



Hillingdon's Ordinarily Available Provision Checklist

A tool to support settings review and embed Ordinarily Available Provision



HILLINGDON
LONDON

www.hillingdon.gov.uk

POST 16

Contents Page

Leadership	Page 4
<ul style="list-style-type: none">– Identification and assessment– Teaching and learning– Environment– Outcomes– Engagement with parents– Staff development– Young person Voice	
Attention & Concentration	Page 6
<ul style="list-style-type: none">– Organisation– Attention	
Social Communication	Page 7
(Friendship, Relationship and being part of the Community)	
<ul style="list-style-type: none">– Identification and assessment of YP needs– Environmental support and adaptations– Expressive Language– Receptive Language– Social rules– Language and Communication– Creativity and Critical Thinking– Anxiety in busy unpredictable environments– Sensory sensitivity– Behaviours that challenges– Emotional regulation– Limited attention span	
Executive Functioning and Working Memory	Page 9
(Progression to Further/Higher Education and/or Employment)	
<ul style="list-style-type: none">– Identification and assessment of YP needs– Environmental support and adaptations– Approaches and strategies– Further links and useful resources	
Hearing impairment	Page 11
<ul style="list-style-type: none">– Listening environments– Communication strategies– The HI YPs position in relation to the speaker/ signer– Learning activities– Assistive listening devices (ALDs)– The safety of the HI YP	

Physical difficulties	Page 12
Social, Emotional and Mental Health (SEMH)	Page 13
– Identification and assessment of YP’s needs	
– Environmental support and adaptations	
– Approaches and Strategies	
– Communication strategies	
– Further links and useful resources	
Speech, Language and Communication needs (SLCN)	Page 15
– Expressive Language	
– Receptive Language	
– Social rules of communication	
– General language/Communication	
– Social Imagination	
Visual Impairment	Page 16
Multi-Sensory Impairment	Page 16
Living Independently and Community Involvement	Page 17

Educational settings should make a range of ordinarily available provision for all children and young people, including those with SEND from the totality of resources available to them. This checklist is a concise version of the Ordinarily Available Provision (OAP) document which provides comprehensive guidance to schools and settings. This checklist can be used in a variety of ways, including learning walks, observations, or self-evaluation. It is also a useful tool to demonstrate how needs are being supported when requesting additional funding for a specific child.

The OAP checklist should be used in conjunction with the Early Identification Toolkit which provides comprehensive screening tools to enable supporting adults to identify where additional provision may be required.

Leadership

U= Universal/QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact evidence
U	Inclusive mindset: A good leader of SEND understands and values the unique needs and abilities of individuals with special educational needs and disabilities. They promote an inclusive environment where everyone feels respected, supported, and included				
U	Knowledge and expertise: A leader should have a deep understanding of SEND legislation, policies, and best practices. They should stay updated with the latest research and developments in the field to ensure effective support and provision for individuals with SEND.				
U	Effective communication: Communication is crucial in leading SEND provision. A good leader should be able to communicate clearly and effectively with individual YP and their families, staff, and other stakeholders. They should actively listen, provide feedback, and ensure that all information is accessible and understandable to all.				
U	Collaboration and teamwork: A leader of SEND should foster a collaborative and supportive team environment. They should encourage teamwork, cooperation, and shared decision-making among staff, parents, and professionals involved in SEND provision. Collaboration helps to ensure that the needs of individuals with SEND are met holistically.				
U	Empathy and compassion: A good leader of SEND should demonstrate empathy and compassion towards individuals with SEND and their families. They should understand the challenges they face and provide emotional support, encouragement, and advocacy when needed.				
U	Strategic planning and organisation: Effective leadership involves strategic planning and organisation of resources, interventions, and support systems. A leader should have a clear vision, set achievable goals, and develop comprehensive plans to meet the diverse needs of individuals with SEND.				

U	Continuous professional development: A good leader of SEND should be committed to their own professional development. They should actively seek opportunities to enhance their knowledge, skills, and understanding of SEND to ensure they can provide the best possible leadership and support.				
Identification and Assessment					
U	Staff in post 16 use formative assessment and feedback in lessons in line with marking and assessment policy.				
U	Arrangements are in place to manage reasonable access arrangements for tests, national tests, and public examinations.				
U	Staff in post 16 use a regular cycle of Assess, Plan, Do and Review to ensure that YP with SEND are making progress.				
U	The Hillingdon Early Identification Toolkit is used effectively to support the identification of needs in relevant areas.				
Teaching and Learning					
U	Staff in post 16 are aware of the individual needs of the learners and adapt teaching strategies accordingly.				
U	Staff in post 16 use a variety of adaptive teaching methods and available resources to support learning.				
U	Staff in post 16 use collaboration and peer learning alongside support from additional adults.				
U	Staff in post 16 facilitate Behaviour for learning.				
Environment					
U	The physical environment is adapted to meet the needs of all learners.				
U	Staff in post 16 minimise the impact of sensory difficulties in all environments.				
Objectives					
U	Staff in post 16 use relevant process to monitor and review progress, by facilitating YP views and aspirations.				
Engagement with Parents					
U	Staff in post 16 work in partnership with parents/carers to ensure they are supported and involved in discussions and decisions related to their YP or young person.				
Staff Development					
U	Staff in post 16 have access to and implement SEND professional development available to them.				
Child/Young Person's Voice (Person Centred)					
U	YP are supported to actively engage and participate in all decisions about their education.				

Attention & Concentration

U= Universal/QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
Organisation					
U	The environment is organised with clear signposts. Areas within the provision are labelled appropriately.				
U	YP are clear about the structure of the day, there is a visual timetable that is effective, sessions are removed once they have happened.				
U	Visual aids are consistent throughout the learning environment.				
U	Concrete resources are supplied for concepts e.g., physical objects to count in maths.				
U	Timers to indicate when an activity will finish are embedded e.g., electronic countdown timer to promote independence.				
Attention					
U	Backward chaining is used, breaking the tasks into achievable chunks allowing the YP to complete the task independently.				
U	Concentration station / workstations are available when and if needed.				
U	Low arousal areas are easily available and accessible, which are visually and auditory less stimulating, this should provide a calm space for either relaxation or small group teaching.				
U	Display areas are organised and supportive of relevant learning.				
U	The Interactive White Board is free from visual clutter.				

Social Communication

Friendships, relationships and being part of community

U= Universa I/QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
Identification and assessment of YP needs					
U	Staff in Post 16 have access to and engage with relevant training that provides skills and knowledge for them to be able to identify and support YP with social communication difficulties in post 16.				
U	The One-page profile is collaboratively produced with YP and/or family to ensure a 'team around the YP approach.				
U	Staff in Post 16 identify individuals' strengths and interests using My Support plan and disseminate to relevant staff				
U	Staff in Post 16 embed YP individual and specific interests into the curriculum to enthuse and differentiate for individual needs Where appropriate, using enrichment and pastoral care.				
U	Information collected from YP parents/carer and external support are used to inform teaching activities and approaches				
U	There is a consistent whole setting approach when identifying and supporting YPs with social communication difficulties				
U	There is a communication platform to provide home/setting link.				
Environmental support and adaptations					
U	Emphasis on visual teaching aids to support learning and social activities				
U	Learning environment - low arousal, which is structured, distraction free and organised for easy access, to create independence				
U	Adaptive teaching is planned for and executed through content, process, product and learning environment.				
T	Appropriate resources are readily available: fiddle toys, stress balls, playdough, pencil grips, etc.				
U	Appropriate teaching provided such as online learning when students are missing education due to health or social care needs, or any long-term absence.				
Expressive Language					
T	Provides additional methods for communication e.g., PECS, PODD, visual aids, AAC, ICT.				
Receptive Language					
U	Verbal communication is supported consistently with visuals based on level of				

	ability e.g., objects of reference, picture symbols.				
U	The Staff in Post 16 allow time for YP to process and respond - minimum 10 seconds.				
U	Spoken language is used to support clear and specific instructions.				
U	Use of concrete resources e.g., props, photos, objects.				
Social rules					
T	Use of appropriate resources to facilitate social rules i.e., Social Stories.				
Language and Communication					
U	Use the YP's name first, to make sure you have their attention.				
U	Using of literal language (avoiding idioms and sarcasm).				
Creativity and Critical Thinking					
U	Staff in Post 16 to have accessible resources to support creativity and critical thinking e.g., role play, debating, modelling, storytelling, visual resources.				
Anxiety in busy unpredictable environments					
U	Staff in Post 16 to have access to and engage with appropriate training to support smooth transitions.				
U	Settings have routines and plans in place to support transitions in advance.				
U	Provides structure where needed to unstructured times, organising a game, an area to go to and access games or resources. provide a buddy, a named person to go to.				
Sensory sensitivity					
U	Staff in Post 16 provide opportunities for movement breaks.				
U	Staff in Post 16 are aware of reasonable adjustments necessary for YP.				
Behaviours that challenges					
U	Behaviour Policy is robust, but adapted and reflects YP strengths and needs which is easily accessible and used by all.				
T	Behaviour plans and risk assessments are monitored and reviewed on a regular basis with the YP.				
Emotional regulation					
U	Staff in Post 16 facilitate opportunities for YP to recognise and communicate their emotions.				
Limited attention span					
T	Task management board - broken down detailed step-by-step visual instructions				

Executive Functioning and Working Memory

Progression to Further/Higher Education and/or employment

U= Universal /QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
Identification and assessment of the YP needs					
U	Staff in Post 16 embed YP's individual and specific interests into the curriculum to adapt for individual needs.				
U	Staff in Post 16 have access to and engage with relevant training that provides skills and knowledge for them to be able to identify and support YP with learning difficulties.				
U	Staff in Post 16 to have access to a range of concrete materials to establish YP learning skills.				
U	Observational assessments of learning and emotional responses to different learning contexts.				
U	Assessment over time, using structured and robust programmes to develop skills.				
Environmental support and adaptations					
U	Adaptive teaching is planned for and executed through content, process, product and learning environment.				
U	Staff in Post 16 identify and support YP to understand their learning strengths and areas of development.				
U	Learning environment - low arousal, which is structured, distraction free and organised for easy access, to create independent learning.				
U	Staff in Post 16 to have access to multi-sensory teaching approaches and embed those when necessary.				
U	Emphasis on visual teaching aids to support learning when necessary.				
Approaches and strategies					
U	Staff in Post 16 to use strategies and support materials to help compensate for weaker executive functioning, i.e., timer, checklist, highlighters.				
U	YP have access to key information on a given subject.				
U	Staff in Post 16 repeat information and make connections to other learning concepts during teaching.				
U	Staff in Post 16 to use visual aids when presenting learning concepts.				
U	Staff in Post 16 to reduce volume of work (quality vs quantity) with a focus on most important learning tasks.				

U	Staff in Post 16 to present concepts in a variety of forms, using visual and auditory support.				
U	Staff in Post 16 repeat information where needed using visual and verbal checklists.				
U	YP to have access to reference tools: posters, dictionaries, written instructions, and lists of procedures.				
U	Staff in Post 16 facilitate YP reflection on learnt information while activating previous knowledge.				
U	Staff in Post 16 facilitate over-learning and revision to support YP personal organisation skills.				
U	Regular contact and discussions with career advisors on site.				
Further links and useful resources					
U	Staff in Post 16 signpost families to local support groups: HACCS, Centre for ASD and ADHD Support, National Autistic Society.				
U	Staff in Post 16 to signpost families to the Local Offer.				

Hearing Impairment

U= Universal /QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
Listening environments					
U	Staff understand the importance of appropriate listening environments in supporting the YP with HI and implement strategies to promote this.				
Communication strategies (Also refer to Attention & Concentration above/ Speech, Language & Communication below)					
U	Staff understand the importance of appropriate communication strategies for the HI YP and promote these in their day-to-day interactions. E.g. : eye contact before communication' to make it relevant for all forms of communication.				
The HI YPs position in relation to the speaker/ signer					
T	Staff understand the importance of appropriate positioning in day-to-day interactions with YP with HI to support access to spoken/ signed information. For instance, the speaker is within 2 metres of the YP with clear access to their face/ hands, the YP can easily turn to see peers/ other members of staff to aid communication etc.				
Learning activities					
T	Staff understand the importance of visual aids and timetables to support a HI YP's learning and include these in the planning and delivery of activities. Staff ensure learning resources reflect disability and diversity by including and using those which celebrate positive role models.				
Equipment and Personal Assistive Listening Devices (PALDs)					
T	Staff understand the importance of amplification equipment such as hearing aids, bone anchored hearing devices, cochlear implant and PALDs such as Radio Aid systems or remote microphones in supporting hearing and listening. Appropriate use and management of these is encouraged by the YP with HI and staff know what to do if there is a fault with amplification equipment and/ or PALDs. Appropriate cleaning and checking routines are in place for amplification equipment as				

	advised by Qualified Teacher of the Deaf/ Hearing Support Specialist.				
Health & Safety of the HI YP					
U	<p>Staff consider the participation of the YP with HI in activities taking place outside the setting environment and take appropriate steps to ensure their safety at these times.</p> <p><i>Think about:</i></p> <ul style="list-style-type: none"> • <i>Where is the activity happening?</i> • <i>What is the listening environment going to be like?</i> • <i>Will there be additional listening challenges for the YP with HI.</i> • <i>Will the YP with HI be able to use their amplification equipment/ PALD effectively to support listening? If not, what additional strategies are in place to support this?</i> 				

Physical Difficulties

U= Universal/Q FT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
U	Supervision during unstructured times				
T	Administration of medicine				
U	Personal needs are met such as toileting and feeding				
T	Intimate care policy				
T	Environmental adjustments e.g., ramps, rails				
U	Clearly defined spaces for personal equipment				
U	Careful consideration where to position YP within the classroom				
U	Review seating arrangements to ensure good posture, remember areas away from main class such as dining/ outside area etc				
U	YP must have full access to trips and learning outside of the classroom				
U	Reasonable adjustment in lessons such as PE e.g., differentiated lessons and equipment, personalised curriculum in such a way that is accessible to YP				
U	Adults to look for signs of fatigue, building in rest breaks as required				
U	Consistent whole school/college staff approach				

Social, Emotional and Mental Health (SEMH)

U= Universal/Q FT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
Identification and assessment of YP's needs					
U	Staff in Post 16 have access to and engage with relevant training that provides skills and knowledge to be able to identify and support YP with social, emotional, and mental health needs.				
U	The My Support plan is collaboratively produced with YP and/or family to ensure a 'team around the YP approach.				
U	Relevant Staff in Post 16 have knowledge of applicable referrals made to external agencies.				
U	Pastoral Support is accessible and implemented for YP when and if needed.				
T	Pastoral Support plans are completed by Staff in Post 16, monitored, and reviewed on a regular basis with the YP.				
U	Staff in Post 16 have access to suitable resources to facilitate recording, tracking and analyses of behaviour.				
U	Staff in Post 16 are aware of how to support YPs' wellbeing using appropriate resources.				
U	All Staff in Post 16 promote self-esteem, confidence, resilience, and anxiety management for YP through explicit teaching on such topics embedded within the curriculum.				
Environmental support and adaptations					
U	There are opportunities for YP to share opinions and concerns in a safe environment.				
T	Behaviour plans and risk assessments are monitored and reviewed on a regular basis with the YP.				
U	Language used in classroom is focused on YP's strengths and helps to promote aspirational outcomes.				
U	Learning environment - low arousal, which is structured, distraction free and organised for easy access, to create independence.				
U	Behaviour Policy is flexible, reflects YP's strengths and needs, is easily accessible and explained to the YP using accessible resources.				
U	Absconding Policy is flexible, reflects YP's strengths and needs, is easily accessible and explained to the YP using accessible resources.				
U	Anti - bullying policy is flexible, reflects YP's strengths and needs, is easily accessible and explained to the YP using accessible resources.				
U	Mediation meetings to support understanding the impact on others. E.g., Using Solution Focused approaches. Solution-focused practice toolkit NSPCC Learning				

Approaches and Strategies					
U	Adaptive teaching is planned for and executed through content, process, product and learning environment.				
U	A designated member of staff that the YP can check in with, as agreed with YP.				
U	Staff in Post 16 have access to and engage with relevant training that provides skills and knowledge for them to be able to identify and support YP with social emotional and mental health difficulties.				
U	Progress should be carefully assessed, monitored, and evaluated.				
U	Opportunities for YPs to build social relationships in spaces of their choosing.				
U	Relevant Staff in Post 16 have engaged in training on de-escalation techniques.				
U	Staff in Post 16 adopts approaches to support emotional regulation.				
Further links and useful resources					
U	Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)				
U	5 Steps to Mental Health and Wellbeing (annafreud.org)				
U	Home - Mind				
U	Home Healthy Schools - Post 16 (post16healthyschools.org.uk)				

Speech, Language and Communication Needs (SLCN)

U= Universal/Q FT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
Expressive Language					
U	Staff in Post 16 model positive language.				
U	Language programmes from external agencies are embedded and tracked.				
U	Staff in Post 16 allow time for YP to process and respond - minimum 10 seconds.				
U	Introduce a variety of ways to express themselves e.g., poems, songs, drama, rhymes etc.				
U	Verbal communication is supported consistently with visuals based on level of ability e.g., objects of reference, picture symbols, Widget.				
T	Provide additional methods of communicating e.g., Makaton, Pecs, intensive interaction.				
U	Decrease social pressure of speaking and provide alternatives/cues e.g., whiteboard, talking box etc.				
Receptive Language					
U	Adapt to a level of YPs understanding at one time when giving instructions and asking questions.				
U	Ask YP to repeat instructions to clarify understanding.				
U	Staff in Post 16 to use YP name before giving an instruction to actively engage them.				
U	Confirm that hearing has been tested.				
U	Use pre-teaching to embed core concepts used, in specific lessons.				
U	Instructions should be given chronologically (in order of completion).				
Social rules of communication					
U	Staff in Post 16 to have accessible resources to support communication e.g., role play, modelling, storytelling, visual resources.				
U	Staff in Post 16 facilitate opportunities for YP to recognise and communicate their emotions.				
General language/Communication					
U	Adapt nonverbal communication (body language) so that it is positive and matches YP's needs.				
U	Staff in Post 16 to be aware of tone of voice and rate of speech.				
Social Imagination					
U	Staff in Post 16 to have accessible resources to support social imagination e.g., Story planners, writing frames, sentence starters, social mapping.				
U	Staff in Post 16 facilitate opportunities for YP to share understanding of emotions through direct teaching.				

Vision impairment

U= Universal/QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
U/T	Environment is planned taking consideration of vision impairment needs e.g., classroom layout, display, signage and lighting, use of blinds.				
U	YP is not facing a window and blinds are drawn to avoid direct sunlight and glare.				
U	YP and has a clear line of sight to the board – sat towards front of class.				
T	Provide enlarged/modified print considering paper size, contrast and font style.				
T	Reasonable adjustment in lessons such as PE e.g., differentiated lessons and equipment.				
T	Examinations/Assessments access arrangements are considered in advance.				
U	YP must have full access to school/college trips and learning outside of the classroom.				
U	Consistent whole school/college staff approach.				

Multi-Sensory Impairment

U= Universal/QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
U	The physical environment is adapted to meet the needs of learners.				
T	The physical accessibility of the building and individual learning spaces are assessed.				
T	Specific assessments are undertaken to establish the degree of potential implications for and impact on curriculum access.				
U	Careful consideration is given to the position of YP with MSI in the classroom to allow for maximum independence of movement/access to resources and equipment.				
U	Learning areas and resources that are clearly defined and labelled with pictures and words.				
U	Learners' views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require.				
U	Space for privacy/quiet areas that can be used for 'down time,' smaller group activities and provides a less visually distracting area.				
T	Visual/audio demonstrations and visual cues/audio commentary are used.				
U	Tasks are broken down into small manageable steps. These steps are shown explicitly.				
U	The pace and order of activities is varied to maintain interest and attention of YP with MSI.				
U	Use of steps-to success or similar to promote independence, scaffold, and support learners.				

U	Consistent whole school/college staff approach.				
---	---	--	--	--	--

Living Independently and Community Involvement

U= Universal/QFT T = Targeted	Provision/ Strategy	Not in place	In place	Used consistently	Impact of provision/ evidence
U	Staff effectively signpost YP to appropriate social care agencies for advice and support related to Independent Living opportunities.				
U	Staff refers to involvement within communities relating to YP's interest.				