

Ordinarily Available (OA) Provision at SEN Support

Guidance for Schools &
Settings May 2025



Health and wellbeing is
at the heart of everything we do

Our values



Ambitious



Collaborative



Compassionate



Empowering



Innovative



Why Has the Guidance Been Produced?



CoP 4.32 - Local authorities have a duty to set out the provision expected to be available to **all** children and young people with SEN in mainstream schools.

CoP 6.15 - A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.



Purpose of the OA Document

- To provide settings with support, information and advice.
- It sets out what you may see, how this presents and the impact on children and young people in each of the 4 main areas of need.
- New sections on bereavement, use of language and non-needs specific support have now been included

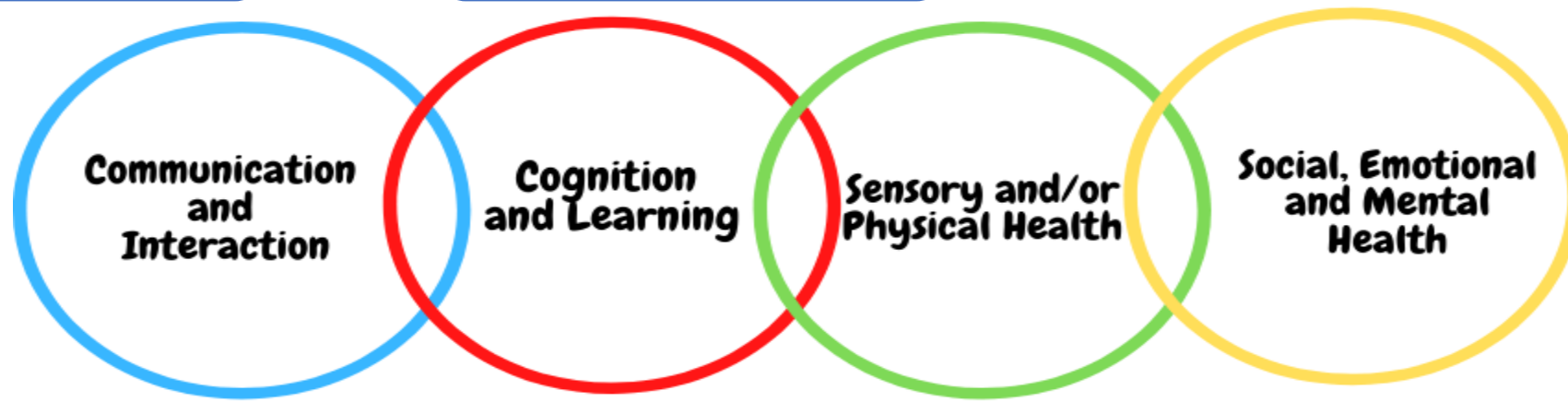
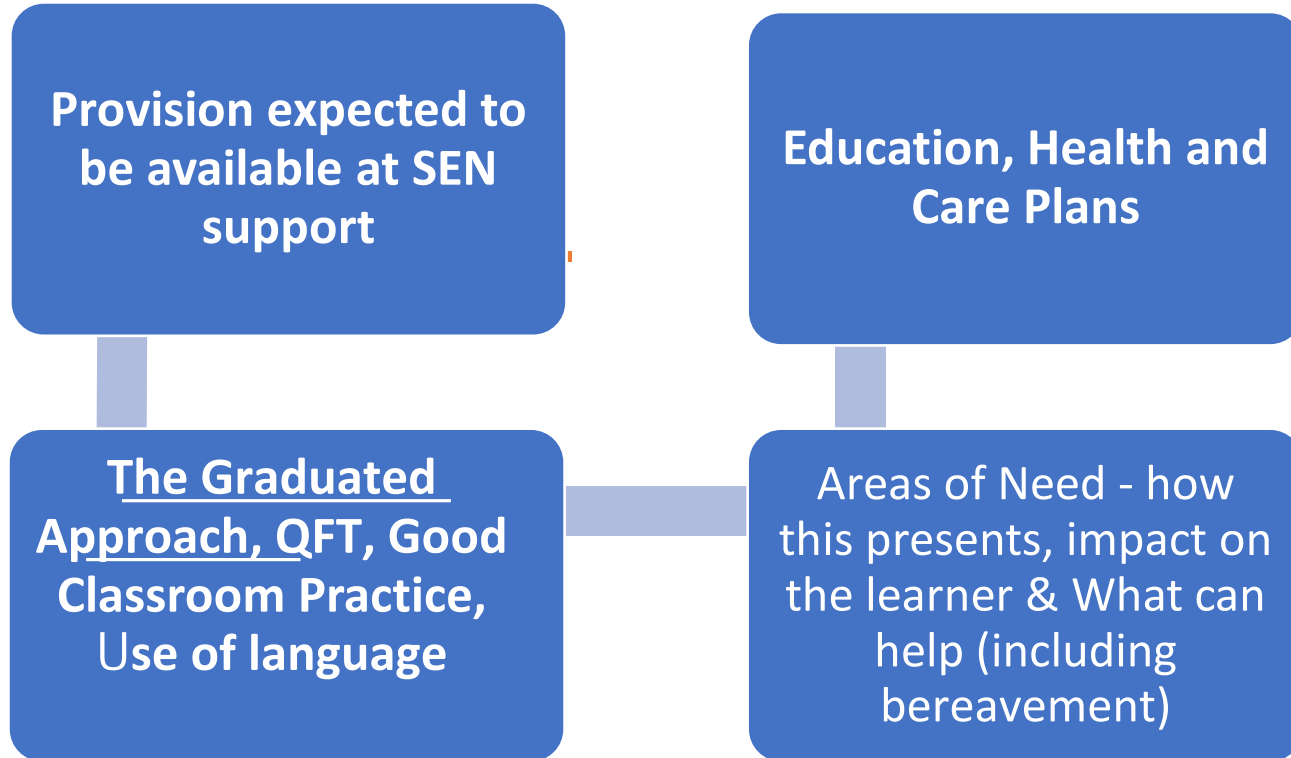


- Provides suggestions of strategies and interventions a setting should implement to support these needs before referring to specialists/more targeted services.

Suggestions are not exhaustive, and it is not expected that settings implement all the recommended strategies/interventions.

SEN practice should be varied according to the age and individual needs of each child or young person.

Contents – Part 1



Contents – Part 2

- Roles and Responsibilities of all School Staff (including Governors)
- [SEND Information Report](#), [SEND Policy](#) & [Accessibility Plan](#)



Audience

Mainstream educational settings

Other professionals working with CYP e.g., health, social care

Parents/Carers, young people



What is Expected of all settings in Cumberland

- Comply with SEN legislation and statutory guidance

- Use best endeavours to ensure that the special educational provision called for by the student's SEN/s is made: **CFA2014 s66. CoP 6.2**

- Anticipate the reasonable adjustments needed to enable children and young people with disabilities to access an appropriate curriculum. **CoP 6.9 & The Equality Act**


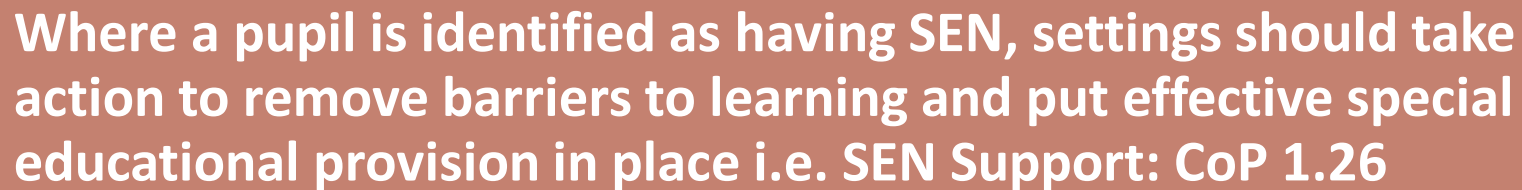
- Continue to make reasonable adjustments for the children and young people with disabilities who are on roll, so that they are included and able to access an appropriate curriculum

What is Expected of all settings in Cumberland

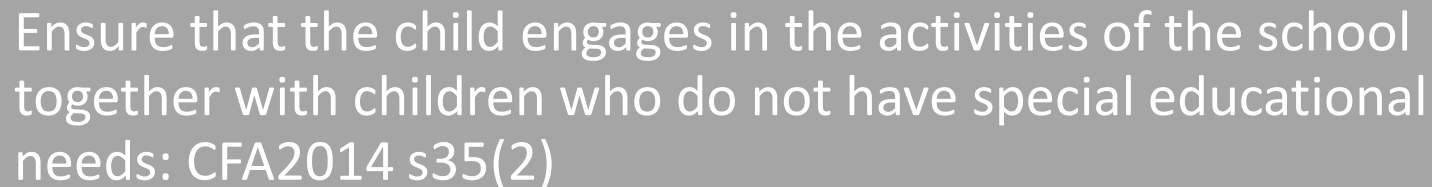
Settings are expected to identify children and young people with emerging SEN at an early stage. **CoP Ch 6**



Where a pupil is identified as having SEN, settings should take action to remove barriers to learning and put effective special educational provision in place i.e. SEN Support: CoP 1.26



Ensure that the child engages in the activities of the school together with children who do not have special educational needs: CFA2014 s35(2)



How to use OA Document

A potential SEN is identified e.g., a child has difficulties with saying what they want to say or difficulties understanding:



Start the Graduated Approach – Assess the need



Go to the Cognition & Learning section of the OA document



Look for the 'what you may see you'



Check out the 'what can help' column (plan)



Implement strategies, interventions and resources (do)



Monitor and Review

Ordinarily Available Documents

An [Early Years version of Ordinarily Available](#) and a Post 16 version are available on the Local Offer



**Health and wellbeing is
at the heart of everything we do**

Our values



Ambitious



Collaborative



Compassionate



Empowering



Innovative