Early Years Ordinarily Available Provision
A guide for Early Years Providers
and Parent/Carers

Gloucestershire
COUNTY COUNCIL

Ordinarily Available Provision

Introduction and Context:

The term 'ordinarily available provision' comes from the SEND Code of Practice and refers to the support that mainstream settings should provide for a child through their agreed funding and resource arrangements.

Non-statutory guidance Birth To 5 Matters and DfE Development Matters detail universal inclusive practice so please refer to these documents as well.

Early Years providers have a responsibility to operate a Graduated Approach to assessing, planning for, providing for, and reviewing children's needs in their setting. For those who require a more targeted approach please read and familiarise yourself with this document Gloucestershire Graduated Pathway of Early Help and Support.

Guidance Notes:

This reflective document has two key sections focused on universal and targeted provision. It will help you to reflect on practice in your setting, access strategies of support and offer the opportunity to develop an action plan.   You will RAG rate practice in your provision using the following ratings:

Emerging: You are **beginning** to implement and reflect on good practice to promote a wholly inclusive environment.

Developing: You are **working towards** consistently implementing and reflecting on good practice to promote a wholly inclusive environment.

Embedded: You are **consistently** implementing and reflecting on good practice to promote a wholly inclusive environment.

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Section 1: Universal provision

1.1   Leaders and Managers

1.2   Attendance

1.3   Learning and Development

1.4   Effective Systems for Vulnerable/Targeted Children

1.5   Positive Relationships

Section 2: Targeted provision for children with additional and Special Educational Needs

2.1   Support available to all children with any identified needs

2.2   Communication and Interaction

2.3   Cognition and Learning

2.4   Social, Emotional and Mental Health

2.5   Sensory and/or Physical, including medical needs.

Look out for hints and tips in the tables below

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Section 1

Theme	Ref	Provider approach to inclusive practice	Evidence
1.1 Leaders and managers	1.1.1	Staff opportunities for CPD to ensure quality learning and development	
	1.1.2	Regular staff meetings/supervisions/appraisals	
	1.1.3	Regular reflection and updating of all policies	
	1.1.4	Awareness of staff wellbeing and how to support it	
	1.1.5	Appropriate deployment of staff	
	1.1.6	Practitioners demonstrate respectful relationships with one another and the children	
	1.1.7	Making use of resources available within your community e.g. advice lines, RFL	
	1.1.8	Setting follows EYFS statutory framework	
	1.1.9	Setting follows SEND Code of Practice 2014 (Section 5)	
	1.1.10	Setting follows Equality Act 2010	
RAG Rating		*Emerging*	*Developing*	*Embedded*
Actions			

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Theme	Ref	Provider approach to inclusive practice		Evidence
1.2 Attendance	1.2.1	Patterns of attendance are monitored and followed up		
	1.2.2	Consider what can impact attendance for children/families		
RAG Rating	*Emerging*		*Developing*	*Embedded*
Actions				

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Theme	Ref	Provider approach to inclusive practice	Evidence
1.3. Learning & Development	1.3.1	Children's development is monitored 1.3.1 One page resource	
	1.3.2	The curriculum reflects and supports the whole cohort (seven areas, child interest, SEND)* 1.3.2 One page resource	
	1.3.3	Staff understand child development 1.3.3 One page resource	
	1.3.4	Progress Check at 2 years old completed	
	1.3.5	Learning areas, activities and resources are positioned appropriately including a calm space * 1.3.5 One page resource	
	1.3.6	Adequate quantity of play resources and space to play 1.3.6 One page resource	
	1.3.7	Range of books and resources that reflect diversity and language, communities, family structures and genders	
	1.3.8	Displays are purposeful and not overwhelming	
	1.3.9	Continuous provision is reflected both inside and outside	
	1.3.10	Transitions are not impacting upon the children's play and learning	
	1.3.11	Noise levels in the environment cause minimal interruption on play and focus time	

	1.3.12	Access to outdoor play regardless of the weather	
	1.3.13	Clear and developmentally appropriate routines and expectations	
	1.3.14	A Total Communication Approach implemented 1.3.14 One page resource	
	1.3.15	Specific praise given to children	
	1.3.16	Staff are positive play partners 1.3.16 One page resource	
	1.3.17	Staff are ambitious for all children	
	1.3.18	Children are given adequate time to prepare for routine transitions/change 1.3.18 One page resource	
	1.3.19	Practitioners demonstrate understanding of emotional literacy and promote wellbeing	
	1.3.20	All play is purposeful 1.3.20 One page resource	
	1.3.21	Setting's approach to supporting children is consistent	
	1.3.22	The seven senses are incorporated into planning and reflected in the environment 1.3.22 One page resource	

RAG Rating	*Emerging*	*Developing*	*Embedded*
Actions			

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Theme	Ref	Provider approach to inclusive practice	Evidence
1.4 Effective Systems for Vulnerable Children	1.4.1	Named Designated Safeguarding Lead	
	1.4.2	Named SENCO	
	1.4.3	Liaise with other professionals and incorporate their advice	
	1.4.4	Attend multi-agency meetings (TAC, TAF) 1.4.4 One page resource	
	1.4.5	Attend SENCO Cluster meetings	
	1.4.6	Make use of resources available within your community	
	1.4.7	Enhanced provision to support successful transition	
	1.4.8	Staff aware of childhood ACES and the impact these may have 1.4.8 One page resource	

RAG Rating	*Emerging*	*Developing*	*Embedded*
Actions			

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Theme	Ref	Provider approach to inclusive practice	Evidence
1.5 Positive Relationships with children/ parents/ other agencies	1.5.1	A space available to have confidential conversations and meeting with parents /carers/ other agencies	
	1.5.2	Positive Parent/Carer Partnerships (family home cultural) 1.5.2 One page resource	
	1.5.3	Named keyperson knows their children and their cultural learning needs and background	
	1.5.4	Good working relationships with outside agencies	
	1.5.5	Embrace different cultures and family structures 1.5.5 One page resource	
	1.5.6	Thorough transitions to next setting	
	1.5.7	Share information for children in dual placements	
RAG Rating		*Emerging*	*Developing*	*Embedded*
Actions			

Targeted Support for Children

All children are unique. It is imperative that everyone knows the child as an individual and understands that they develop and learn at different rates. Some children will require provision that is different from, or in addition to, the provision required by most children of their age. Settings are expected to identify, and provide for, children's emerging needs at the earliest opportunity.
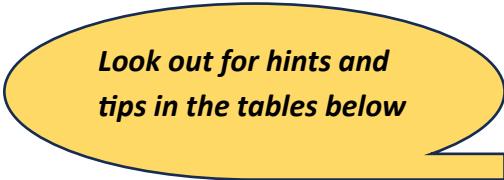
This provision should be in addition to, or in place of, the universal offer for all children. The strategies described in this section will follow a graduated approach, (Assess, Plan, Do, Review). This document **does not** include examples of high-needs provision.
Gloucestershire's Graduated Pathway of Early Help and Targeted Support

The targeted section of the Ordinarily Available Provision is divided into the four Broad Areas of Need as described in the SEND Code of Practice 0-25 years (2015):

- Support available to all children with any identified needs
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical, including medical needs.

Some children may have needs across more than one area.

Look out for hints and tips in the tables below

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Section 2

Theme	Ref	Provider approach to inclusive practice	Evidence
2.1 Support available to all children with any identified needs	2.1.1	Implementation and regular review of the Graduated Approach 2.1.1 One page resource	
	2.1.2	SMART targets given 2.1.2 One page resource	
	2.1.3	Reasonable adjustments made based on identified needs 2.1.3 One page resource	
	2.1.4	Policies reviewed and updated reflecting on the needs of individual children 2.1.4 One page resource	
	2.1.5	Risk Assessments in place for individual children 2.1.5(a) One page resource 2.1.5(b) One page resource	
	2.1.6	Awareness of relevant and current legislation and guidance	
	2.1.7	Appropriate and timely referrals to outside agencies	
	2.1.8	Accessing training to meet the needs of an individual child	

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	2.1.9	Have high aspirations and expectations regardless of need 2.1.9 One page resource	
	2.1.10	Use DAF funding appropriately 2.1.10 One page resource	
	2.1.11	Aware of local community charities and organisations available and signpost when applicable	
	2.1.12	Refer, discuss and liaise with appropriate agencies and professionals	
RAG Rating	*Emerging*	*Developing*	*Embedded*
Actions			

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Theme	Ref	Provider approach to inclusive practice	Evidence
2.2 Communication and Interaction	2.2.1	Total Communication Approach adapted for individual child's needs 2.2.1 One page resource	
	2.2.2	Individual speech and language interventions	
	2.2.3	Follow SALT advice for children who have had Speech and Language support	

RAG Rating	*Emerging*	*Developing*	*Embedded*
Actions			

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Theme	Ref	Provider approach to inclusive practice	Evidence
2.3 Cognition and Learning	2.3.1	Individual and targeted small group work	
	2.3.2	Understanding children's stage of development, motivators, learning style and adapting the environment accordingly 2.3.2 One page resource	
	2.3.3	Environment is visually calm, minimal clutter and providing a 'cosy corner'	

RAG Rating	*Emerging*	*Developing*	*Embedded*
Actions			

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Theme	Ref	Provider approach to inclusive practice	Evidence
2.4 Social, Emotional and Mental Health	2.4.1	Have a consistent familiar adult available	
	2.4.2	Recognising the impact of Adverse Childhood Experiences 2.4.2 One page resource	
	2.4.3	Time for sensory breaks 2.4.3 One page resource	
	2.4.4	Individualised routine/timetables/visuals provided to support transitions 2.4.4 One page resource	
	2.4.5	Individual/small group activities to support emotional regulation 2.4.5 One page resource	
RAG Rating	*Emerging*		*Developing*	*Embedded*
Actions			

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Theme	Ref	Provider approach to inclusive practice	Evidence
2.5 Sensory and/or Physical including medical needs	2.5.1	Adapting the environment to enable children to access learning	
	2.5.2	Specific training to meet individual medical needs	
	2.5.3	Liaising with involved agencies/professionals and implementing advice	
	2.5.4	Realistic expectations 2.5.4 One page resource	
RAG Rating		*Emerging* *Developing* *Embedded*	
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