SEND Newsletter—Summer 1 2026

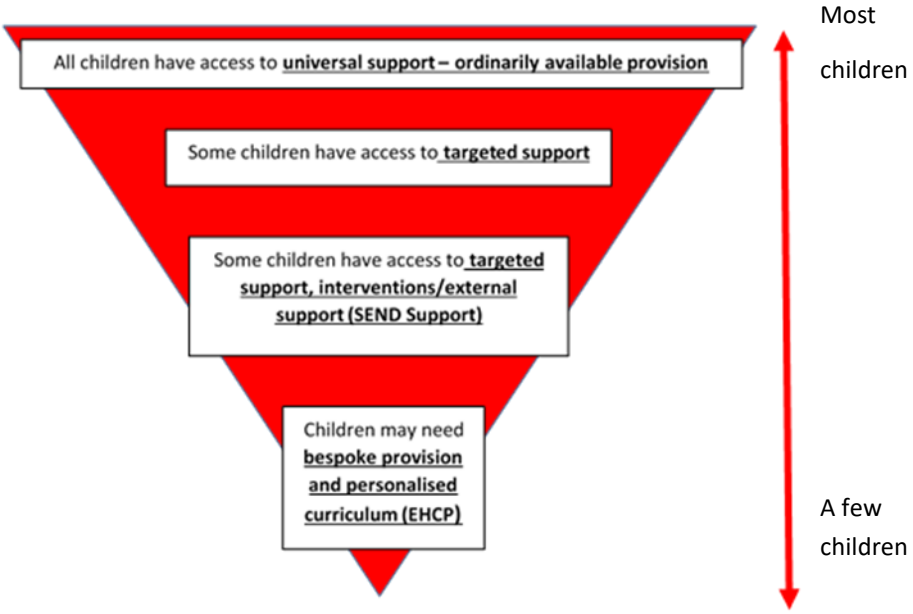
Welcome to our half termly SEND newsletter! Addressing all things related to Special Educational Needs and Disabilities here at All Saints. Today's newsletter is all about what we call Ordinarily Available Provision.

We hope everyone in our school community finds this useful.

What is Ordinarily Available Provision?

Ordinarily available provision refers to the support that every school provides to help all children and young people learn. This includes high-quality, inclusive teaching, ensuring every child feels welcome and can succeed, no matter their background or abilities. At All Saints, we provide a wide range of support to help all children succeed. Ordinarily Available Provision forms part of our graduated approach to support children with Special Educational Needs. It used to be called 'high quality inclusive teaching' but now it is called Ordinarily Available Provision (OAP).

1)Here at All Saints it starts with every child having access to **high quality teaching**. This means we already vary tasks and learning, so if your child struggles with spelling, for example, we may give them a word mat or resources to help. It also means if a child struggles to listen during carpet times, we may give them a concentration aid to hold. These are considered ordinarily available provision and strategies that may support anyone.



This type of support happens everyday in most lessons. As parents, you may not even know this support exists as the staff here at All Saints aim to plan lessons to be **accessible to all.**

2) If your child continues to find learning difficult then we might look at **targeted support** like having **interventions or some extra learning support with an adult.** This is not just for children with special educational needs, but for children who may need a little extra help or a boost in some aspects of learning.

Interventions can include, extra reading, handwriting and/or phonics and these might be delivered in a small group or 1:1 as appropriate. We also have a school Well Being Lead—Mrs Corney who runs social, emotional and mental health interventions.

3) If your child continues to find learning difficult and we have been monitoring their progress for a period of time, we may put them onto the SEND register at **SEND Support level**. This may mean they need further intervention or access to external support.

External support—These are the people we can ask for more ideas on how to support your child, they include Educational Psychologists, Speech and Language therapists and the Primary Behaviour Service. Some support for school comes from the NHS services, which unfortunately takes time and wait lists!

4) Some children need more support and this is offered through bespoke provision and personalised curriculums. This may mean the child needs a different timetable and different learning. This learning can still be delivered in the classroom, or we may use quiet spaces around the school to deliver some sessions. If a child needs a bespoke school day they will often have what is called an **Education, Health and Care Plan (EHCP).** This is a document written with Hampshire County Council.

https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/

Most children can be supported under SEND support provision. EHCP are only for children who have the **most significant and complex long term needs.** The national figure is currently each school has on average 5.3% of it's school population on an EHCP.

At All Saints this would equate to approximately 10 children having an Education, Health and Care Plan.

If you would like to find out more about Hampshire's guide to Ordinarily Available Provision—please watch this short film

https://youtu.be/ZN4lJrZYrLQ?si=jIwin0-kjCU52LP4

If you would like to learn more about our SEND here at All Saints, please look at the school website…

https://www.allsaintsceprimary.co.uk/sen-local-offer/

How do we record this provision?

All children identified at SEND Support or have an EHCP have a **Personal Support Plan**. These documents outline the following;

- Pupil voice on what the child likes in school and finds difficult
- A paragraph explaining what support the child has in class, the provision provided by the school — whether intervention or bespoke support
- Each term your child has outcomes (small targets) to work on. These are reviewed and shared at parents evening or sent home during the summer term.

These documents are how we record our assess, plan, do, review cycle.

If a child has an EHCP, parents are invited into school for an 'annual review'. This is a longer meeting whereby we look at the child's plan, talk about provision, support and set longer term outcomes.

Mrs Darling-Chalke is our school SENDCO. She currently works on a Tuesday, Wednesday and Thursday in her SENDCo role. (Mondays and Fridays she can be found in Year 1!)

She can be contacted through the school office if you would like to speak to her about a concern.