

The table below outlines Swanage Primary School's Ordinarily Available Provision (OAP) (UNIVERSAL PROVISION). This is the standard available provision offered to all learners within our school and our TARGETED PROVISION OFFER which represents the next level of support that some pupils may require. This is usually delivered through targeted time-limited interventions that are regularly reviewed.



Swanage Primary School UNIVERSAL and TARGETTED PROVISION OFFER

April 2026



Universal Provision Support Offer

standard available provision offered to all learners within our school

Cognition and Learning

Adapted instruction/scaffolding and chunking information
 Explicit teaching of key vocabulary (dual coding)
 Modelling and providing examples and metacognitive strategies.
 Review of prior learning and key knowledge (retrieval practice).
 Multi-sensory learning opportunities and supportive learning tools (concrete resources, word mats)
 Flexible groupings.
 Consideration of curriculum planning content
 Using technology to support learning tasks
 Formative and summative assessment
 Providing timely and effective feedback

Communication and Interaction

Total communication strategies: Clear and consistent language delivered in a language rich environment, consideration of processing, Visual aids, (e.g., whole class visual timetables) and modelling of language.
 Promoting and modelling positive interaction between pupils.
 Facilitating peer interaction through group work.

Sensory and Physical

Low-arousal environments.
 Enabling environment to support the development of fine and gross motor skills.
 Ensuring physical accessibility in line with accessibility policy.
 Reasonable adjustments to the classroom or school environment to meet individual needs.
 Teaching of handwriting (e.g., posture, pencil grip, gross and fine motor skills needed).
 Providing whole class movement opportunities.
 Adaptions to uniform.

Strategies to Support SEMH:

Clear routines and expectations
 Use of visual support emotional wellbeing (e.g., Zones of Regulation)
 Providing opportunities for pupil voice
 Trusted adults
 Sensory breaks and whole class regulation strategies
 Check ins as part of usual school day

Positive School Culture:

Creating a safe, supportive, and inclusive environment
 Promoting positive relationships
 Teaching social and emotional skills
 Whole school Social Emotional Learning curriculum
 Trauma awareness
 Mindfulness awareness
 Clear expectations and routines: Providing predictability and structure to reduce anxiety.

Behaviour and Regulation Support:

'The Swanage Way': Ready, Respectful, Safe.
 Consistent behaviour management policies.
 Behaviour expectation explicitly taught.
 Restorative approaches.
 Clear routines and boundaries.
 Language used linked to behaviour is positively framed with a culture of understanding and exploration.
 Social skills support (e.g., Playground buddies/Play leads).

Environmental Adaptions

Supportive seating within the classroom (e.g., sitting near the front, away from busy areas).
 Sensory overload awareness.

External agency involvement:

Reaching out for information, advice and training to support staff training needs and meeting pupil needs.

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<p>Targeted Support Offer</p> <p><i>usually delivered through time-limited interventions that are regularly reviewed</i></p>	<p><u>Cognition and Learning</u></p> <p>Alternative ways to record learning using assistive technology Pre-teaching and overlearning of skills. Precision teaching. Adult supported group learning. Individual Assessments for specific pupils to identify gaps in reading, spelling and maths. Access arrangements for examinations. Reading interventions. Phonics interventions: Writing interventions Mathematics interventions Learning Skills support: Teaching strategies and visual, written resources for organisation, memory and independent learning.</p> <p><u>Communication and interaction</u></p> <p>Speech and language therapy (SaLT) programmes: individual or group sessions delivered by trained member of staff which are overseen by NHS Speech and Language Therapists. Working together - building-block social communication intervention. Structured groups to develop social understanding, interaction and emotional regulation skills. 'Adult voice and child voice' visuals to support communication.</p>	<p><u>Sensory and Physical Needs</u></p> <p>Physiotherapy or occupational therapy programmes, designed and delivered by therapists or trained staff to develop motor skills, coordination, or sensory processing. Provision of equipment or adaptations to support access and participation as arranged by OT/Physio. Small group fine and gross motor skills (Learn to Move, Sensory Circuits, Physio programmes, OT programmes, Yoga)</p> <p><u>Social, Emotional and Mental Health (SEMH)</u></p> <p>Emotional literacy programmes: Interventions to develop emotional awareness, understanding, and expression. Adaptions to the school day in terms of soft starts, alternate play and lunchtimes, movement around the school and end of day arrangements. Focused work on specific social skills - such as Social Stories and Comic Strip Conversations. Enhanced transitions for children moving setting or class. Use of techniques such as drawing and talking (delivered by trained staff). Programmes to support emotional awareness and mindfulness. 1:1 support from a designated adult, such as a learning mentor or ELSA (Emotional Literacy Support Assistant). Individualised plans to support co-regulation and regulation strategies. Zones of Regulation 1-1 or small group intervention to complement universal provision. Access to a safe space - within or outside of the classroom as appropriate.</p>
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