



Ordinarily Available Provision
2025-2026

Wiltshire is a 'needs led' area, which means that the provision settings provide for children with SEND must be tailored to the individual's needs regardless, or whether or not, a diagnosis has been obtained. This document provides information on how Corsham Regis strive to deliver best practice in SEND provision, under the four areas of need.

Supporting Communication and Interaction Needs

- **Whole-setting awareness:** Staff understand and respond to diverse communication and interaction needs.
- **Adaptable practice:** Teaching approaches and provision are adjusted based on individual children's needs.
- **Communication-friendly environment:** Strategies (e.g. from *Speech and Language*) are embedded across the curriculum.
- **Inclusive access:** Children and young people use commonly available strategies, with a focus on **visual aids** to support learning and social interaction.
- **Differentiated tasks:** Activities are tailored by **level, outcome, pitch, pace, and grouping**; structured teaching methods may be beneficial.
- **Skilled staff:** Educators adjust the **pace and sequence** of activities to sustain engagement and attention.

Supporting Cognition and Learning Needs

- **Graduated response:** Staff follow the Assess/Plan/Do/Review cycle using the Graduated Response to SEND Support (GRSS) or EY GRSS for Early Years.
- **Whole-setting approach:** Whole School SEND resources and the EEF 'Five-a-day' principles are embedded to support inclusive practice.
- **Evidence-informed teaching:** Metacognitive strategies and self-regulated learning approaches are used to build independence (EEF guidance).
- **Effective scaffolding:** Teaching Assistants are deployed strategically, and tasks are scaffolded to support access and progress (EEF guidance).
- **Working memory support:** Reasonable adjustments are made to reduce cognitive load, by breaking new information and instructions into smaller chunks.
- **Multi-sensory learning:** Practical, visual, and concrete resources are used across the curriculum to support engagement and understanding.
- **Assessment access:** Access arrangements reflect pupils' usual ways of working, aligned with National Curriculum guidance.
- **Health checks:** Standard hearing and vision checks are completed to rule out sensory barriers to learning.
- **Assistive technology:** Technology is used to support learning and access in class and during assessments.
- **Skilled staff:** Educators adapt pace, sequence, and delivery to maintain engagement and meet diverse needs; they have continuing CPD.

Supporting social, emotional and mental health needs

- **Graduated response:** SEMH needs are met through a tiered approach—universal, targeted, and specialist support.
- **Whole-setting ethos:** A school-wide culture promotes wellbeing, resilience, and positive relationships, involving families and the wider community.
- **Sense of belonging:** Pupils are supported to build trusting relationships with key adults.
- **Trauma-informed practice:** Approaches such as *Five to Thrive* are embedded to support emotional development.
- **Relational approaches:** Policy and practice are underpinned by relational and restorative principles.
- **Behaviour as communication:** All behaviour is understood as a form of communication and responded to accordingly.
- **Key adult support:** Identified adults build consistent, positive relationships with pupils.
- **Targeted interventions:** Small group or 1:1 support (e.g. ELSA) is available for pupils with emerging or identified SEMH needs.
- **Staff wellbeing:** Staff working with pupils with SEMH have access to supervision or debrief sessions.
- **Co-regulation:** Adults model and teach de-escalation and self-regulation strategies, acting as stress and shame regulators.
- **Explicit teaching:** Rules, routines, and social-emotional skills are taught through PSHE, circle time, and age-appropriate methods.
- **Basic needs:** Attention is given to hunger, comfort, and environment.
- **Attendance monitoring:** Attendance is closely tracked, with proactive support for Emotional Based School Avoidance (EBSA).

Supporting physical/sensory needs

- **Staff awareness:** All staff understand each pupil's sensory or physical needs and its impact on learning and interaction.
- **Seating arrangements:** Favourable seating is planned to support access and engagement.
- **Communication considerations:** Staff recognise that sensory/physical needs may affect language and social interaction.
- **Equipment use:** Staff are trained to use specialist equipment correctly; equipment is checked regularly and issues are addressed promptly.
- **Instruction clarity:** Staff ensure all pupils understand instructions and can access learning.

Early Years Guidance

- **Health care planning:** Health needs (e.g. changing, allergies) are integrated into daily routines and covered by setting policies.
- **Risk management:** Written risk assessments/safety plans are in place and reviewed regularly with parents/carers.
- **Health care plans:** Individual health care plans are written by relevant medical professionals.
- **Staff training:** Access to HCRG training is available to meet identified health care needs.

Below is a provision map of how Corsham Regis cater to pupils' needs, using universal, targeted and specialist provision.

Provision Map			
Area of need	Universal	Targeted	Specialist
Communication and Interaction	• Multi-sensory teaching strategies used [practical activities, concrete resources, visual displays...]. • Text uses a readable font with letters formed in the way we teach. • Tasks are differentiated to meet class need. • Lots of teacher/child modelling. • Vocab provided for new topics/learning. • Word banks and scaffolds. • Days mainly follow the same routine.	• Children's IEP targets linked to communication worked on individually/small group with TA then maintained by teacher. • Vocab provided for new learning. Changes in the daily routine explained where possible. • Identified children have brain breaks, uniform flexibility, check ins, additional PE.	• Specialist Speech and Language TA works weekly with S&L children on their given targets. • Use of social stories. • Additional PE. • 1:1 TA support for identified children. • Speech and Language therapists come to assess children and set targets. • Behaviour support and Educational Psychologists can be called in to observe pupils and provide support and strategies.
Cognition and Learning	• Multi-sensory teaching strategies used. • Tasks are differentiated to meet class need. • Lots of teacher/child modelling. • Vocab provided for new topics/learning. • Word banks and scaffolds. • Access arrangements in place for SATs/tests. • Standard hearing and vision checks take place in FS2 and Y6. • Access to dictionaries, thesauruses, atlases... • Access to manipulatives [maths]. • Spelling and sound mats provided.	• Children's IEP targets linked to cognition/learning worked on individually/small group with TA then maintained by teacher. • Overlays used by identified pupils.	• 1:1 TA support for identified children. • SSENS and Educational Psychologists can be called in to observe pupils and provide support and strategies.

Social, Emotional and Mental Health	• Whole school setting approach promotes health and well-being. • PSHE sessions address mental health. • ELSA and THRIVE school. • Restorative justice used by all staff. • Consistent behaviour policy used across the school. • Open communication with parents. • Quiet spaces inside and outside the classroom [reading areas].	• Small group or 1:1 time with TA to work on certain areas of behaviour. • Parents signposted to other sources of help if needed.	• ELSA and THRIVE provided for identified pupils. • School nurse sees identified pupils. • 1:1 TA support for identified children. • External ELSA provided. • Additional PE. • Social stories.
Sensory and/or Physical Needs	• Children in well-thought out seating arrangements. • Powerpoints use less harsh blue writing on yellow/peach background. • Ramp into school and lift within for wheelchair users. • Accessible toilet. • Brain/movement breaks during longer lessons. • Not all overhead lights on. • Displays used muted/pastel colours and are not overloaded with information.	• Sensory needs catered for as appropriate [chew toy, fiddle toy, safe/dark space provided, time out area...].	• Audio loop system for hearing impairment. • We currently do not have any visually impaired/physically disabled children in school.