

SCHOOL POLICY

Ordinarily Available Provision (OAP) Policy

Setting out the inclusive support available to all students at CBSC — without
the need for an Education, Health and Care Plan

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Section 1

Purpose and Principles

Carshalton Boys Sports College (CBSC) is committed to providing an inclusive, high-quality education that enables all students to achieve their potential. This document sets out what support is ordinarily available to students with special educational needs and/or disabilities (SEND), without the need for an Education, Health and Care Plan (EHCP).

This policy aligns with:

SEND Code of Practice (2015)

Statutory guidance on the duties of schools and local authorities

Equality Act (2010)

Legal duty to make reasonable adjustments for disabled pupils

Cognus / London Borough of Sutton OAP**CBSC SEND Information Report & SEND Policy**

Guidance (2023)

Local authority guidance on ordinarily available provision

School-level documentation and commitments

Section 2

Definition of Ordinarily Available Provision

Ordinarily Available Provision (OAP) is the range of teaching strategies, resources and support available within CBSC's existing staffing and funding to meet the needs of all learners, including those with additional needs.

OAP represents the "**universal**" level of the **graduated response** and forms part of Quality First Teaching (QFT) in every classroom. It is not additional to good teaching — it *is* good teaching.

Section 3

Principles of Quality First Teaching at CBSC

All teachers at CBSC are expected to:

- Plan and deliver inclusive lessons that are accessible to all students
- Maintain **high expectations** for all learners, regardless of need or background
- Use formative assessment and feedback to identify barriers to learning
- Implement reasonable adjustments in line with individual needs
- Work collaboratively with support staff and specialists to ensure students access the full curriculum

Section 4

Graduated Approach

CBSC follows the statutory "**Assess - Plan - Do - Review**" cycle:

ASSESS	PLAN	DO	REVIEW
Identify student needs through data, observation and discussion	Agree support strategies or interventions within OAP	Deliver support through high-quality teaching and in-class assistance	Monitor progress at least termly and adjust provision as necessary

This cycle is continuous and iterative. Provision is adjusted based on evidence of progress and any new information from parents, specialists or external professionals.

Section 5

Ordinarily Available Support Across the Four Areas of Need

CBSC's OAP is organised around the four areas of need set out in the SEND Code of Practice:

A. COMMUNICATION AND INTERACTION

- Structured classroom routines and visual timetables
- Clear, explicit language with checked understanding
- Access to speech, language and social communication strategies
- Pre-teaching of vocabulary and key concepts where possible
- Small group interventions for language or social skills development
- Collaboration with external services such as Adapt to Learn (Autism specialist service)

B. COGNITION AND LEARNING

- Differentiated teaching materials and scaffolded tasks
- Targeted literacy and numeracy interventions: SPARX Reader, SPARX Maths, IDL Literacy & Numeracy
- Access to Support Clubs and WOTC sessions
- Use of ICT and assistive technology where appropriate
- Modified curriculum pathways at KS4 for identified students
- Study skills and revision strategy support

C. SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)

- A whole-school ethos promoting respect, belonging and resilience
- Access to The Bridge — a centre for emotional and behavioural support
- Form tutor and pastoral support network
- Access to counselling, mentoring and targeted well-being sessions
- Restorative approaches and behaviour regulation strategies
- Collaboration with external agencies when required

D. SENSORY AND/OR PHYSICAL NEEDS

- Accessible classrooms and corridors, with ongoing site improvements
- Staff awareness training on sensory needs and physical impairments
- Adapted equipment or adjusted seating plans where necessary
- Adjustments to PE, science and technology lessons
- Access arrangements for assessments and examinations (e.g. extra time, separate room)

Section 6

Staff Training and Development

- Regular professional development for all staff on inclusive classroom practice, SEND and safeguarding
- Training delivered in partnership with Cognus and external specialists
- All staff are expected to implement inclusive strategies consistently across all subjects

Section 7

Monitoring and Evaluation

- Provision is tracked and reviewed through CBSC's graduated response system
- Termly reviews of interventions and student progress data
- Feedback from students and parents informs ongoing improvements to provision

Section 8

Partnership with Parents and Carers

CBSC values strong collaboration with parents and carers as essential partners in supporting student progress:

- Parents are informed about any SEND support through regular, clear communication
- **Annual reviews** for students with an EHCP; **termly updates** for students on SEN Support
- Parents can contact the SENCo or Deputy Principal (Inclusion) at any time for advice and updates

Section 9

Escalation Beyond OAP

Where a student's needs cannot be met within the Ordinarily Available Provision, the SENCo will:

- Implement additional or more targeted support
- Liaise with relevant external professionals (health, social care, specialist services)
- Consider whether to request an **Education, Health and Care (EHC) needs assessment** from the Local Authority

This decision is made through the Assess-Plan-Do-Review cycle and is evidence-based — informed by documented progress data, professional advice and parental input.

Section 10

Review of this Document

This OAP policy will be reviewed **annually** by the SENCo and Senior Leadership Team. Any changes will be communicated to staff and published on the school's website.

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