



Hillingdon's Ordinarily Available Provision Checklist

A tool to support settings review and embed Ordinarily Available Provision



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SCHOOLS

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Educational settings should make a range of ordinarily available provision for all children and young people, including those with SEND from the totality of resources available to them. This checklist is a concise version of the Ordinarily Available Provision (OAP) document which provides comprehensive guidance to schools and settings. This checklist can be used in a variety of ways, including learning walks, observations, or self-evaluation. It is also a useful tool to demonstrate how needs are being supported when requesting additional funding for a specific child.

The OAP checklist should be used in conjunction with the Early Identification Toolkit which provides comprehensive screening tools to enable supporting adults to identify where additional provision may be required.

Leadership

U= Universal/Q FTT = 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 CYPs 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 individuals with SEND are met holistically.				
U	Empathy and compassion: A good leader of SEND should demonstrate empathy and compassion towards individuals 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 individuals 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	School staff use formative assessment and feedback in lessons in line with marking and assessment policy.				
U	Arrangements are in place to manage reasonable access arrangements for tests, national tests, and public examinations.				
U	School staff use a regular cycle of Assess, Plan, Do and Review to ensure that CYP with SEND are making progress.				
U	The Hillingdon Early Identification Toolkit is used effectively to support the identification of needs in relevant areas				
Teaching and Learning					
U	School staff are aware of the individual needs of the learners and adapt teaching strategies accordingly.				
U	School staff use a variety of adaptive teaching methods and available resources to support learning.				
U	School staff use collaboration and peer learning alongside support from additional adults.				
U	School staff facilitate Behaviour for learning				
Environment					
U	The physical environment is adapted to meet the needs of all learners				
U	School staff minimise the impact of sensory difficulties in all environments				
Objectives					
U	School staff to use One Page Profile that is monitored and reviewed by facilitating CYP views and aspirations.				
Engagement with Parents					
U	School staff work in partnership with parents/carers to ensure they are supported and involved in discussions and decisions related to their CYP or young person				
Staff Development					
U	School staff have access to and implement SEND professional development available to them.				
Child/Young Person's Voice (Person Centred)					
U	CYPs are supported to actively engage and participate in all decisions about their education.				

Attention & Concentration

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., literacy corner, quiet area, sensory area				
U	Resources are labelled e.g., paper, scissors, paint, calculators, pens				
U	CYP are clear about the structure of the day, there is a visual timetable that is effective, sessions are removed once they have happened				
U	Now and Next boards are used as a whole classroom strategy for a whole class				
U	Visual aids are consistent throughout the learning environment				
U	Concrete resources are supplied for concepts e.g., physical objects to count in maths				
U	Timers to indicate when an activity will finish are embedded e.g., sand timer, electronic countdown timer to promote independence				
Attention					
U	Backward chaining is used, breaking the tasks into achievable chunks allowing the CYP to complete the task independently				
U	Concentration station / workstations are available when and if needed				
U	Low arousal areas are easily available and accessible, which are visually and auditory less stimulating, this should provide a calm space for either relaxation or small group teaching				
U	Display areas are organised and supportive of relevant learning				
U	The Interactive White Board is free from visual clutter				

Social Communication

U= Universa I/QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
Identification and assessment of CYP needs					
U	School staff have access to and engage with relevant training that provides skills and knowledge for them to be able to identify and support CYP with social communication difficulties				
U	The One-page profile is collaboratively produced with CYP and/or family to ensure a 'team around the CYP approach.				
U	School staff identify individuals' strengths and interests using one page profile and disseminate to relevant staff				
U	School staff embed CYP individual and specific interests into the curriculum to enthuse and differentiate for individual needs				
U	Information collected from CYP parents/carer and external support are used to inform teaching activities and approaches				
U	There is a consistent whole school approach when identifying and supporting CYP with social communication difficulties				
U	There is a communication platform to provide home/school link.				
Environmental support and adaptations					
U	Emphasis on visual teaching aids to support learning and social activities				
U	Learning environment - low arousal, which is structured, distraction free and organised for easy access, to create independence				
U	Adaptive teaching is planned for and executed through content, process, product and learning environment.				
T	Appropriate resources are readily available: fiddle toys, stress balls, playdough, pencil grips, etc.				
Expressive Language					
T	Provides additional methods for communication e.g., Singalong, PECS, PODD, visual aids, AAC, ICT				
Receptive Language					
U	Verbal communication is supported consistently with visuals based on level of ability e.g., objects of reference, picture symbols, Widget				
U	School staff allow time for CYP to process and respond - minimum 10 seconds				
U	Spoken language is used to support clear and specific instructions				
U	Use of concrete resources e.g., props, photos, objects				
U	Spoken language is used to support clear and specific instructions				

U	Use of concrete resources e.g., props, photos, objects				
Social rules					
U	Use of appropriate resources to facilitate social rules i.e., Social Stories				
Language and Communication					
U	Use the CYP's name first, to make sure you have their attention				
U	Using of literal language (avoiding idioms and sarcasm)				
Imagination					
U	School staff to have accessible resources to support creativity and imagination e.g., role play, modelling, storytelling, visual resources				
Anxiety in busy unpredictable environments					
U	School staff to have access to and engage with appropriate training to support smooth transitions				
U	Schools to have routines and plans in place to support transitions in advance				
U	Provides structure to unstructured times such as playtime - organising a game, explaining the rules, or providing a buddy				
Sensory sensitivity					
U	School staff provide opportunities for movement breaks				
U	School staff are aware of reasonable adjustments necessary for CYP e.g., school uniform, pen license etc.				
Behaviours that challenges					
U	Behaviour Policy is robust across all settings and reflects CYPs strengths and needs which is easily accessible and used by all				
T	Behaviour plans and risk assessments are monitored and reviewed on a regular basis with the CYP				
Emotional regulation					
U	School staff facilitate opportunities for CYP to recognise and communicate their emotions				
Limited attention span					
T	Task management board - broken down detailed step-by-step visual instructions				

Executive Functioning and Working Memory

U= Universal /QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
Identification and assessment of the CYP needs					
U	School staff embed CYP's individual and specific interests into the curriculum to adapt for individual needs.				
U	School staff have access to and engage with relevant training that provides skills and knowledge for them to be able to identify and support CYP with learning difficulties, i.e., Precision Teaching, TEACCH, Working Memory.				
U	School staff to have access to a range of concrete materials to establish CYP learning skills.				
U	Observational assessments of learning and emotional responses to different learning contexts.				
U	Assessment over time, using structured and robust programmes to develop skills.				
Environmental support and adaptations					
U	Adaptive teaching is planned for and executed through content, process, product and learning environment.				
U	School staff identify and support CYP to understand their learning strengths and areas of development.				
U	Learning environment - low arousal, which is structured, distraction free and organised for easy access, to create independent learning.				
U	School staff to have access to multi-sensory teaching approaches and embed those when necessary.				
U	Emphasis on visual teaching aids to support learning when necessary.				
Approaches and strategies					
U	School staff to use strategies and support materials to help compensate for weaker executive functioning, i.e., timer, checklist, highlighters.				
U	CYP have access to key information on a given subject.				
U	School staff repeat information and make connections to other learning concepts during teaching.				
U	School staff to use visual aids when presenting learning concepts.				
U	School staff to reduce volume of work (quality vs quantity) with a focus on most important learning tasks.				
U	School staff to present concepts in a variety of forms, using visual and auditory support.				
U	School staff repeat information where needed using visual and verbal checklists.				

U	CYP to have access to reference tools: posters, dictionaries, written instructions, and lists of procedures.				
U	School staff facilitate CYP reflection on learnt information while activating previous knowledge.				
U	School staff facilitate over-learning and revision to support CYP personal organisation skills.				
U	Regular contact and discussions with career advisors on site.				
Further links and useful resources					
U	School staff signpost families to local support groups: HACCS, Centre for ASD and ADHD Support, National Autistic Society.				
U	School staff to signpost families to the Local Offer / connect support with applying for parenting courses, i.e., Cygnets, Early Bird.				

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 in supporting the CYP with HI and implement strategies to promote this.				
Communication strategies (Also refer to Attention & Concentration/ Speech, Language & Communication above)					
U	Staff understand the importance of appropriate communication strategies for the CYP with HI and promote these in their day-to-day interactions. E.g., eye contact before communication' to make it relevant for all forms of communication.				
The HI CYPs position in relation to the speaker/ signer					
T	Staff understand the importance of appropriate positioning in day-to-day interactions with CYP with HI to support access to spoken/ signed information. For instance, the speaker is within two metres of the CYP with clear access to their face/ hands, the CYP can easily turn to see peers/ other members of staff to aid communication etc.				
Learning activities					

T	<p>Staff understand the importance of visual aids and timetables to support a HI CYP's learning and include these in the planning and delivery of activities.</p> <p>Staff ensure learning resources reflect disability and diversity by including and using those which celebrate positive role models.</p>				
Equipment and Personal Assistive Listening Devices (PALDs)					
T	<p>Staff understand the importance of amplification equipment such as hearing aids, bone anchored hearing devices, cochlear implant and PALDs such as Radio Aid systems or remote microphones in supporting hearing and listening. Appropriate use and management of these is encouraged by the CYP with HI and staff know what to do if there is a fault with amplification equipment and/ or PALDs.</p> <p>Appropriate cleaning and checking routines are in place for amplification equipment as advised by Qualified Teacher of the Deaf/ Hearing Support Specialist.</p>				
Health & Safety of the HI CYP					
U	<p>Staff consider the participation of the HI CYP in activities taking place outside the setting environment and take appropriate steps to ensure their safety at these times.</p> <p><i>Think about:</i></p> <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 CYP.</i> • <i>Will the CYP with HI be able to use their amplification equipment/ PALD 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				
T	Intimate care policy				
T	Environmental adjustments e.g., ramps, rails				
U	Clearly defined spaces for personal equipment				
U	Careful consideration where to position CYP within the classroom				
U	Review seating arrangements to ensure good posture, remember areas away from main class such as dining/ outside area etc.				
U	CYP must have full access to school trips and learning outside of the classroom				
U	Reasonable adjustment in lessons such as PE e.g., differentiated lessons and equipment, personalised curriculum in such a way that is accessible to CYP				
U	Adults to look for signs of fatigue, building in rest breaks as required				
U	Consistent whole school staff approach				

Social, Emotional and Mental Health (SEMH)

U= Universal/Q FT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
Identification and assessment of CYP's needs					
U	School staff have access to and engage with relevant training that provides skills and knowledge to be able to identify and support CYP with social, emotional, and mental health needs.				
U	The One-page profile is collaboratively produced with CYP and/or family to ensure a 'team around the CYP's approach.				
U	Relevant school staff have knowledge of applicable referrals made to external agencies.				
U	Pastoral Support is accessible and implemented for CYP when and if needed.				
T	Pastoral Support plans are completed by school staff, monitored and reviewed on a regular basis with the CYP.				
U	School staff have access to suitable resources to facilitate recording, tracking and analyses of				

	behaviour.				
U	School staff are aware of how to support CYPs' wellbeing using appropriate resources.				
U	All school staff promote self-esteem, confidence, resilience, and anxiety management for CYP through explicit teaching on such topics embedded within the curriculum.				
Environmental support and adaptations					
U	There are opportunities for CYP to share opinions and concerns in a safe environment.				
T	Behaviour plans and risk assessments are monitored and reviewed on a regular basis with the CYP.				
U	Language used in classroom is focused on CYP's strengths and helps to promote aspirational outcomes.				
U	Learning environment - low arousal, which is structured, distraction free and organised for easy access, to create independence.				
U	Behaviour Policy is robust and reflects CYP's strengths and needs and is easily accessible.				
U	Absconding Policy is robust and reflects CYPs strengths and needs which is easily accessible and used by all.				
U	Anti - bullying policy is robust and reflects CYPs strengths and needs which is easily accessible and used by all.				
Approaches and Strategies					
U	Adaptive teaching is planned for and executed through content, process, product and learning environment.				
U	A designated member of staff that the CYP can check in with.				
U	School staff have access to and engage with relevant training that provides skills and knowledge for them to be able to identify and support CYP with social emotional and mental health difficulties.				
U	Progress should be carefully assessed, monitored and evaluated.				
U	Opportunities for CYPs to build social relationships in spaces of their choosing.				
U	Relevant school staff have engaged in training on de-escalation techniques.				
U	School staff adopts approaches to support emotional regulation.				
Further links and useful resources					
U	Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)				
U	5 Steps to Mental Health and Wellbeing (annafreud.org)				
U	A whole school approach to wellbeing Resources YoungMinds				
U	Antecedents Behaviour Consequence (ABC); Charting, Situation, Task, Action, Result (STAR); Motivational Assessment Scale (MAS). School staff to utilise other resources (e.g., SIMS, BromCom etc.)				

Speech, Language and Communication Needs (SLCN)

U= Universal/Q FT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
Expressive Language					
U	School staff model positive language				
U	Language programmes from external agencies are embedded and tracked				
U	School staff allow time for CYP 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	Provide additional methods of communicating e.g., Makaton, Pecs, intensive interaction				
U	Decrease social pressure of speaking and provide alternatives/cues e.g., whiteboard, talking box etc.				
Receptive Language					
U	Adapt to a level of CYPs understanding at one time when giving instructions and asking questions				
U	Ask CYP to repeat instructions to clarify understanding				
U	School staff to use CYP name before giving an instruction to actively engage them				
U	Confirm that hearing has been tested				
U	Use pre-teaching to embed core concepts used, in specific lessons				
U	Instructions should be given chronologically (in order of completion)				
Social rules of communication					
U	School staff to have accessible resources to support communication e.g., role play, modelling, storytelling, visual resources				
U	School staff facilitate opportunities for CYP to recognise and communicate their emotions				
General Language/Communication					
U	Adapt nonverbal communication (body language) so that it is positive and matches CYP's needs				
U	School staff to be aware of tone of voice and rate of speech				
Social Imagination					
U	School staff to have accessible resources to support social imagination e.g., Story planners, writing frames, sentence starters, social mapping				

U	School staff facilitate opportunities for CYP to share understanding of emotions through direct teaching				
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Vision impairment

U= Universal/Q FT 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	CYP is not facing a window and blinds are drawn to avoid direct sunlight and glare.				
U	CYP and has a clear line of sight to the board – sat towards front of class.				
T	Provide enlarged/modified print considering paper size, contrast and font style.				
T	Reasonable adjustment in lessons such as PE e.g., differentiated lessons and equipment				
T	Examinations/Assessments access arrangements are considered in advance.				
U	CYP must have full access to school trips and learning outside of the classroom.				
U	Consistent whole school 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				
U	Careful consideration is given to the position of CYP with MSI in the classroom to allow for maximum independence of movement/access to resources and equipment.				
U	Learning areas and resources that are clearly defined and labelled with pictures and words				
U	Learners' views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require				
U	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				
U	Tasks are broken down into small manageable steps. These steps are shown explicitly.				
U	The pace and order of activities is varied to maintain interest and attention of CYP with MSI				
U	Use of steps-to success or similar to promote independence, scaffold and support learners				
U	Consistent whole school staff approach				