

St Joseph's Ordinarily Available Provision 2025/26

Universal	Targeted	Specialist	
	On SEND Register (with learning plan and specific targets)		
Available to all including G & H code pupils	SEND Support - K		EHCPs - E including EHCNAs
High Quality Teaching & Adaptive Practice	High Quality Teaching & Adaptive Practice	High Quality Teaching & Adaptive Practice	High Quality Teaching & Adaptive Practice
<ul style="list-style-type: none"> • A high-quality, sequenced curriculum • Catch-up Literacy intervention • Career/Post-16 support • Weekly Reading intervention • Weekly Ninja Numeracy (Year 7) • Access to Pastoral Classroom • Pastoral Support (including Thrive) • WIN Sessions (Year 11 revision support) • Enrichment lessons • Extra-curricular programmes (lunch time & after school) • Access to online learning platforms (e.g. revision tools, homework portals) • Technician support (Science & Food Technology) • Identified safe areas / adults • Homework adjustments • Exam Adjustments (Tier 1) • ELSA Support (Tier 1) • Behaviour Support Service (BSS) Support (Tier 1) • Literacy Interventions (Tier 1) • Numeracy Interventions (Tier 1) • Social Skills Interventions (Tier 1) • EAL support (Tier 1) • SALT support (Tier 1) • Transition support (Tier 1) 	<ul style="list-style-type: none"> • Buddy system / peer support • Attention & Listening groups • Toilet access pass / access to disabled toilet • Exam Adjustments (Tier 2) • Now-and-next boards • Time out card • Uniform adjustments • Targeted work experience / career support • Access to The Haven (Break Time & Lunch Time) • Access to TA-led group support within the classroom • Personalised Individual Timetables • Individual visual timetables • Altered curriculum offer • Early Lunch Pass (Lunch Time Support) • ADHD Mentoring support • Art interventions • Mental Health Support Team (MHST) • ELSA Support (Tier 2) • Behaviour Support Service (BSS) Support (Tier 2) • Literacy Interventions (Tier 2) • Numeracy Interventions (Tier 2) • Social Skills Interventions (Tier 2) • EAL support (Tier 2) • SALT support (Tier 2) • Transition support (Tier 2) • Handwriting Interventions 	<ul style="list-style-type: none"> • Allocated assignment of targeted TA support • Educational Psychologist (EP) • Access to Alternative Provision (AP) • Exam Adjustments (Tier 3) • ELSA Support (Tier 3) • Behaviour Support Service (BSS) Support (Tier 3) • Literacy Interventions (Tier 3) • Numeracy Interventions (Tier 3) • Social Skills Interventions (Tier 3) • EAL support (Tier 3) • SALT support (Tier 3) • Transition support (Tier 3) 	

Ordinarily Available Provision Key

Intervention / Provision	Universal	Targeted	Specialist
	<u>Tier 1</u>	<u>Tier 2</u>	<u>Tier 3</u>
Exam Adjustments	Access to adjustment trials, as needed. All pupils to complete Lucid Exact assessment (Year 10)	Access to EP to qualify for any of the following adjustments: additional time, scribe, 1:1 reader, use of assistive technology, small group, own room, regular breaks, chunked sections	Additional time, scribe, 1:1 reader, use of assistive technology, small group, own room, regular breaks, chunked sections
ELSA	Check-ins	8 session block – 1:1 support	Open access to ELSA TA
Behaviour Support Service Input	Anonymised, generic advice	Specialist Surgeries	Behaviour Mentoring
Literacy Interventions	Small group support (pupils on Monitoring List)	Timetabled additional Literacy lesson	TA 1:1 Literacy support
Numeracy Interventions	Numeracy Ninjas	Small group support	TA 1:1 Numeracy support
Social Skills Interventions	TA-led small group support	TA-led small strategically targeted group support	TA-led 1:1 support
EAL Support	Adjusted scaffolds, visuals and support sheets in-class	Small group & 1:1 support with designated EAL TA	Access to EMTAS support
Speech & Language Support	Supported through adaptive practice	Small group support with SALT TA	1:1 support with SALT TA & specialist external involvement
Transition Support	Transition Day, Transition Tuesday (online), visits to primary schools	Access to enhanced transition days, additional tours	Bespoke transition package

Adaptive Practice (as part of High-Quality Teaching)

<u>Environment</u>	<u>Resourcing</u>	<u>Strategies</u>
<ul style="list-style-type: none"> • Communication-friendly environment • Ensure visual overwhelm is reduced • Well-lit and well-ventilated classroom • Calm, neutral backgrounds • Accessible working walls • Flexible learning spaces • Visual timetables • Strategic seating • Organised, labelled areas • Use of visuals on labels to support navigation of environment 	<ul style="list-style-type: none"> • Differentiated and accessible scaffolds • Use of assistive technology (i.e. reading pens, laptops) • Printout of PowerPoints • Concrete manipulatives (e.g. Numicon) • Physical Resources (e.g. ear defenders, writing slope, pencil grip, wobble cushion, chair bands, focus aids) • Task breakdowns / checklists • Adjusted resources (e.g. ergonomic pens, alternative scissors, pencil grips, adjusted cooking utensils) • Dyslexia-friendly resources (e.g. coloured books, coloured overlays, reading rulers) • Use of word banks • Adjusted texts (e.g. using Chat GPT) 	<ul style="list-style-type: none"> • Relational approach • Well-being check-ins • Consistent routines and expectations • Effective, strategic adult deployment • Flexible grouping, pairing and peer support • Brain / movement breaks • Adjusted timetables • Dyslexia-friendly presentations • Clear adult modelling • Reduce demand • Questioning • Engaging pace • Pre-teaching • Non-verbal cues / responses • Colour-coding • Live marking • Key word instructions • Personalised reward systems • Embed alternative methods of recording