



St Joseph's Catholic Primary School

Ordinarily Available Provision (OAP)

1. Purpose

This document outlines the Ordinarily Available Provision (OAP) at St Joseph's Catholic Primary School, aligned with LBBD expectations and the SEND Code of Practice (2015).

It demonstrates provision available within school resources and the graduated approach used before considering an EHC Needs Assessment.

2. Definition of Ordinarily Available Provision

Ordinarily Available Provision refers to support and strategies available within the school's delegated resources.

It is delivered through high-quality adaptive teaching and targeted support and is implemented before requesting an EHC Needs Assessment.

3. Graduated Approach

The school follows a graduated approach: Universal → Targeted → Specialist.

Progression is based on pupil progress, impact of interventions and level of need.

4. Universal Provision

- Adaptive teaching with scaffolding and modelling
- Chunked instructions and flexible grouping
- Clear routines and structured environments
- Visual supports and accessible resources
- Ongoing formative assessment and feedback

5. Targeted Provision

- SEND Support Plans with measurable outcomes
- Small group and 1:1 interventions
- Precision teaching and structured programmes
- Additional adult support where appropriate
- Provision reviewed through Assess–Plan–Do–Review

6. Areas of Need

Communication and Interaction: visual supports, SALT programmes, social communication support

Cognition and Learning: differentiated teaching, Lexia, overlearning strategies

SEMH: Zones of Regulation, nurture support, pastoral interventions

Sensory/Physical: sensory circuits, adapted environments, specialist equipment

7. External Agencies

Educational Psychologist (EP)

Speech and Language Therapy (SALT)

CAMHS

Local Authority advisory services

School Nursing Team

8. Monitoring and Impact

Provision monitored through SEND Support Plan reviews, data analysis and pupil voice. This includes analysis of progress data, intervention impact and attendance and behaviour information. Provision is adapted where impact is limited.

9. Threshold for EHC Needs Assessment

Considered where needs are significant and persistent despite sustained support.

Evidence includes SEND Support Plans, data, professional reports and parent views.

This document demonstrates the provision ordinarily available within the school and supports decision-making regarding whether provision required is beyond that which can reasonably be provided from delegated resources.

10. Partnership with Parents

Parents are involved in all stages of support.

Clear communication and shared decision-making are prioritised.

11. Key Principles

Every teacher is responsible for SEND.

Provision is outcomes-focused and promotes independence.

Support is evidence-based and regularly reviewed.