



DARNHALL PRIMARY SCHOOL

'Dream, Believe, Learn, Achieve.'

Darnhall Primary School

Ordinarily Available Provision (OAP) Statement

At Darnhall Primary School, we are committed to providing an inclusive, ambitious and supportive learning environment where all pupils can achieve and thrive. We recognise that every child is unique and that some pupils may require additional support, adaptations or reasonable adjustments to enable them to access learning successfully. Our ordinarily available provision forms the foundation of support available to all learners before specialist or additional interventions are considered.

Our Inclusive Approach

We believe that all teachers are teachers of children with SEND and that high-quality adaptive teaching is the first step in meeting pupils' individual needs. Staff have high expectations for all pupils and work collaboratively to remove barriers to learning, participation and wellbeing.

Universal Provision Available in All Classrooms

All pupils benefit from:

- High-quality, adaptive teaching that responds to individual strengths and needs.
- Clearly structured lessons with identified learning intentions and success criteria.
- Adapted tasks and outcomes where appropriate.
- Visual supports and prompts.
- Scaffolding and modelling to support understanding.
- Pre-teaching and overlearning of key concepts and vocabulary.
- Flexible grouping arrangements.
- Access to concrete resources and practical equipment.
- Positive behaviour support and clear routines.
- Opportunities for repetition, retrieval and consolidation.
- Regular assessment for learning to identify and address misconceptions.
- Access to assistive technology where appropriate.

Communication and Interaction



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To support pupils with communication and interaction needs, we ordinarily provide:

- Visual timetables and visual supports.
- Simplified and chunked instructions.
- Use of language-rich teaching strategies.
- Opportunities for speaking and listening development.
- Small-group and partner work.
- Support with social communication and interaction.
- Liaison with families and external professionals when required.

Cognition and Learning

To support pupils experiencing difficulties with learning, we provide:

- Adapted learning activities and resources.
- Targeted intervention programmes where appropriate.
- Additional opportunities for practice and reinforcement.
- Use of concrete and visual resources.
- Structured support for literacy and numeracy development.
- Regular monitoring of progress to inform provision.

Social, Emotional and Mental Health (SEMH)

To support pupils' emotional wellbeing, we provide:

- Nurturing relationships and an inclusive school ethos.
- Feelings and regulation areas within classrooms.
- Positive behaviour support strategies.
- Access to Emotional Literacy Support Assistants (ELSAs) and Family Support Workers where appropriate.
- Support for emotional regulation and resilience.
- A specialist SEMH Resourced Provision for pupils with identified needs and an EHCP.

Sensory and Physical Needs



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To ensure accessibility for pupils with sensory or physical needs, we provide:

- Adapted resources and equipment where required.
- Consideration of seating, classroom layout and sensory needs.
- Reasonable adjustments to learning activities.
- Access arrangements that support participation in lessons and school life.
- Consultation with specialist services when appropriate.

Monitoring and Review

Where a child requires support beyond universal provision, the school follows a graduated approach of Assess–Plan–Do–Review. Parents, pupils and staff work together to identify outcomes, monitor progress and evaluate the effectiveness of provision. External agencies may be involved where additional advice is needed.

Partnership with Parents and Carers

We value strong relationships with parents and carers and believe that effective partnership working is essential to positive outcomes for children. Parents are consulted regularly regarding their child's progress, needs and provision and are encouraged to contribute to decision-making processes.

Commitment to Inclusion

Darnhall Primary School is committed to ensuring that every pupil feels valued, included and able to participate fully in school life. Through high-quality teaching, inclusive practice and a child-centred approach, we strive to ensure that all learners achieve their potential and develop a strong sense of belonging within our school community.