



FARCET C OF E PRIMARY SCHOOL

Our Ordinarily Available Provision

2026-27

SCHOOL VISION AND VALUES “Let your light shine” (Matthew 5:16)

Our vision and core values focus on creating a safe, welcoming, and high-standard Christian learning environment created by its school community

We are:

Forgiving: Practicing forgiveness and understanding.

Ambitious: Having high standards and chasing dreams.

Resilient: Overcoming challenges and building strength.

Compassionate: Showing care and empathy for others.

Equal: Ensuring fairness and inclusion for all.

Together: Unifying students, staff, and families as a community

The SEND Code of Practice 2014, links high-quality teaching with the ordinarily available provision:

SEND Code of Practice 6.15

‘...higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support.’

This document highlights a range of support, adaptations and ordinarily available provision that Farcet C of E Primary School offers children. Ordinarily available provision can be defined as:

‘the provision made for children whose special educational needs can be met from the resources generally available to the school or setting.



People

WHAT	WHY	HOW	OUTCOME
The SEND Code of Practice highlights that importance of coproduction and states that we should include children and their families in all decisions	The best support for Children with SEND is based on a positive partnership between home and school.	• Parents and families are aware of how they can share information about their child. • Regular meetings are planned to review progress and to make decisions with the family. • Parents are aware of the needs of their children and the support in place. • Parents and carers are signposted to the local offer. • The school SEND information report is published on the school's website. https://info.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel=0	• Parents are confident in the provision which is available to their children. • Parents are well informed, and valued. • Parents know where the local offer is and how to use it.
School works in partnership with parents and children	To ensure everyone is aware of the child's needs, strengths and progress.	• Children value their progress and achievements and understand their own barriers to learning. • Children are involved in the graduated approach. They assess, plan, do and review their learning. • They complete a pupil passport to identify how they like to be supported and their likes/dislikes	• The graduated approach enables staff to understand what the expectations are. • The voice of the child is heard and understood. • Children and staff celebrate the pupils' successes



Learning Environment

WHAT	WHY	HOW	OUTCOME
The physical environment is adapted to meet the needs of learners. Practitioners are aware of sensory needs and issues that may impact on learners	Some children with SEND experience challenges in accessing the learning environment. Some children with SEND have sensory impairments such as hearing or visual impairments. Many autistic children also have sensory issues. This can affect one or more of the senses. They can have an impact on how children experience environments	• The physical accessibility of the building and individual learning spaces is assessed. The accessibility plan is on the school website and reasonable adjustments are made according to individual needs. • The furniture is the appropriate to size and height of the children. • Extra-curricular activities and educational visits are planned to fully include pupils with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. • Learners' sensory needs are known and inform seating arrangements and movement breaks. • Left and right-handed children can use equipment comfortably. • Children who wear glasses and/ or hearing aids wear them and are seated accordingly. • Use of pale background and accessible fonts.	• The accessibility plan is an enabling document. • Physical equipment is made available to ensure access. • Children who have SEND are able to join their peers on trips and visits, there is a culture of no one missing out. • Sensory needs are known and met



Learning Environment

WHAT	WHY	HOW	OUTCOME
Resources are allocated appropriately to ensure additional needs are met.	To ensure that all children have the equipment and manipulatives needed to explore their learning	• Resources are within easy reach of learners to promote the reduction of dependence on adults. •	• Children's reduced dependency on adults is positively encouraged as preparations for adulthood



STAFF

WHAT	WHY	HOW	OUTCOME
Interventions are monitored and evidence based (EEF)	Not all interventions work for all children. Therefore, we need to use research and evidence to predict the strategies that may work best (EEF) Interventions often require adapting for individual needs based in evidence informed practice	• Concrete apparatus and adapted resources are available for those children who require it. • Technology is used to support alternatives to written recording and to promote independent learning. • TAs to record progress in interventions. Staff SEN folder ensures access to all	• The reduction of dependency on adults is always encouraged. • Interventions are evidence based and produce good outcomes for children. • Staff know what works and why.
All practitioners, including Teaching Assistants, make a positive contribution to learner progress.	Targeted adult support and high quality teaching is most likely to achieve positive progress	• Additional adults are deployed proactively in the classroom with identified learning objectives. Their impact on the learning is monitored carefully to ensure progress is supported. • Grouping, seating arrangements and additional support are used to promote reduced dependent learning as far as possible. • Strategies used in interventions are integrated into typical teaching so that they can sustain progress. Example, if a visual timetable approach has been helpful for an individual, this could be incorporated into whole class teaching and routines. • Leaders in school consider the deployment of additional adults strategically.	• Children are well supported by the adults around them. • There is an increase of ordinarily available strategies for support. • Staff know how and when to use strategies.



STAFF

WHAT	WHY	HOW	OUTCOME
There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners	All staff are kept up to date with developments.	• Staff monitor outcomes for children and identify key areas of need. There is a planned program meof ongoing CPD in relation based on need. • Best practice is shared within the school and with other schools through, for example, SENCO Network meetings	• Staff are well trained to effectively meet need and resources are deployed to support maximum impact.
Staff collaborate and have effective links with other relevant outside agencies and specialists.	Schools have a vast range of expertise and skills that can be shared across settings. However, where staff have continued concerns, leaders liaise with outside agencies and specialists for further ideas, support and training.	• The school is aware of and regularly communicates with any other Professionals who are involved with each learner. • Advice received used to inform teaching and learning and can be seen in APDRs.	• Help for staff is available in school and at trust level. • Professionals are fully involved.



Transition

WHAT	WHY	HOW	OUTCOME
Support is in place for routine and life transitions.	Change can be difficult, and support may be needed to transfer to another setting, learning space or between lessons. School needs to be fully informed of children's needs so that they can plan accordingly	• Staff are aware of those who will need additional support for transition. These could include those who: have insecure attachment including LAC, CIN, CP and forces pupils; have social communication difficulty including ASC, suffered trauma, loss and are anxious • Safe space available within the class or an identified area of the school. • SENCO liaises with secondary school and invites SENCO to year 6 annual reviews which take place in the Autumn term. • In the summer term SENCO and Reception teacher visits nursey settings to gain a better understanding of upcoming children's needs and plans accordingly.	• Transitions are thoughtfully planned and effectively support children.



Learning and achievement for all

WHAT	WHY	HOW	OUTCOME
Practitioners are aware of the additional needs of their learners, how these impact and how to respond to them. Planning incorporates specialist advice. Teachers scaffold to provide suitable learning challenges and cater for different learning needs.	Education is best provided by trained teachers within the classroom.	• Children are given time to process information before being asked to respond. • Tasks are broken down into small steps to build learning • Feedback is clearly identified as being key to learning. • The order of activities consolidates and builds upon previous learning • Modelling is used to aid understanding. • Visual/audio demonstrations and visual cues/audio commentary are used. • Key vocabulary is pre-taught and displayed • Alternatives to written recording are used. • IT is used to support learning where appropriate. E.g. change of text size and font, coloured backgrounds. • Principles of dual coding are applied to reduce cognitive load and support encoding	• The learning environment helps children learn. • Children are engaged and enjoying learning and do not feel singled out.



Learning and achievement for all

WHAT	WHY	HOW	OUTCOME
Teachers ensure that collaborative learning and peer support is a regular part of lessons.	To ensure that children do not become overly dependent on adult support. To ensure that independence skills of the children are maximised.	• Teaching strategies are used to actively promote independent learning, for example, through pre-teaching, overlearning, appropriately differentiated resources. • Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role- models, mixed-ability groups, structured opportunities for conversation and sharing of ideas. • Use of additional adults is planned to maximise their impact on learning. • Additional adults are used to support independence rather than create dependence. • Independence should be encouraged by scaffolding the task and use of word mats , key vocab supported by pictures, task planners etc.	• The right adults offer the right amount of support. • Dependence on adults is reduced. • Removes extraneous element of task not linked to learning.



Learning and achievement for all

WHAT	WHY	HOW	OUTCOME
Assessments : Assessments are carried out to ensure the achievement of all pupils. Pupil progress meetings are conducted termly after assessment data has been compiled. All pupil groups are discussed and any children in need of further support are identified.	To ensure that children are making good progress and are not falling behind their peers. Pupil progress discussion are held with all staff to get a full picture of each child / group.	• Upon entry to Reception all children are assessed using the RBA assessment tool and language link. • Children in Reception and Year 1 complete a reduced phonics screening check to ensure their phonics learning is on track. • Children in Years 1-6 complete termly assessments for Reading, Writing and Maths using the Diebls, Headstart Maths and written assessments. Children in Year 4 complete mock and then the statutory multiplication times table test. • children at the end of Y5 and Y6 complete half termly mock assessments using the KS2 SATs previous papers. • Pupil progress meetings are held termly with all teachers so that there is a current and previous picture of the child as well as expertise of the different areas of teacher experience.	• Children's data and achievements are tracked throughout the year by the SLT and assessment leads. • Any children who appear to be struggling to keep up are monitored and where necessary raised as a concern with SENDCOs.



Learning and achievement for all

WHAT	WHY	HOW	OUTCOME
Strategies for supporting all learners in the classroom. • Break it down • Give clear instruction • Check for understanding – questioning • Reduce cognitive load – support with visuals	All learners need clear and concise instructions which reduce their cognitive load and enable them to focus on the task at hand. These strategies will enable all children to be able to achieve with more success.	Break it down: • Provide a breakdown of lesson activities, tasks and instructions. • Structure activities. Use writing/talking frames and sentence planners. • Provide examples and be explicit about individual outcomes. Give clear instruction: • Provide context. Link new ideas to previous learning and personal experience. • Teach/discuss the meaning of key vocabulary for the lesson. • Clarify ambiguity, e.g. figurative language, double meanings, negatives, etc Check for understanding: • Allow time for processing. Ask questions and encourage questioning. • Use confidence indicators during input and throughout lessons. • Pause, repeat and rehearse. Reduce cognitive load – support with visuals: • Support lesson content with photos, illustrations, diagrams and video. • Give practical demonstration (modelling) and show finished examples. • Develop working walls to build context and provide reminders.	Children are able to attend to the new learning they're being taught and able to commit this to long term memory with more ease.



SEMH: WHAT WE OFFER

- Assemblies on social, emotional and mental health topics e.g., bullying, worrying, exam stress, and bereavement.
- SHINE approach promoted throughout school.
- A calm space in class or at the Reef provided
- Clear goals, expectations and timescales are shared with the class and adjusted for individuals as needed.
- Ear defenders, wedges and writing slopes are available to children if recommended by Educational Psychologist or STT.
- Regular routines are in place and teaching staff prepare all children where possible for any changes to these routines.
- Seating plans reflect the children's needs and offer the most appropriate support.

SPEECH AND LANGUAGE: WHAT WE OFFER

- Learning is broken down into small, sequential steps to ensure most efficient encoding.
 - Teaching language is reduced and succinct to ensure clarity of communication.
 - Tasks are scaffolded to appropriate levels to ensure challenge and success including the use of task planners.
 - Use of additional adults is planned to maximise their impact on learning to promote the growth of independence where possible.
 - Use word webs, concept and topic webs and word families to illustrate new or key vocabulary.
 - In early years, staff plan open-ended activities based on their observations of the children's interests, and skills.
 - Staff use age or developmentally-appropriate methods of communication.
 - Appropriate visual resources, communication aids, signs and gestures are used to reinforce spoken language.
 - Children are given time to process information before being invited to respond.
 - There are language and vocabulary learning opportunities built into lessons, which are reinforced and revisited
- Language assessments from the reception baseline and Language link.