

Ordinarily Available Provision at Green Lane Primary Academy



“Supporting every child to access learning, stay regulated and thrive.”

Ordinarily Available Provision at Green Lane is our shared answer to the question:

“What should be available to every pupil at Green Lane who needs a bit more to access learning, stay regulated and thrive?”

It sets out the adjustments, routines and resources that should be in place – or easy to access – for any pupil, in any classroom, before we move to individual SEND plans or escalation. It’s about consistency and equity: pupils shouldn’t experience a different basic offer simply because they are in a different room or phase.

The OAP is built on the principle that the most effective inclusion starts with high-quality, inclusive, everyday teaching. By setting out what is ordinarily available, we make that expectation visible and shared.

It also sits underneath our graduated response. When staff move to Stage 2 or Stage 3, we need to be able to show that classroom-level support has been tried, reviewed and adapted. Having this document means teachers have an agreed menu to draw from, and leaders can be confident that provision is broadly consistent across the school, adapted to age and stage, so that pupils can access learning, stay regulated and make progress.

The OAP is organised into four sections so staff can find what they need quickly:

Environment

How the classroom and shared spaces are set up to reduce barriers (visual/auditory load, seating, calm spaces, visuals).

Resources

The everyday tools pupils can access to help with attention, recording, sensory needs or organisation.

Teaching and Learning

The way we present, scaffold and model learning so more pupils can succeed first time.

Routines

The predictable structures, cues and transitions that help pupils feel safe, regulated and ready to learn.

Together, these four areas describe the core, classroom-level offer that should be in place for any pupil who needs a bit more to access learning, stay regulated and thrive at Green Lane.

ENVIRONMENT

Visual environment: reduce clutter; minimise laminated glare.

Auditory environment: minimise background noise; close doors where possible.

Sensory/regulation space: calm area accessible to all children (classroom or shared).

Seating:

Designated seating for children who need structure and consistency.

Flexible seating options for targeted support or engagement.

Visual supports:

Now-and-next boards.

Visual timetable in all classrooms.

Lighting: maximise natural light; avoid harsh fluorescent glare where possible.

Temperature & ventilation: keep rooms well-ventilated and comfortable.

Sensory load awareness: avoid strong scents (air fresheners/cleaning sprays) where possible.

RESOURCES

Wobble cushions or alternative seating options.

Fidget or squishy tools (low-distraction).

Writing slopes.

Coloured overlays or tinted worksheets.

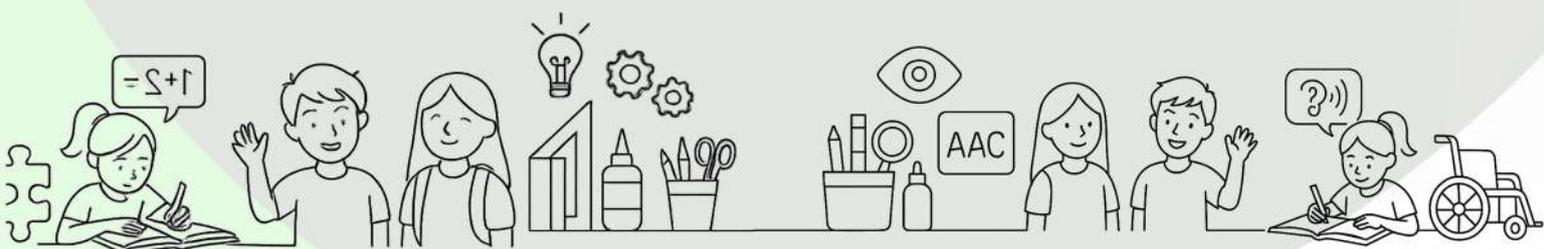
Pen and pencil grips.

Chair bands or foot fidgets.

Noise-reducing headphones (or access to a quiet work zone).

Task management tools (mini whiteboards or simple checklists:

First–Next–Then–Finished).



TEACHING & LEARNING

Pre-teaching key vocabulary.

Chunking tasks into manageable steps.

Multisensory input (e.g., practical resources, manipulatives, visuals).

Forced-choice questions to reduce overwhelm (“Do you want to start with A or B?”).

Scaffolded support (word banks, models, sentence starters).

Prompted or planned movement breaks to aid focus.

ROUTINES

Predictable daily routines and clear transitions.

Consistent visual and verbal cues for changes.

Regular emotional or wellbeing check-ins.

End-of-day reflection or calm-down time where appropriate.

Start-of-day check-ins (quick visual/verbal/written).

Clear end-of-lesson routines for smooth transitions.

Discreet signal systems for requesting help (e.g., help cards/hand signals).

Sensory circuits when required.

OUR CORE OFFER FOR EVERY PUPIL

The OAP is a shared, whole-school commitment to inclusion at Green Lane. It gives every member of staff a clear, consistent foundation to draw on so pupils encounter the same high-quality, thoughtful practice wherever they learn. By using the OAP routinely, we reduce barriers early, strengthen regulation and ensure that pupils feel safe, supported and ready to engage. It empowers teachers with practical strategies that can be put in place immediately, without adding unnecessary workload or creating separate systems. Importantly, it also gives us confidence that when a pupil does move into the graduated response, strong, classroom-level provision has already been tried, reviewed and adapted. Together, the OAP and our wider inclusion work enable us to live out our commitment to supporting every child to access learning, stay regulated and thrive.