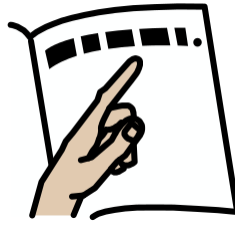


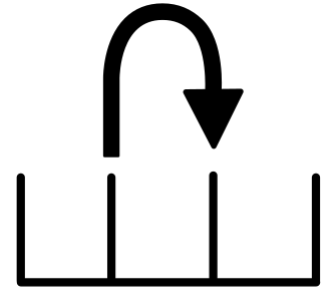
Ordinarily Available Provision at Boringdon Primary



Widgit visuals used to support learning wherever possible



Sentences starters used to support use of complete sentences



Now and next visuals



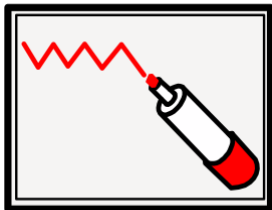
Learning broken down into manageable chunks



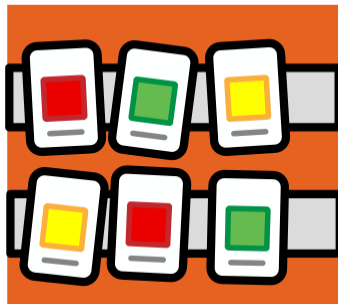
Timers



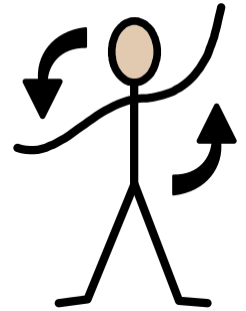
'Talk tin' recording devices



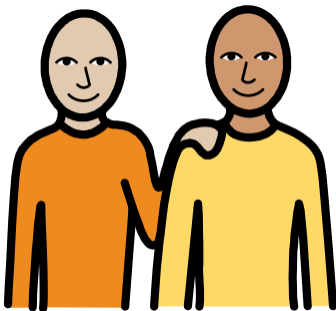
White boards to record individual ideas



Visual timetables



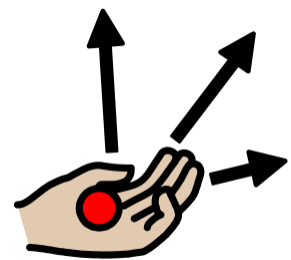
Movement breaks



Check-ins




Pre-teaching of vocabulary

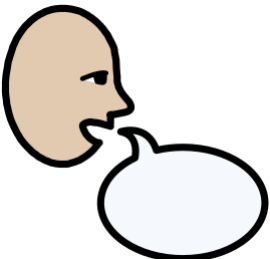


Fidget resources available where appropriate

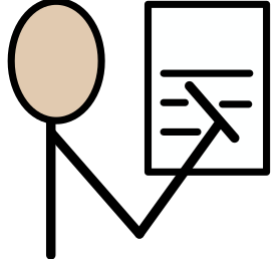
Ordinarily available provision refers to the strategies used to remove barriers to learning for all children, including those with SEND.



Reduced need for copying



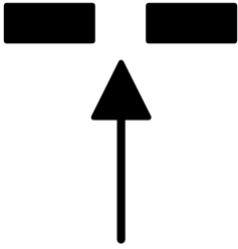
Rephrasing to reduce language demands



Modelled responses and answers




Praise




Gap fill sentence activities



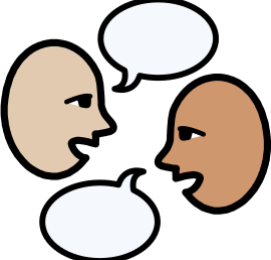
Concrete resources and manipulatives



Carefully considered seating plans



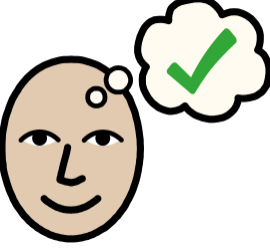
Thinking time



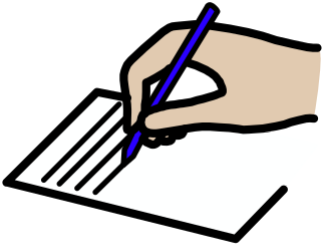
Visuals to support restorative conversations



Checklists

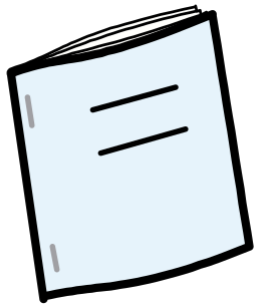


Retrieval/ recap activities at the start of lessons

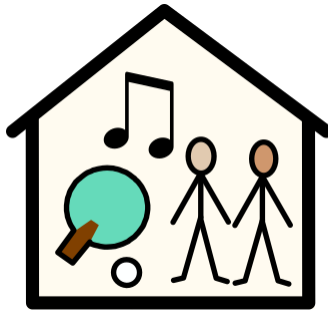


Completed examples

Ordinarily available provision refers to the strategies used to remove barriers to learning for all children, including those with SEND.



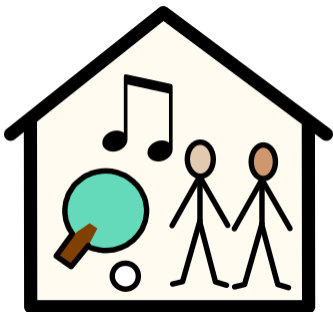
Transition booklets



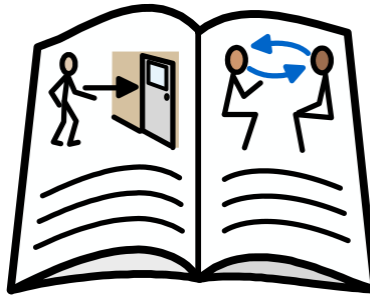
Extensive clubs



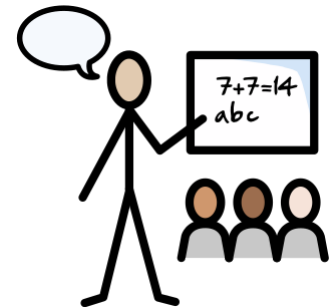
Designated calm spaces



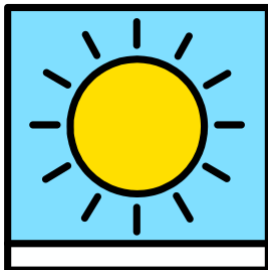
Lunch clubs



Social stories



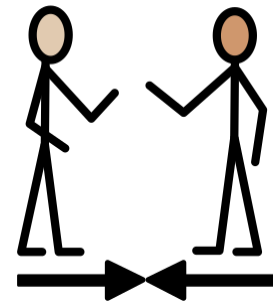
Pre-teaching



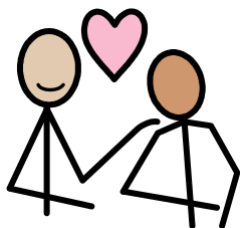
Consistent start the day activities



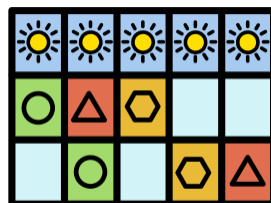
Whole school signals to gain class attention



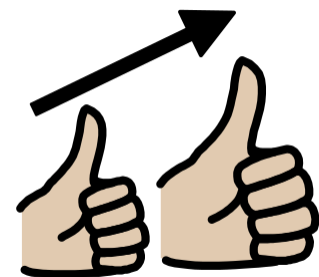
Adult meet and greet



PACE approach (playful, accepting, curious, empathic)

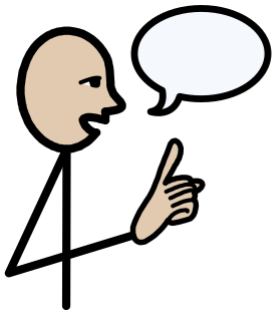


Consistent structures and routines

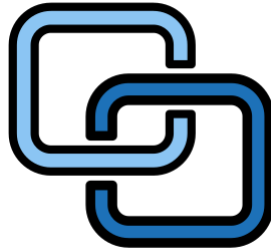


Enhanced transitions

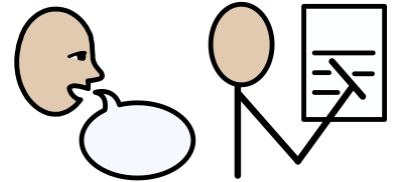
Ordinarily available provision refers to the strategies used to remove barriers to learning for all children, including those with SEND.



Direct instruction



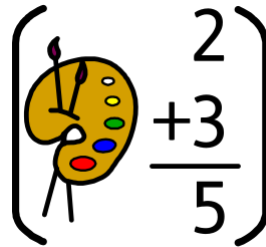
Cross curricular links



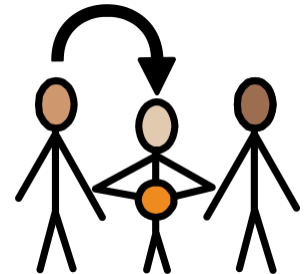
Verbal and written feedback

Abcd
Abcd
Abcd

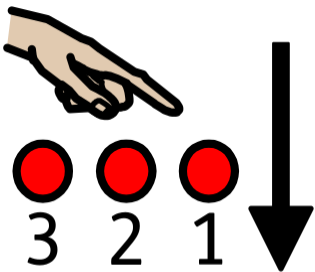
Dyslexia friendly fonts
(where possible)



Broad/ inclusive curriculum offer



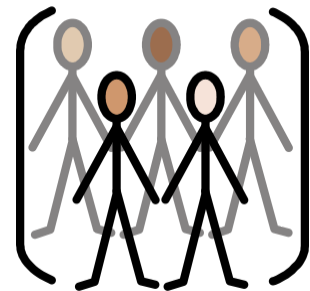
My turn / our turn / your turn lesson design



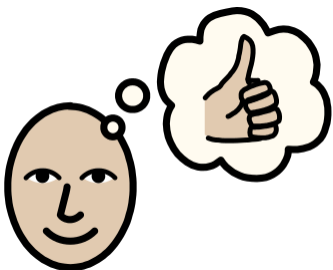
Countdowns



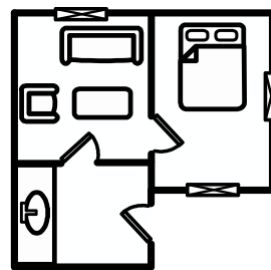
Technology to support where appropriate



Flexible grouping



Clear and positively stated behaviour expectations



Carefully considered class layout



Pupil voice