



Essex County Council

Special Educational Needs
and Disabilities



Ordinarily Available: Support in Essex schools and Early Years settings

Information for Parents, Carers and Families

Ordinarily Available Support

In Essex, all mainstream schools and Early Years settings provide a wide range of support for all children and young people. This is called ‘Ordinarily Available’ (OA) support.

OA support is available to all children and young people.

You can talk to your child’s teacher or SENCO to understand how OA support can help your child.

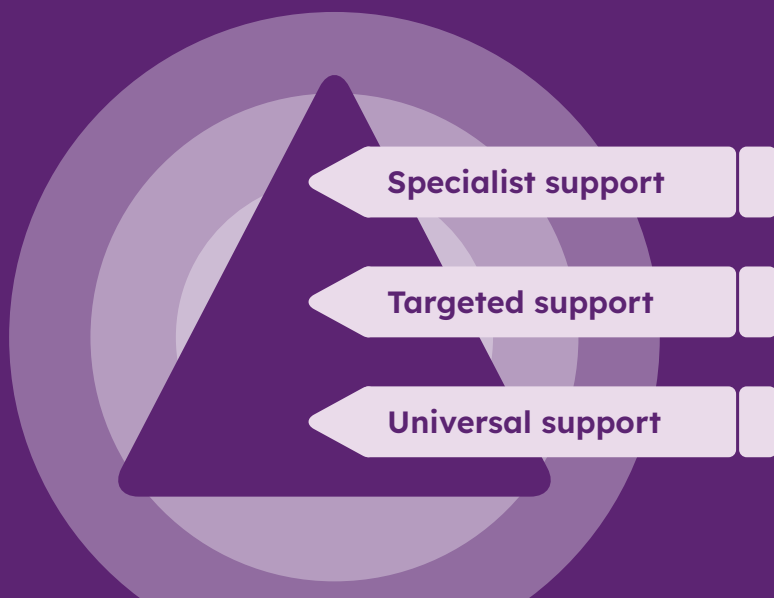
You can also use these strategies at home to support your child’s learning and development.





The right support for your child

There are different levels of support in all educational settings. It is often described as a pyramid. The pyramid helps identify the right level of support for each child.



Universal support

All teachers are expected to provide universal support to all children and young people in their classrooms. The OA Inclusive Teaching Framework tells you what universal support is available in Essex.



Key Points *Universal support*

- Available to all children and young people
- A child or young person does not need a One Plan or an EHCP to get universal support
- Universal support benefits all learners, but especially those with SEND



Targeted support

Extra support for children and young people who have received universal support but have not made expected progress. The OA Targeted Support sets out what targeted support is available in Essex schools and settings.



Key Points *Targeted support*

- All mainstream schools and settings in Essex offer targeted support
- Targeted support is discussed with the SENCO
- Targeted support is documented, reviewed and evaluated as part of One Planning
- You don't need an EHCP to get targeted support



Specialist support

For children and young people who have complex needs that can't be met through universal or targeted support. This may include assessments and support from:

- occupational therapists
- speech and language therapists
- educational psychologists

The Ordinarily Available frameworks do not cover specialist support.



You can find out more about specialist support and Education Health and Care Plans on the Essex Local Offer – send.essex.gov.uk



OA Inclusive Teaching Framework

The OA Inclusive Teaching Framework helps teachers plan their universal support.

It includes the latest advice and guidance on what helps children and young people learn. The framework lays the foundation for support. It ensures educational settings are inclusive and accessible for all.

Sections

The OA Inclusive Teaching Framework has nine sections. Each section lists recommendations.



- A.** Expectations and Values
- B.** Relationships and Behaviour
- C.** Learning Environment
- D.** Speech, Language and Communication
- E.** Pedagogy, Memory and Metacognition
- F.** Assessment, Planning and Teaching
- G.** Literacy and Maths
- H.** Adaptations, Support and Scaffolds
- I.** Motivation, Recognition and Feedback

All recommendations are common good practice.

Teachers should use these recommendations in all classrooms.

Example recommendations include:

- a visual timetable for the lesson or day
- support for emotional regulation, for example, choosing from a selection of calming activities, use of a quiet space or a movement break
- pupils can experiment and use physical equipment to aid their concentration, for example, fidget toys or different seating
- structured ways (such as now/next or first/then boards) to motivate and let pupils know what they will be doing first (a work activity) and what it will be followed by (a reward activity)

**Read more about OA Inclusive Teaching Framework
on the Essex Local Offer - send.essex.gov.uk**

Talk with your child's class teacher

If you want to know more about how OA universal support is working in your child's class, talk to your child's school or setting. Ask to speak with your child's teacher or the SENCO.

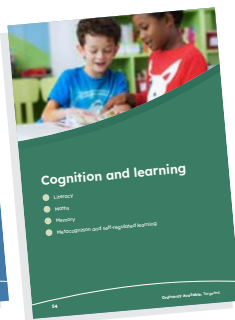
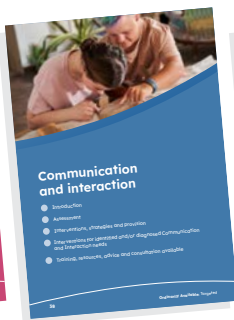
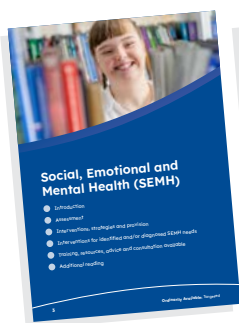
OA Targeted Support Framework

The OA Targeted Support framework helps teachers and SENCOs plan for children and young people with SEND. It includes the latest advice on what works for children and young people with SEND. The framework is reviewed regularly to stay up to date.

Chapters

The OA Targeted Support framework has five chapters. Each chapter focuses on an area of need from the SEND Code of Practice 2014:

- Social, Emotional, and Mental Health
- Physical and Sensory Impairments
- Communication and Interactions
- Cognition and Learning





There is also a chapter for Early Years settings and support for children aged 0 to 5.



You can find the OA Targeted Support framework on the Essex Local Offer – send.essex.gov.uk

Talk with the SENCO

If your child isn't making progress and you think they may benefit from targeted support, talk to your child's school or setting. Ask to speak to the SENCO.

You can discuss:

- their progress
- what has already been tried and what to try next
- what works at home

Together you can create a plan to support your child. It is important to document, monitor, and evaluate the support. The SENCO will work with you and your child to follow a cycle of:



In Essex, this is called One Planning. In the SEND Code of Practice, it is called the 'graduated response.'

You can read more about One Planning on the Essex Local Offer – send.essex.gov.uk

This information is issued by:
Special Educational Needs and Disabilities

Contact us:
senstrategy@essex.gov.uk

Special Educational Needs and Disabilities
Essex County Council
County Hall, Chelmsford,
Essex CM1 1QH

www.essex.gov.uk



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