

In Sacred Heart our Ordinarily Available Provision will look like.....

Classroom Environment	<ul style="list-style-type: none"> • Clear, uncluttered classrooms • Defined learning areas (e.g. tables, quiet space) • Flexible seating options where appropriate (e.g. wobble cushion, standing desk) • Calm, neutral wall displays (not overly busy) • Good lighting and temperature • Easy access to resources for all pupils • Visual timetables displayed • Clearly labelled resources and areas
Visual Support	<ul style="list-style-type: none"> • Daily visual timetable whole class and individual where appropriate • Now / Next boards • Key vocabulary displayed and referenced (word mats) • Behaviour expectations displayed positively • Visual prompts for routines (lining up, tidying up, transitions) • Adapted resources- such as coloured backgrounds on PowerPoints, in writing books
Teaching/Learning Support	<ul style="list-style-type: none"> • Scaffolded tasks (writing frames, sentence starters, models) • Adapted tasks. • Word banks and vocabulary mats • Opportunities for overlearning and repetition • Technology, including laptops, iPads, sound buttons, used to support learning. • Additional adults effectively supporting children with their learning
Sensory-Friendly Features	<ul style="list-style-type: none"> • Calm areas or quiet spaces • Access to sensory resources (ear defenders, fidget toys, kick bands) • Awareness of noise levels (noise-reduction strategies) • Predictable routines to reduce sensory overload • Opportunities for movement breaks/sensory breaks.
Behaviour & Emotional Support	<ul style="list-style-type: none"> • Clear, consistent rules • Positive behaviour reinforcement systems (Therapeutic Approach) • Emotional check-ins/adult support • Safe space for emotional regulation (Calm area) • Adults modelling calm, respectful interactions
Communication-Friendly Environments	<ul style="list-style-type: none"> • Adults using clear, simple language • Processing time built into interactions • Visual cues to support spoken language • Opportunities for talk and discussion • Support for alternative communication where needed • Supportive peer strategies (talk partners, group roles)