



# 'Ordinarily available provision' in the local offer EYSEND Partnership

28 September 2021



# Ordinarily available provision

2.00 Welcome and introduction

*Philippa Stobbs, Council for Disabled Children*

What is 'ordinarily available' provision, why is it important?

2.30 Where are you now? What is in place in your local area?

*Groups*

2.45 Feedback

3.00 **Break**

3.10 Practicalities: process, content and style

3.25 Key features to like

*Groups*

3.40 Feedback

3.55 Next steps

4pm Close





# 'Ordinarily available provision' What is it? Why is it important?

Philippa Stobbs



# The local offer

The Children and Families Act 2014 (CFA) requires local authorities (LAs) to publish a local offer.

This requires:

- the publication of a wide range of content
- significant engagement with parents, children, young people and service providers in developing the local offer
- feedback and review functions that hold the potential for improved matching of services to local needs.



# One element of the local offer

One element:

- requirement on the LA to set out what special educational provision and special training provision it expects schools and early years and post-16 providers to make available.

*The Special Educational Needs and Disability Regulations 2014 (SI1530)*

<https://www.legislation.gov.uk/ukxi/2014/1530/schedule/2/made>



## Regulation 53, Schedule 2

The special educational provision and training provision which the local authority expects to be available in its area for children and young people in its area who have SEN or a disability by—

- (a) providers of relevant early years education;
- (b) maintained schools, including provision made available in any separate unit;
- (c) Academies, including provision made available in any separate unit;
- (d) non-maintained special schools;
- (e) post-16 institutions;
- (f) institutions approved under section 41 of the Act;
- (g) pupil referral units; and
- (h) persons commissioned by the local authority to support children and young people with special educational needs or a disability.



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(b) maintained schools, including provision made available in any separate unit;

(c) Academies, including provision made available in any separate unit;

(d) non-maintained special schools;

(e) post-16 institutions;

(f) institutions approved under section 41 of the Act;

(g) pupil referral units; and

(h) persons commissioned by the local authority to support children and young people with special educational needs or a disability.



## Regulation 53, Schedule 2

Must include information about:

- (a) provision ...provided by mainstream schools & post-16 institutions including any support provided in relation to learning or the curriculum;
- (b) provision provided by special schools, special post-16 institutions, those approved under s.41;
- (c) provision secured by the local authority in mainstream schools, post-16 institutions, pupil referral units and alternative provision Academies;
- (d) LA arrangements for funding children and young people with special educational needs including any agreements about use of any budget that has been delegated to that person by the local authority.





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- (c) provision secured by the local authority in mainstream schools, post-16 institutions, pupil referral units and alternative provision Academies;
- (d) LA arrangements for funding children and young people with special educational needs including any agreements about use of any budget that has been delegated to that person by the local authority.



## What the Code says

4.32 The local authority **must** set out in its Local Offer an authority-wide description of the special educational and training provision it expects to be available in its area [...] for children and young people in its area who have SEN or disabilities from providers of relevant early years education, maintained schools... post-16 providers. This includes information about the arrangements the local authority has for funding children and young people with SEN, including any agreements about how providers will use any budget that has been delegated to them.



# A bit more about what the Code says

4.8 Local authorities **must** involve children with SEN or disabilities and their parents and young people with SEN or disabilities in:

- planning the content of the Local Offer
- deciding how to publish the Local Offer
- reviewing the Local Offer, including by enabling them to make comments about it

4.14 Local authorities and their partner bodies and agencies **must** co-operate with each other in the development and review of the Local Offer. This is essential so that the Local Offer provides a comprehensive, transparent and accessible picture of the range of services available.

4.16 The local authority should engage with the providers of relevant early years education, particularly those in receipt of early education funding.



# Why this requirement is important

- Defines threshold for top-up funding, EHC needs assessment, EHC plan
- sets out how LA expects EY providers to use their budget
- evidence base for improving progress and outcomes
- greater clarity about what parents can expect settings to provide for their child
- transparency can improve parental confidence, working relationships between parents and schools, and parents and LA
- creates shared understanding that can lead to more appropriate requests for EHC needs assessment, plan



# Analysis of how LAs have gone about it

- All referred to the four broad areas of need (Code, paras 6.28-6.35)
- Most referred to different ages or phases, some more finely differentiated than others
- 4 Strands of Action:
  - assess, plan, do, review
- 3 waves model of intervention
  - universal, targeted, specialist



# Different approaches

Levels of need or range of provision?

- levels of need to qualify for an EHC needs assessment?

Some more focused on provision:

- has impact on learning and progress
- moving away from within-child descriptions of need
- available for any who need it
- provision and child's response to this, as evidence base for decisions?



# Different approaches

## Levels of detail?

- Some information extensive, very detailed
- Risk of telephone directories?
- Some long documents provided mix of information, tools and forms
- Reduce amount by organising by age-group
- Some shorter documents, accessible to all, with a range of supporting resources



# Different approaches

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Reference to Equality Act duties?

- reasonable adjustments
- LA accessibility strategies
- Code encourages SEN and disability read across

How accessible is it?

- Some easy to find, 2 clicks away
- Others, only accessible to those who knew what they were looking for





# What's in a name?

What do you call it?

- *What schools are expected to provide*
- *Ordinarily available provision*
- *Reasonable Expectations*
- *SEN support*
- *SEN descriptors*
- *Descriptors of provision*



# Different approaches

## Evidence of engagement:

- Range of professionals and, in two cases, parents
- Importance of engagement to successful adoption of guidance

## LAs spoke about:

- time and effort invested in engagement
- equally clear about the benefits of having done so



# Different approaches

Guidance used in a range of ways to:

- inform schools, settings, services of LA's expectations
- inform those making decisions about EHC needs assessments and plans
- train staff in schools, settings, support services
- plan provision
- secure engagement with a range of agencies
- to improve, over time, the evidence base for different interventions



# Impact

- Enables more informed conversations between parents/carers and professionals
- Focuses on inclusion and the graduated response – getting it right for all children
- Enables more robust decision-making
- Greater consistency between schools/settings
- Clear expectations of what ‘good’ looks like
- Links to high needs block funding
- Has changed the conversation!



# CDC Specialist action learning sets 2018-20

Supporting the development of 'ordinarily available provision'

- 5 local areas, support with a local action plan and development work
- Focus on OAP
- Taking stock of what's in place already
- Respective responsibilities, for special educational provision, of local authorities and settings
- Bring together LA SEN, LA EY, settings managers, health, parents
- Running a 'good enough' version for a year
- Getting the message out there
- No single approach





# Breakout rooms



# For discussion

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Where are you now?

What is in place in your local area?

How is it working?





# Feedback







# Screen break





# Practicalities: process, content and style



# Examples of 'ordinarily available' provision

## Examples and links

To note: All examples are included to support local areas in considering the benefits of different approaches and which approach is most likely to be appropriate in their own context. Whatever approach is adopted, it needs to be locally developed and locally owned through engagement with all relevant local partners.

# Ordinarily Available Provision

Provision that the local authority expects to be made available for Children and Young People with Special Educational Needs and/or disabilities



Information for professionals and parent/carers

## Social, Emotional and Mental Health Difficulties

This provision should be *in addition* to the expectations in section one.

Approaches and Strategies	Resources, Advice and Consultation Available
<p>Settings should assess SEMH needs (link to tool) to help staff understand the barriers to learning that pupils face. Learning needs should also be reviewed using school's own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an unmet learning need or communication difficulty.</p> <ul style="list-style-type: none"> <li>• Use of whole school approaches to promote wellbeing and resilience</li> <li>• A behaviour policy underpinned by a clear ethos and values</li> <li>• Use of Restorative Approaches to build, maintain and repair relationships</li> <li>• Anti-bullying work</li> <li>• Identification of key adult to build positive and trusting relationship</li> <li>• Use of social stories</li> <li>• Small group or 1 to 1 work with ELSA / Learning Mentor or Equivalent</li> <li>• Support available for staff working with pupils with SEMH via group or individual supervision or debrief sessions</li> <li>• Emphasis on choice rather than control and "take up time" to respond to choice whenever possible</li> <li>• Use of distraction techniques and giving responsibility</li> <li>• Explicitly teaching de-escalation and self-management strategies</li> <li>• Use of PSHE, Circle time and curriculum approaches to explicitly teach rules and routines, build self-esteem and develop social and emotional skills to all learners</li> <li>• Use of Nurture Groups</li> <li>• Developing attachment aware strategies (training available from the Virtual School)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Early Help Assessment</li> <li>• Consultation with the MASH (Multi Agency Safeguarding Hub)</li> <li>• Services guide (embed)</li> <li>• Education Psychology Team</li> <li>• Behaviour Guide for parents (embed)</li> <li>• Advice from MABS via schools contract or PSENSP</li> <li>• Professional consultation with CAMHS Single Point of Access (SPA)</li> <li>• Schools Nursing Service</li> <li>• Advice from PCC attendance team when considering the use of part-time timetables, and virtual school or SEN team for LAC or learners with EHCPs.</li> <li>• Local Networks:             <ul style="list-style-type: none"> <li>• Restorative Schools Network</li> <li>• Pastoral and Behaviour Strategic Leads</li> <li>• Lead links</li> <li>• Portsmouth's Nurture Group Network</li> </ul> </li> </ul>

Portsmouth:

<https://portsmouthlocaloffer.org/wp-content/uploads/2019/10/Ordinarily-available-Provision-document.pdf>



Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Difficulties following and accepting adult direction	<ul style="list-style-type: none"> <li>• Look for patterns and triggers to identify what may be causing behaviours</li> <li>• Positive scripts - Positive language to re-direct, reinforce expectations e.g. use of others as role models</li> <li>• Calming scripts to deescalate, including for example, use of sand timers for 'thinking time'</li> <li>• Limited choices to engage and motivate</li> <li>• Flexible and creative use of rewards and consequences e.g. 'catch them being good' sticker charts</li> <li>• Visual timetable and use of visual cues i.e. sand timers to support sharing</li> </ul>
Presenting as significantly unhappy or stressed	<ul style="list-style-type: none"> <li>• Identify and build on preferred learning styles</li> <li>• Safe place/quiet area in the setting</li> <li>• Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and setting</li> <li>• Use of social stories to identify triggers and means of overcoming them</li> </ul>
Patterns of non-attendance	<ul style="list-style-type: none"> <li>• Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and setting</li> </ul>

## Sensory and/or Physical Needs

This provision should be *in addition* to the expectations in section one.

Approaches and Strategies	Resources, Advice and Consultation Available
<ul style="list-style-type: none"> <li>• All staff are aware of individual students' sensory/ physical disability and implications in all teaching and learning environments</li> <li>• Favourable seating arrangements are identified</li> <li>• Staff are aware that for some pupils, a sensory or physical disability could impact on their language and social interaction</li> <li>• Staff should encourage students to wear appropriate sensory equipment and use physical aids</li> <li>• Staff should ensure that all students have understood all instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Education Psychology Team</li> <li>• Sensory Impairment service</li> <li>• Portage</li> <li>• Occupational Therapy Service</li> <li>• Children with Disabilities Team</li> <li>• Physiotherapy Service</li> <li>• Solent NHS Therapy Pack</li> <li>• School Nursing Service</li> <li>• PSENSP</li> <li>• Rainbow Trust</li> <li>• Simon Says</li> </ul>

# Structured in 2 main sections

## Section One: Expectations of all settings

This section outlines the expectations on all schools, according to the needs of the child / young person. Broadly speaking much of this section will be an integral part of the schools provision for all children. They outline some of the practices and adaptations that are part and parcel of quality first teaching. The provision and strategies outlined in this section may be required for children and young people with SEN and / or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

	Expectations of all settings	Strategies
Assessment	A regular cycle of Assess, Plan, Do, Review is used to ensure that pupils with SEND are making progress.	Pupils' strengths and difficulties in learning and behaviour are observed and monitored in different settings and contexts for a short period of time to inform planning. Staff are aware of pupils' starting points so that expected progress can be measured across each key stage. Assessment is used to inform planning and interventions Consideration is given for individual pupils' developmental trends. Case studies are used to demonstrate holistic progress.
	Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.	A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners. Learners have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets. The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the learners.
	Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.	Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish the learners normal way of working. Please refer to the relevant exam board guidelines. Arrangements could include: <ul style="list-style-type: none"> <li>Rest breaks</li> <li>Use of a reader / Scribe / laptop</li> <li>Extra time</li> </ul> Adapted resources are used in class and assessments.

## Section Two: Support for broad areas of need

We have separated this section by the four areas of need set out in the Code of Practice.

Many learners may have needs across more than one category and certain conditions may not fall neatly into one area of need. When reviewing and managing special educational provision the four broad areas of need may be helpful as a guide to ensure you can provide support across these areas.

### Communication and Interaction

This provision should be *in addition* to the expectations in section one.

Approaches and Strategies	Resources, Advice and Consultation Available
<ul style="list-style-type: none"> <li>Whole school awareness and understanding of communication and interaction needs</li> <li>Pupils will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities</li> <li>Tasks may need to be differentiated by level/ outcome/pitch/pace and grouping. Aspects of structured teaching might be helpful</li> <li>Staff are skilled in adjusting the pace and order of activities to maintain interest and attention</li> </ul>	<ul style="list-style-type: none"> <li>Education Psychology Team</li> <li>Speech and Language Therapy Service</li> <li>Solent Therapies Pack (link)</li> <li>Autism Liaison and Support Officer (contact details)</li> <li>CAMHS – SPA</li> <li>MABS (via PSENSP)</li> </ul>
Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Difficulties saying what they want to and being understood	<ul style="list-style-type: none"> <li>Modelling language</li> <li>Small group or individual language sessions</li> <li>Language programme devised by a SALT or via use of Solent Therapies Pack</li> <li>Allow time for child to process and respond (10 second rule)</li> <li>Introduce a variety of language through rhymes, songs</li> <li>All attempts to speak are supported</li> <li>Providing an additional method of communicating e.g. use of ICT, symbol communication (e.g. Makaton, PECS)</li> </ul>

# Section Two: Support for broad areas of need

**Note: provision in addition to what is set out in Section 1**

We have separated this section by the following broad areas of need. Many learners may have needs across more than one area of need. When reviewing and managing your provision, this may not fall neatly into one of our broad areas of need. This may be helpful as a guide to ensure you can provide the right support for your broad areas of need.

## Communication and Interaction

This provision should be *in addition* to the expectations in section one.

Approaches and Strategies	Resources, Advice and Consultation Available
<ul style="list-style-type: none"><li>• Whole school awareness and understanding of communication and interaction needs</li><li>• Pupils will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities</li><li>• Tasks may need to be differentiated by level/ outcome/pitch/pace and length of time of structured teaching</li><li>• Staff are skilled in the use of a range of activities</li></ul>	<ul style="list-style-type: none"><li>• Education Psychology Team</li><li>• Speech and Language Therapy Service</li><li>• Solent Therapies Pack (link)</li><li>• Autism Liaison and Support Officer (contact details)</li><li>• CAMHS – SPA</li><li>• MABS (via PSENSP)</li></ul>
Identified barriers to learning	Provision: approaches, adjustments and specific interventions to be made by settings according to the ages and stages of the learners
Difficulties saying what they want to and being understood	<ul style="list-style-type: none"><li>• Modelling language</li><li>• Small group or individual language sessions</li><li>• Language programme devised by a SALT or via use of Solent Therapies Pack</li><li>• Allow time for child to process and respond (10 second rule)</li><li>• Introduce a variety of language through rhymes, songs</li><li>• All attempts to speak are supported</li><li>• Providing an additional method of communicating e.g. use of ICT, symbol communication (e.g. Makaton, PECS)</li></ul>

**Note: simple description of need**



Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
<p>Specific learning difficulties affecting one or more specific aspect of learning, e.g. literacy difficulties, numeracy difficulties or specific language impairment.</p> <p><i>(N.B. a small number of children may have a formal diagnosis of e.g. dyslexia, dyscalculia or dyspraxia. For all areas of need any provision or support should be provided in line with the needs of the child or young person and is NOT dependant on any formal diagnosis)</i></p>	<ul style="list-style-type: none"> <li>• Assessment through teaching to identify the areas of need in consultation with the learner or observation if more appropriate</li> <li>• Metacognition approaches – learning to learn e.g. by trying to understand the learner’s difficulty and asking them what helps</li> <li>• A neuro-diversity approach to celebrate the strengths of each learner</li> <li>• Recognising and celebrating success in other areas of their life</li> <li>• Use of evidence informed approaches to address the difficulty</li> <li>• Simple changes e.g. font, coloured paper, line spacing, lighting, overlays, adaptation, technology</li> <li>• Staff will have been informed of what strategies or approaches to use in line with advice from assessments or consultation</li> <li>• Evidence based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy</li> <li>• Use of Solent NHS Therapies pack (BEAM/ clever bodies programme etc)</li> </ul>
<p>Generalised learning difficulties</p> <p>e.g. Difficulties across the curriculum but with some areas of strength</p> <p>Children with an uneven profile of skills and attainment</p>	<ul style="list-style-type: none"> <li>• Adjustment, modification and differentiation of the curriculum, right across the board, to enable the learner to fully access the curriculum</li> <li>• Active learning, concrete, pictorial and pragmatic approach to learning</li> <li>• Emphasis on self-actualisation – activities designed to develop skills which will support them to become independent learners</li> <li>• Support to manage self-esteem – celebration of strengths, reinforcement of success</li> </ul>



**Leicester**  
City Council

Ordinarily  
Available  
Provision in  
the Early Years  
in Leicester  
City

# Section 1: High quality teaching

Strategies to support all children are suggested within each of the following 4 areas:

- ▶ A unique child
- ▶ Environment
- ▶ Teaching and Learning
- ▶ Positive Relationships

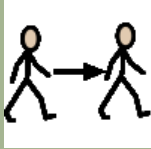
## Section 2: SEND Support

- ▶ Through the assessment process some children will be identified who have a learning difficulty and need special educational provision. SEND support describes the arrangements that are **additional to and different from** the high-quality teaching that is already provided, and should be **in addition** to the expectations in section 1.
- ▶ This section divided into the 4 areas of need described in the SEND Code of practice:
  - ▶ Communication and Interaction
  - ▶ Cognition and Learning
  - ▶ Social, emotional and mental health
  - ▶ Sensory and/or Physical, including medical needs

# Cognition and Learning examples

What it might look like	Strategies to support
<p>The child may present with delays in all areas of the EYFS including understanding, thinking, problem solving and retaining information, concepts and skills as well as difficulties in:</p> <ul style="list-style-type: none"><li>Attention and listening</li><li>Understanding</li><li>Speaking</li><li>Self-help skills</li><li>Making links between different areas of learning and generalising to everyday experience</li><li>Visual, practical and physical learning</li><li>Early literacy and writing skills</li><li>Early mathematical skills</li><li>Sensory processing</li></ul>	<p>Use a small steps approach; rather than expect the child to complete the whole activity, break it down into smaller parts and teach each part of the activity and practice it before moving on to the next part</p> <p>Use evidence-based programmes and resources e.g. 'See and Learn' approach Down Syndrome Education</p> <p>Offer increased opportunities for pre-teaching, overlearning, reinforcing and generalising skills e.g. provision of extra adult support to help prepare the child for what is going to happen next or to repeat an activity</p>

# Easy read version



Follow the **child's lead** in their play, copying what they do and the sounds or words they use



Talk to the child about **emotions** and help them to develop social interaction skills



Provide a **quiet area** for individual or small group sessions



# Early Years SEN Support Inclusion Toolkit

Our vision, working together for a brighter future:  
A Better Barnsley... An Inclusive Barnsley



**BARNSELY**  
Metropolitan Borough Council

FIRST EDITION

[https://search3.openobjects.com/mediamanager/barnsley/fsd/files/ey\\_sen\\_support\\_inclusion\\_toolkit.pdf](https://search3.openobjects.com/mediamanager/barnsley/fsd/files/ey_sen_support_inclusion_toolkit.pdf)

## What we might see

### Weaknesses in expressive language

#### Difficulty expressing needs, thoughts and ideas

## What we can do

Consider accessing SALT Phonology (speech sound training) course. [Link to Barnsley SALT.](#)

Use the match and stretch approach to modelling language back to children.

If a child says car clearly then model this back and add a word e.g. fast car, driving car, blue car, big car. If the child says a word and it is not clear then simply model this word back. Paraphrase and extend one or two word responses into longer phrases or sentences.

If child interested and attending to what adult is doing, practitioners can engage in 'self-talk' to provide a commentary on their actions which they are engaged in with the child. It is important to keep language simple and at an appropriate pace when using commentary, For example, 'Putting the banana on the plate, chopping the banana'.

Avoid asking children lots of questions. Instead comment on what the child is doing, use simple language. For example, if the child is playing in the sand say 'digging the sand, filling the bucket, pat the bucket, look a sandcastle.

Repetition is important. Copying back and interpreting what a child communicates helps them to know you are listening and will help to encourage them to continue to communicate with other people.

Modelling language enables children to hear language used in a meaningful context in preparation for rehearsing and using it themselves. Much of this is what practitioners and parents will do naturally to encourage children's language learning. It is important to model different types of language. For example, object words (car, ball) action words (driving, catching), descriptive language (big, fast, smooth), place words (in, under).

Model words and sentences back if the child makes an error. For example if the child says 'I goed to the park' the practitioner says 'You went to the park' Do not correct children or make them say the sentence again as this will impact on their confidence and may mean they are reluctant to speak.



# Recent approaches

Note: simple description, no conditions, diagnosis etc

What we might see	What we can do
Weaknesses in expressive language	<i>Use the match and stretch approach to modelling language back to children.</i>
Difficulty developing early phonological awareness	<i>Have objects that rhyme on the floor. Children take turns to select and say items that rhyme</i>

*...it's not rocket science*

Excerpts from Barnsley's: *Early Years SEN Support Inclusion Toolkit*

# **Manchester Local Offer**

## **Ordinarily Available Provision**

**for children and young people with  
Special Educational Needs and Disabilities (SEND)**

**A Guide for  
Early Years Providers  
in Manchester**

**FINAL DRAFT**

<https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=Fztl8TageoQ>

# Rochdale Early Years Ordinarily Available Provision

## Communication and Interaction

### Communication and Language – Listening, Attention and Understanding, Speaking

From birth we are social beings, ready to communicate. The way we communicate relies on verbal and non-verbal expressions; children learn to communicate in various ways and at different rates. The adult's role is to scaffold the child's development and provide a means, reason and opportunity; communication needs to be purposeful and unique to each individual child. Early identification and intervention are essential to a child's language development and have a positive impact on their future outcomes.

Where they are now	What's next	What we should do
They communicate their needs for example cry when they are hungry or in discomfort and vocalise when relaxed.	<p>Turning their head towards sounds including familiar voices.</p> <p>Reacting to the sound of approaching voices, footsteps and other familiar sounds.</p> <p>Responding to interactions with adults looking, smiling and moving.</p> <p>Vocalising back when talked to especially with familiar adults.</p>	<p>Use every day sounds, words and phrases to describe actions and interests. Exaggerated facial expression and gestures encourage them to look at your face and listen to your voice.</p> <p>Leave pauses to allow time and space for them to respond. Imitate back sounds or actions they may make.</p> <p>Use objects of reference to support understanding and anticipation of familiar routines.</p> <p>Think about background noise – is music being played purposeful.</p>
Where they are now	What's next	What we should do
They use sounds and gestures to gain attention and understand words they hear frequently said with an action for example "bye bye" with a	Responding to their name when called by a familiar adult.	Use gentle touch when saying their name to gain their attention.

**DRAFT**  
- in development

## **Possible framework:**

1. Pre-amble: key features of this area of need
2. Section on provision:
  - What we observe
  - What we do
3. Resources and sources of advice and support



# Breakout rooms



# For discussion

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Key features to like?

- Particular benefits of different features





# Feedback





## Next steps





# CDC Specialist action learning sets 2018-20

Supporting the development of 'ordinarily available provision'

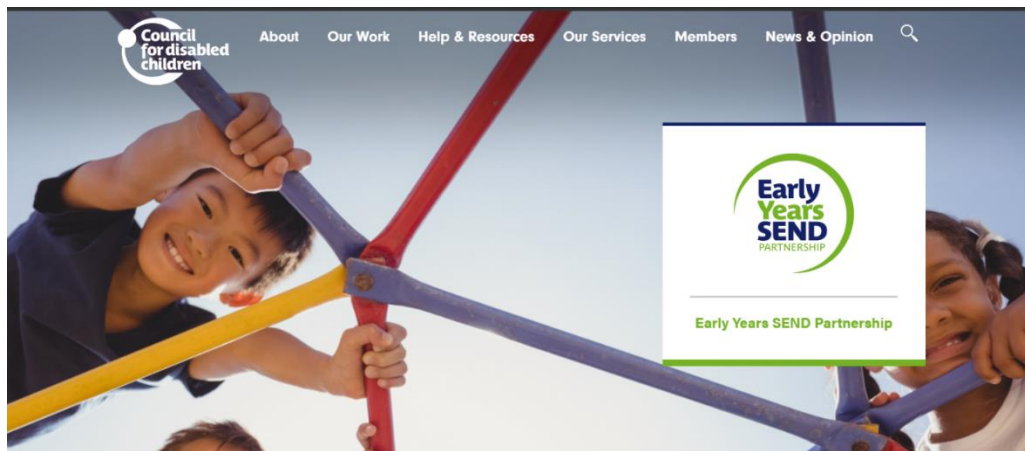
- 5 local areas, support with a local action plan and development work
- Focus on OAP
- Taking stock of what's in place already
- Respective responsibilities, for special educational provision, of local authorities and settings
- Bring together LA SEN, LA EY, settings managers, health, parents
- Running a 'good enough' version for a year
- Getting the message out there
- No single approach



***Thank you!***



# Website and Newsletter



View Edit

## The Partnership



The Council for Disabled Children is working with four partners and five English regions to provide significant support on SEN and disability to early years settings and local authorities. CDC is delighted to...

- About The Programme →
- Training, resources and support →
- The Partnership →
- FAQs →
- Resources →
- Early Years SEND Members Area →

» Add content

Connect   



@CDC\_tweets  
6 hours 13 minutes ago



Dear Chris,

### Welcome to the first edition of the Early Years SEND Partnership Newsletter!

You are receiving this as you have either attended one of our events over the last few months, or were involved in an earlier EYSEND programme that the Council for Disabled Children ran in 2017/18.

If you would like to be removed from this mailing list you can do so using the link at the bottom of this email. If you have colleagues who would like to subscribe, they can do so using [this link](#).

Read on for information on regarding [all the activities](#) currently on offer from the EYSEND Partnership, including our [training programme](#), details of [additional specialist support](#) on offer, and [details of our launch event](#).

If you have any queries about the newsletter, or any aspect of the work of the EYSEND Partnership, you can email us at [EYsend@ncb.org.uk](mailto:EYsend@ncb.org.uk)

The EYSEND Partnership

## THE EARLY YEARS SEND PARTNERSHIP

### Partnership Update



# Examples of 'ordinarily available' provision

To note: these are presented as examples, not models, to help local areas consider the benefits of different approaches:

Portsmouth: <https://portsmouthlocaloffer.org/wp-content/uploads/2019/10/Ordinarily-available-Provision-document.pdf>

Barnet: <https://www.barnetlocaloffer.org.uk/documents/664-ordinarily-available-support-from-schools.pdf>

Gloucestershire:

[https://search3.openobjects.com/mediamanager/gloucs/glofamilies/files/gloucestershire\\_guidance\\_for\\_practitioners\\_working\\_with\\_children\\_and\\_young\\_people\\_2nd\\_ed.pdf](https://search3.openobjects.com/mediamanager/gloucs/glofamilies/files/gloucestershire_guidance_for_practitioners_working_with_children_and_young_people_2nd_ed.pdf)

Manchester: a guide for early years providers:

<http://manchesterparentcarerforum.org.uk/wp-content/uploads/2020/06/Manchester-Ordinarily-Available-Provision-for-Early-Years-Final-Working-Draft-June-2020.pdf>

Oxfordshire: Foundation Years and Primary on this link:

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>



# Contact us

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EYSEND Website -

<https://councilfordisabledchildren.org.uk/early-years-send-partnership>

EYSEND Partnership email - [EYSend@ncb.org.uk](mailto:EYSend@ncb.org.uk)

