated the child is not facing a window and has clear lines of sight towards targeted activities				
T	Provide enlarged/modified printed resources as required.				
T	Reasonable adjustment in activities as required.				
U	Children must have full access to Early Years Setting trips and learning/play opportunities in all areas.				
U	Consistent whole Early Years Setting staff approach				

Multi-Sensory Impairment

U= Universal/Q FT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
U	The physical environment is adapted to meet the needs of learners				
T	The physical accessibility of the building and individual learning spaces are assessed.				
T	Specific assessments are undertaken to establish the degree of potential implications for and impact on curriculum access				
T	Careful consideration is given to the position of child with MSI in the setting or allow for maximum independence of movement/access to resources and equipment.				
T	Learning areas and resources that are clearly defined and labelled with pictures and words				
T	Learners' views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require				
T	Space for privacy/quiet areas that can be used for 'down time,' smaller group activities and provides a less visually distracting area.				
T	Visual/audio demonstrations and visual cues/audio commentary are used				
T	Tasks are broken down into small manageable steps. These steps are shown explicitly				
T	The pace and order of activities is varied to maintain interest and attention of all pupils				
U	Use of steps-to success or similar to promote independence, scaffold and support learners				
U	Consistent whole Early Years Setting staff approach				