

Ordinarily available provision

Inclusion ensures all children- regardless of need, background, or circumstances- can access the full curriculum and wider school life. It means removing barriers to learning and wellbeing while delivering high-quality teaching that meets the needs and maintains high aspirations for all children.

At Frogmore Infant School, inclusion means children truly participate in learning, adaptations support long-term independence, the curriculum is designed with all learners in mind from the start and high expectations and full access to ambitious content remain central.

Research shows that key principles underpinning inclusive practise related to:

- High quality teaching first- effective instruction for every child as the foundation
- High expectations- ambition remains high regardless of need
- Early identification- using assessment and teacher knowledge to identify needs
- Remove barriers- through curriculum design, scaffolding and adaptive teaching
- Belonging and safety- children feel seen, valued and heard
- Consistency- routines and expectations applied fairly

At Frogmore Infant School, we regard inclusion as success when all children can access, participate and achieve. We use the following indicators to measure our success:

Strong progress Children with different needs make progress over time	Narrowing gaps Needs are met early and effectively to reduce disparities	Sense of belonging Children feel confident and valued in school
Positive behaviour Reduced incidents due to proactive support	Full participation All children engage in the curriculum and wider school life	Confident staff Staff feel equipped and are consistent in their practice

This document sets out our ordinarily available provision (OAP)- the provision made available in school for every child, every day. OAP is the underpinning principle that enables us to establish an inclusive environment so that every child can succeed.

At Frogmore Infant School we use our Maslow's hierarchy of need non negotiables and agreed pedagogical provision to create an environment which allows every child to thrive:



Metacognitive skills	Social and emotional skills	Empower adults
Positive interactions	'I can' cycles	Praise
Provide choice	Routines and rituals	Authentic adults
Safe classroom	Safe adults	Safe emotions
Meet basic physical needs	Classroom comfort	Parent not child

	Meet basic physical needs	Classroom comfort	Parent not child
Physiological needs are met	- access to water bottles - access to toilet - provision of breakfast, snack, lunch - appropriate clothing	- space - easy access to essential resources - tidy and reliable - adapted furniture - low sensory environment	concerns/issues shared with parents/carers not pupils e.g. no coat, packed lunch food choices
Safety needs are met	Safe classroom - effective transition, calming activities, key adult - consistent, predictable boundaries - emotional check ins - check for understanding - regulation resources	Safe adults - calm, kind, consistent adults - adults listen and respond to safety worries - children know what to expect from adults and what we expect from them, no fear about mistakes	Safe emotions - safe space to regulate - teach self-soothe and anger management strategies - For those who find making positive choices hard, offer more support and limit

	resource availability and appropriate presentation		choices a little more, being clear about consequences and what will happen next.
Belonging needs are met	Provide choice	Routines and rituals	Authentic adults
	- Pupils feel safe to make choices for themselves - Co-produce rules - Acknowledge that different people might make different choices (and at different times) and that that is okay. Try not to judge the choices of others. - Commit to making every pupil's voice heard	- Explicitly teach school wide routines - Meet and greets - Clubs, activities and events that enable belonging and connection - Resources and displays reflect 'kids like me' - Consistent and explicit boundaries	- Adults are consistent, persistent/ don't give up – they hold on to hope, and are trusting - Adults are predictable-They say what they will do, and they do what they say. - Adults exhibit authentic warmth- smile, laugh, open body language, care out aloud, voice kind thoughts - Adults and children experience fun/laughter- playfulness, connection, flow - Adults know individuals well- strengths, interests, family etc - Say I'm sorry and mean it
Esteem needs are met	Positive interactions	'I can' cycles	Praise
	- Use of verbal and non-verbal communication within a strength based approach - Communicate clearly, consistently and warmly. Try to avoid triggering language and take care about your tone of voice, trying to avoid harsh, angry, loud tones outside of emergency moments. - Replace what's wrong with you to what's happened to you	- Use of 'I can' cycles - Adults role model mistakes, problem solving, self-care - Encourage passion- interest, hobby, skills - Create sense of success, achievement and pride - Inspire ambition and belief of success for all, high expectations for all	- Praise the process/resilience not the effort - Specific praise, quiet praise 5:1 ratio positive to negative interaction - Promotes pupils to check their own understanding
Self-actualisation	Metacognitive skills	Social and emotional skills	Empower adults
	- Pupils aware of strengths and next steps - Pupils self-assess against success criteria - Adults promote and develop metacognitive talk - Adults set appropriate level of challenge and provide appropriate feedback - Learning does not overload pupils' cognitive capacity	- Pupils aware of strengths and next steps - Pupils are able to express feelings, show self-regulation and understand the point of view of others - Effective RSE provision	- School uses a coaching culture - School invests in developing the skills and understanding of the whole team - Every voice is heard, and every person is supported to be a confident and creative contributor. - Audit and use cross-team strengths/skills/passions.

Pedagogical approaches:

Sequencing concepts and modelling	Assessment and Questioning	Preparation and review	Importance and clarity of talk	Learning and visual resources
• Adaptive delivery and instruction • Chunking information • Clear end point • Provide models • Provide scaffolding • Metacognition for independence	• Effective questioning • Check for understanding • Ongoing responsive assessment and feedback	• Repetition and deliberate practice • Over learning and consolidation • Misconceptions • Pre-teach vocabulary • Structured routines • Building independence	• Reflecting back correct speech • Use of repetitive instructional phrases • Structures to support talk • Verbal rehearsal	• Visual scaffolds • Visual timetables • Dual coding • Colour coding • Alternative and augmentative communication (AAC)