Portsmouth City Council Ordinarily Available Provision: Summary

POST 16 Settings

A document outlining Ordinarily Available Provision in schools (OAP) was put together by Special Educational Needs Coordinators (SENCOs) in collaboration with the Educational Psychology Team, Sensory Impairment Team, SEND Team, Multi Agency Behaviour Support Team and colleagues from Health and Social Care. Post 16 settings have been consulted on how this can be applied when working with older students.

The SEND Code of Practice 0-25 January 2015 states that colleges should offer an inclusive approach to learning and teaching, with high quality teaching which is differentiated for individuals. This approach should be embedded in their provision in all subject areas and at all levels, and support the teaching of all students, including those with SEN. Providers have a duty (under the Children and Families Act) to use their best endeavours to secure the special education provision that the young person needs. They must fulfil this duty whether or not the students have EHC plans.

Much of the OAP document, including curriculum and teaching methods, is directly relevant or easily adaptable to apply to post 16 settings. The terminology in the current document largely reflects school-based settings. Please see the notes below. The terminology will be adapted to incorporate post 16 settings as the document is updated.

The purpose of the OAP document is to support the organisational equivalent of the SENCO (such as the Learning Manager) to select suitable evidence-based interventions for learners with special educational needs. Not all interventions will be suitable for every student and colleges will appreciate the need to be mindful of specific contexts and individual needs when making decisions about which interventions to use. Not all the interventions in a particular area of need should be used. That said, if a request is to be made for an Education, Health and Care Needs Assessment, there should be clear evidence of which interventions have been used, over what period of time and with what outcomes. Some students will obviously require interventions from different waves and from more than one of the four areas of needs within the Code of Practice.

The OAP document considers the four areas of needs as described in the Special Education Needs and Disabilities Code of Practice: 0-25 years

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Social, Emotional and Mental Health

Each area is split into three waves of intervention (some examples are included below)

Wave 1:   Quality First Teaching through differentiation normally met through core and programme funding

Wave 2:   Support for those students who require further input in order to access their course normally met through delegated additional funding

Wave 3:   Tailored individualised programmes usually informed by specialists normally met through high needs funding

The OAP and supporting appendices include links to evidence-based interventions, details of a range of outside agencies, resources and assessment tools. These should be selected according to the age, maturity and abilities of the learners

When applying the OAP to POST 16 settings please consider the following:

Transition: Schools should share information before the young person takes up their place, with the agreement of the young person. Where SEN has been identified at school, colleges should use any information they have from the school about the young person.

Training: Whole staff training may not normally be appropriate in a large college. The Learning Support Department should offer training and support in house or signpost colleagues to additional training as required.

Pupils or Children substitute learner, student or young person.

SENCO substitute for the organisation equivalent responsible for overseeing SEN provision in the setting, eg Head of Learning Support, Learning Manager.

Teaching Assistant (TA) is used as generic term for an adult who provides additional support for students. This term encompasses Learning Support Assistants, Additional Needs Assistants or other similar roles that are used in education settings. Students maybe supported within the curriculum setting or they may be supported though additional provision either individually or in small groups.

Class Teacher: Substitute teacher, lecturer, instructor or other staff as applicable

Key worker: an identified member of staff, such as a tutor, allocated to support the student.

IEP/ Provison Map targets and outcomes: substitute organisational means of tracking learners progress

Where the OAP document refers to parents/ carers please note the following
After compulsory school age the rights to make requests and decisions under the Children and Families Act 2014 applies to young people directly, rather than to their parents (CoP 8.14). Parents or other family members can continue to support young people in making decisions, or act on their behalf, provided that the young person is happy for them to do so, and it is likely that parents will remain closely involved in the great majority of cases. Where it is determined that a young person lacks the capacity to make a decision due regards must be given to the Mental Capacity Act 2005.

Area of Need	Wave 1: Quality First Teaching through differentiation.	Wave 2 - Small group support for those pupils who are attaining below age related expectations.	Wave 3 - Tailored individualised programmes usually informed by specialists.
Cognition and Learning	Teachers are skilled at selecting appropriate methods and materials into their curriculum plans to ensure access across the curriculum for students with individual needs. Simple changes to the ordinary learning environment to support individual differentiation. This may include adapting displays and limiting the volume of surrounding information. Students are able to access additional study skills support through a Learning Support Unit of equivalent	Differentiation to reflect individual needs and ensure effective inclusion and access to the curriculum A range of personalised supports that may include: -use of visual timetable/schedule -prompt and/or instruction sheets - independent access to physical resources that support learning Access to alternatives to written recording for students with specific learning difficulties.	Access to specialist teaching and learning programmes which are multi-sensory, well-structured with opportunities for repetition and consolidation (over-learning) of skills. Access to small group and/ or individual teaching opportunities that provide over learning and revision. Access to advice and training from external agencies. This might include: - Portsmouth SEN Support Partnership (PSENSP) Traded service for Post 16 settings - Educational Psychology Team
Communication and Interaction	Simple changes to the learning environment (including an awareness of sensory issues) to support individuals. Some differentiation of speaking, understanding, and listening tasks to allow access to the curriculum, which should include: - Visual demonstrations / support material - Display key vocabulary - Staff skilled in adjusting pace, order of activities and classroom environment in order to maintain interest and attention.	Targets addressed through small group/individual interventions, such as: - Pre-teaching of vocabulary - Use of social stories Information and training to staff as appropriate. Staff should feel confident in their ability to prepare resources and implement a range of autism friendly approaches EG: access to a quiet area and calming activities, social skills programmes and a range of visual approaches.	Considerable opportunities for individual or small group work within the curriculum or on a withdrawal basis to address specific needs. A wide range of written or drawn visual supports for tasks and/or personal organisation. Such supports may also be used to manage change. A wide range of objects, visual supports and vocabulary lists to support and maximise student's potential for learning. Withdrawal facilities should be provided for times of stress.

Social, Mental and Emotional Health	Staff create a calm and purposeful climate for learning / emotional environment for learning where all students' feel they belong and their contributions are valued Students are signposted to Health and well-being support and advice are available to students to self-access. Students are able to access written and digital materials support their health and well-being. http://reading-well.org.uk/ www.youngminds.org	An enhanced level of pastoral support may complement established pastoral arrangements. This should be available daily from an adult who it is felt is most able to build a positive relationship. Use of ICT, audio visual support, self-directed time out (this may require student to be able to identify a safe place to reduce anxiety to support student's access to the curriculum. Interventions to develop positive / trusting relationships with key staff and to maximise participation.	Regular proactive 1:1 interventions to teach social and emotional skills and to support involvement of the student in the process of planning and review (including setting their own goals and building upon progress) Supported by ELSA where available. Individual counselling and / or therapeutic support from external agencies/ appropriately qualified professionals (as appropriate). Staff knowledge of mental health is enhanced through Emotional First Aid training (EFA) : http://www.emotionalfirstaid.co.uk/about-youngpeople
Sensory and Physical	Setting to take advice from the Sensory Impairment team to take in to account student's needs regarding lighting, steps, stairs and blinds. All settings must have due regard to the Equalities Act 2010, the use of reasonable adjustments and accessibility requirements. Differentiation may be required to take account of slower pace in performing some tasks as pupils may tire easily. Minor adjustments to practice, materials and the learning environment may be required.	Specific consideration should be given to the manner in which staff present the curriculum including e.g: -Accessibility of printed materials -Use of auditory/ tactile stimuli to support visual stimuli -Speed of work -Social interaction with other students	Targeted interventions/ support may be necessary to: -Provide additional hands-on experience of materials or presentations -Develop specific skills to improve curriculum access (e.g. voice to text software, touch typing, use of magnifiers, distance aids and other specialist equipment) -Teach independence, organisational and mobility skills. This would include: - independent living skills - Regular opportunities to practice use of specialist equipment. Classroom environment should provide good acoustics (including use of field sound systems) and good lighting.