ORDINARILY AVAILABLE PROVISION

Defining and Implementing Inclusive Practices

Inclusion is a term used in educational settings, often without clear, practical guidance. While the desire for inclusivity is universal, its practical application varies significantly across schools. Given the evolving needs of learners, genuine inclusion is vital for ensuring success and fostering independence for all. To establish a culture of inclusion this requires a shared understanding amongst all staff members regarding its definition and importance. True inclusion is achieved when diversity is normalised, rendering the term "inclusion" itself redundant – so that it becomes the established norm.

Research indicates that inclusive environments are cultivated through careful consideration of:

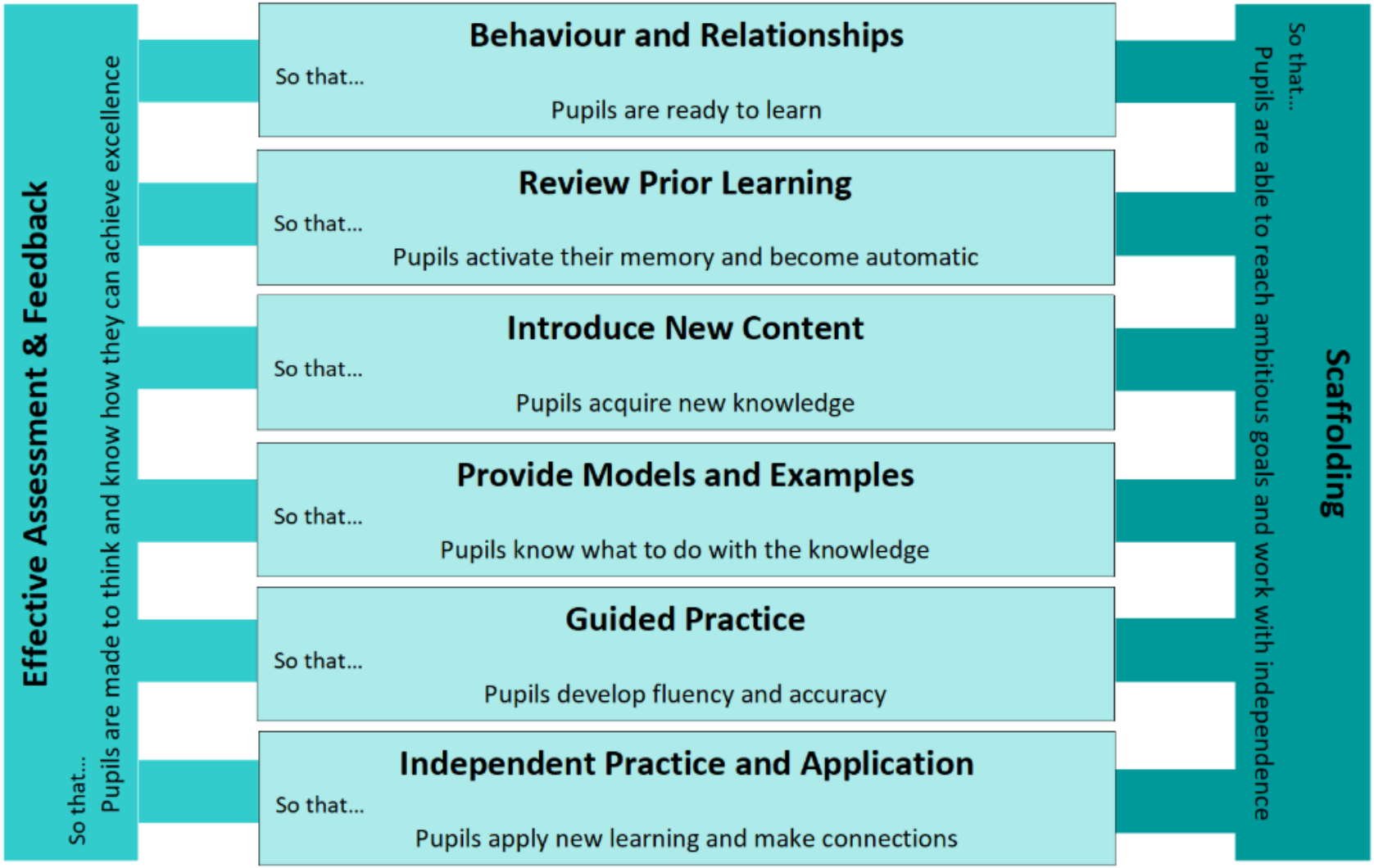
- Physical environments
- Systems and processes
- Curriculum design
- A culture that emphasises co-production, parental engagement, relational approaches, and strengths-based language
- Consistency in approach and a shared ethos

2. Ordinarily Available Provision: The Foundation of Inclusion

"Ordinarily available provision" (WAVE 1) refers to the standard provisions offered to all learners within an educational establishment, every day. This principle underpins the creation of an inclusive learning environment, enabling all individuals to thrive. Recognising that provisions beneficial to those with additional needs ultimately benefit all learners. This responsibility necessitates ongoing adaptations to ensure all learners benefit from high-quality provision, as reflected in Teachers' Standards four, five, and six.

3. The Fundamental Role of Ordinarily Available Provision in Inclusion

Ordinarily available provision is crucial for establishing an environment conducive to success for all. When ordinarily available provision becomes the established norm, all learners achieve, develop independence, and experience positive outcomes.


Effective Assessment & Feedback
So that...
Pupils are made to think and know how they can achieve excellence
Behaviour and Relationships
So that...
Pupils are ready to learn
Review Prior Learning
So that...
Pupils activate their memory and become automatic
Introduce New Content
So that...
Pupils acquire new knowledge
Provide Models and Examples
So that...
Pupils know what to do with the knowledge
Guided Practice
So that...
Pupils develop fluency and accuracy
Independent Practice and Application
So that...
Pupils apply new learning and make connections
Scaffolding
So that...
Pupils are able to reach ambitious goals and work with independence

Coastal Learning Partnership Overview of expected Universal (Ordinarily Available Provision)

	Cognition & Learning, Communication & Interaction, Sensory & Physical	Social Emotional Mental Health Behaviour/Mental Health	Attendance
W1 - UNIVERSAL- MAINSTREAM (classroom - for all pupils)	**Cognition and Learning** Adapted instruction/scaffolding Explicit teaching of key vocabulary (dual coding) Chunking information Modelling, provide examples and metacognitive strategies Review of prior learning and key knowledge (retrieval practice) Multi-sensory learning opportunities (including concrete resources) Flexible groupings Consideration of curriculum planning content Supportive learning tools (e.g., word mats, number frames) Task boards 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 positive interaction between pupils (social skills) Facilitating peer interaction through group work **Sensory and Physical** Reasonable adjustments to the school and classroom environment for sensory and physical needs Enabling environment to support the development of fine and gross motor skills- fine motor boxes Ensuring physical accessibility in line with accessibility policy Reasonable adjustments to the classroom or school environment to meet individual needs. Teaching of handwriting (posture, pencil grip) Providing whole class movement opportunities Adaptions to uniform Paper colours/books for recording Fiddle toy/sensory boxes **External agency involvement:** Reaching out for Information advice and training to support school training needs and meeting pupil needs.	**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. **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 **Behaviour Support:** Consistent behaviour management policies Restorative approaches Clear routines and boundaries Language used is 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	Universal support focuses on proactive, preventative strategies and a positive school environment that supports the emotional well-being and attendance of all pupils. The aim is to create a sense of safety, belonging, and reduce potential triggers for anxiety. **Positive School Ethos:** Strong relationships: Fostering positive relationships between staff and pupils, and among peers. Warm and welcoming environment: Ensuring school feels like a safe and nurturing place. Inclusive practices: Ensuring all pupils feel valued and supported, regardless of their needs. **Parental Engagement:** Open communication: Establishing clear lines of communication with parents. Information sharing: Providing information about the school's approach to well-being and attendance. Collaborative problem-solving: Working with parents to understand their child's needs and implement strategies at home and school. **Early Identification and Monitoring:** Robust attendance monitoring: Promptly identifying patterns of non-attendance and investigating reasons. Open communication channels: Encouraging pupils and parents to communicate concerns early. Key adults who can build relationships and notice changes in well-being. **Curriculum and Pedagogy:** Differentiated instruction: Adapting teaching to meet diverse learning styles and needs, reducing academic pressure. Social and Emotional Learning (SEL): Explicitly teaching skills like self-regulation, empathy, and problem-solving. Anxiety awareness: Educating staff on the signs and symptoms of anxiety and Emotional Based School Avoidance (EBSA).

	Cognition & Learning, Communication & Interaction Sensory & Physical	Social Emotional Mental Health Behaviour/Mental Health	Attendance
W2 - MAINSTREAM TARGETED (for some pupils – interventions Pupils with ISPs)	**Targeted Teaching Practices** Providing alternative ways to record learning Pre-teaching and overlearning/consolidation of skills Adult supported group learning Individual Assessments for pupils falling behind (e.g., spelling, phonics) Access arrangements for examinations **Key Characteristics of Targeted Support** Targeted support is tailored to the specific needs of the individual child/group of pupils **Reading interventions** (e.g., phonics programmes, guided reading with a focus on specific skills, comprehension programmes). **Phonics interventions:** (e.g., pre-teaching, evidence-based intervention, precision teaching) **Writing interventions** (e.g., handwriting programmes, sentence structure support, planning and drafting support). **Mathematics interventions** (e.g., number bonds programmes, place value support, problem-solving strategies). **Spelling interventions.** (e.g., evidence-based interventions) **Motor Skills** Small group fine and gross motor skills (Learn to Move, Sensory Circuits) **Small group work:** Focused small group sessions led by a teacher or teaching assistant to address specific learning gaps. **Use of technology:** Specific software or apps to support individual learning **Learning Skills support:** Teaching strategies for organisation, memory, and independent learning. **Communication-Friendly Environment** Speech and language therapy (SaLT) programmes. Individual or group sessions delivered by a SaLT or a trained adult, focusing on specific communication needs. Social skills groups. Structured groups to develop social understanding, interaction, and emotional regulation skills. Programmes for Autism Spectrum Conditions (ASC) e.g., Attention Autism Makaton or other signing systems **Communication aids:** Introduction and use of alternative and augmentative communication (AAC) systems. Visual supports, Individualised visual aids to support understanding and communication Visual aids, supports and dual coding (e.g., visual timetables, now and next boards) **Support for Sensory and Physical Needs** Physiotherapy or occupational therapy programmes, designed and delivered by therapists or trained staff to develop motor skills, coordination, or sensory processing. **Sensory integration activities:** Targeted interventions to support with sensory processing difficulties. **Assistive technology:** Provision of equipment or adaptations to support access and participation. **Environmental adaptations:** Specific adaptions/resources for pupils **External agency involvement:** Involvement from external agencies who provide direct support and guidance within the school setting. **External agency involvement:** Collaboration with external agencies that involved targeted actions	**Social, Emotional and Mental Health (SEMH)** 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 ELSA/Equivalent **Accessible Environment:** Access to a safe space within the classroom **Social skills training:** Focused work on specific social skills, such as turn-taking, empathy, and conflict resolution. Using strategies such as Social Stories and Comic Strip Conversations **Therapeutic approaches:** Use of techniques such as drawing and talking (delivered by trained staff). Programmes to support emotional awareness and mindfulness e.g., Storm break shine **Mentoring:** 1:1 support from a designated adult, such as a learning mentor or ELSA (Emotional Literacy Support Assistant). **Behaviour support plans:** Individualised plans to address specific behavioural challenges. Zones of Regulation: Using specific approaches to support self-regulation	This wave is for pupils who are beginning to show signs of EBSA or attendance difficulties that are not resolved by universal provision. It involves more specific and targeted interventions, often delivered by school staff or school-based professionals. **Strategies to Support Attendance:** Structured Transition and Engagement interventions Welfare checks **Early Identification and Referral Pathways:** Establishing clear processes for referring pupils to multi-agency meetings (e.g., TAF) or early help services when concerns arise. **Personalised Recognition and Motivation Systems:** Developing bespoke reward and recognition programs tailored to individual pupil attendance and engagement goals. **Proactive Well-being Monitoring:** Conducting regular welfare checks and maintaining communication during non-school periods (e.g., holidays) to ensure continued support. During periods of absence **Needs-Based Assessment and Intervention Documentation:** Utilising specific tools (e.g., EBSA push/pull documents) to assess and track pupil needs and interventions. **Individualised Relationship-Based Support:** Providing one-to-one "meet and greet" opportunities and bespoke relationship-building interventions for targeted pupils. **Emotional Literacy and Nurture Provision:** Implementing programs like ELSA (Emotional Literacy Support Assistant) and broader pastoral support to address emotional and social development. **Focused Intervention Groups:** Establishing specialised groups for nurturing, social communication development, or specific therapeutic interventions (e.g., Lego Therapy). **Integrated Mental Health Support:** Facilitating mental health services within the school setting to provide accessible support. **Collaborative Professional Development:** Facilitating regular meetings and collaborative efforts among teachers and pastoral care leads to ensure holistic pupil nurturing and support **External Agency Collaboration and Outreach:** Developing clear referral pathways to external agencies and community resources for specialised support beyond the school's direct provision.

SEND register	Cognition & Learning, Communication & Interaction Sensory & Physical	Social Emotional Mental Health Behaviour/Mental Health	Attendance
W3 - MAINSTREAM PLUS (EHCPs or undergoing EHCNAs)	**Teaching & Learning** 1:1 or higher ratio of trained adult support to that is normal Differentiated personalised, which is small step based Specific interventions to support communication, social interaction, and sensory processing (e.g., TEACCH strategies). Individual Assessments (e.g., Diagnostic assessment) **Specialised interventions:** Individualised programmes designed and delivered by trained staff Precision teaching with frequent data collection and analysis, leading to individualised adjustments to teaching. **Multi-sensory teaching:** Individualised, multi-sensory approaches that require input from professionals and ongoing delivery. A high-level support, or 1:1 or very small group support from a specialist teacher or a trained teaching assistant with specific expertise, provided for a significant portion of the school day. (EHCP wording high level of support) **Communication-Friendly Environment** Individualised speech and language therapy planned and reviewed by a qualified SaLT, delivered by a trained member of staff, with individualised targets Specialised programmes for ASC or social communication difficulties, delivered by staff with training and expertise, with a focus on generalisation of skills and addressing barriers to learning and social interaction. Individualised communication tools to support communication e.g., PECS **Equipment and technology:** Individualises access to the use of assistive technology that goes beyond standard classroom resources (e.g., specialised software with text-to-speech, speech-to-text, alternative input devices) **Environmental adaptations:** Adaptations to the environment, routines, and expectations, based on specialist advice (e.g., from an autism advisory teacher), that are beyond typical reasonable adjustments and require careful planning and implementation across the school. **Support for Sensory and Physical Needs** Individualised physiotherapy or occupational therapy programmes planned and reviewed by a therapist and delivered by a trained member of staff Specialised equipment and technology: **Personal care:** Individual support with personal care or mobility needs, requiring knowledge or training **Health care plans:** Implementation of health care plans developed in close collaboration with health professionals, to support medical needs, requiring training, ongoing monitoring Close collaboration with health professionals: **External agency involvement:** Regular involvement from external agencies who provide direct support and guidance within the school setting. **External agency collaboration:** Close collaboration with external agencies, such as specialist communication teams or autism support services, with these agencies providing direct support and guidance within the school setting.	**Social, Emotional and Mental Health (SEMH)** Specialist therapeutic interventions: Individual or group therapy delivered by a qualified therapist (e.g., play therapy, art therapy) with a high degree of specialisation, intensity, and frequency, to address SEMH needs. Specialised programmes to address trauma, attachment difficulties, anxiety, or mental health needs, delivered by staff with specialist training and expertise, with a focus on addressing barriers to learning and well-being. **Individualised behaviour support:** Implementation of individualised behaviour support plans that require specialist input, a high level of consistency and intensity, and proactive strategies to address significant behavioural challenges and promote safety. **Risk management:** Development and implementation of detailed risk assessments and management plans to ensure the safety of the child and others, requiring specialist guidance and a high level of monitoring and intervention . **Environmental and routine adaptations:** Adaptations to the school environment and routines to meet the child's SEMH needs (e.g., designated safe space, individualised timetables, sensory regulation strategies, crisis management plans), based on specialist advice and requiring careful planning and implementation across the school. Access to a safe space outside of the classroom where supervision is required **Specialised adult support:** High levels of 1:1 support from a designated adult (e.g., learning mentor, ELSA) with specialist training and expertise, to manage behaviour, promote emotional regulation, and facilitate access to learning throughout the school day, with a focus on addressing significant SEMH barriers and promoting inclusion. **Close collaboration with external agencies:** Close collaboration with external agencies, such as CAMHS or specialist mental health teams, with these agencies providing direct support and guidance within the school setting.	This wave is for pupils with persistent and complex EBSA or attendance issues where Wave 1 and 2 interventions have not been sufficient. It involves the involvement of external specialists and multi-agency collaboration. **Multi-Agency Assessment and Planning:** Referral to external professionals: This may include: Educational Psychologists (EPs): For comprehensive psychological assessments and advice on educational strategies. Child and Adolescent Mental Health Services (CAMHS): For assessment and intervention for underlying mental health conditions (e.g., severe anxiety disorders, depression, OCD). Other health professionals: Paediatricians, occupational therapists, speech, and language therapists, if relevant. Social Care/Early help: If there are safeguarding concerns Team Around the Child (TAC) or Multi-Agency Meeting: Bringing together all involved professionals, the family, and the child to create a holistic support plan. Education, Health and Care Plan (EHCP) consideration: If the child's needs are complex and long-term, an EHCP may be considered to ensure legal protection and funding for necessary support. **Intensive and Specialised Interventions:** Therapeutic interventions: Individual or family therapy (e.g., Cognitive Behavioural Therapy - CBT, systemic family therapy) delivered by mental health professionals. Specialist educational provision: In some cases, a modified timetable, home tuition, or alternative provision may be considered as a temporary measure, with a clear plan for reintegration to mainstream education. This should be a last resort and not used as a punitive measure for behaviour. Outreach support: Professionals working with the child and family in their home or community. Parenting support: Specialised parenting courses or individual coaching for parents dealing with complex EBSA. Advocacy services: Support for parents navigating the education and health systems (e.g., SENDIASS). **Reintegration Planning:** Careful and gradual reintegration: A detailed plan for returning to school, often involving short visits, building up to full attendance, and ongoing support, including part time timetables Ongoing monitoring and review: Regular review meetings to assess progress and adjust the plan as needed. **Alternative Provision** Legality: Schools have a duty to provide education, and local authorities have a duty to provide alternative education if a child cannot attend school due to health needs (including mental health), after 15 days of absence. Parents should not be penalised for non-attendance due to EBSA.

RESOURCE PROVISION (only for agreed pupils with EHCPs)	Cognition & Learning Communication & Interaction Sensory & Physical	Social Emotional Mental Health Behaviour/Mental Health	Attendance

	Cognition & Learning, Communication & Interaction Sensory & Physical	Social Emotional Mental Health Behaviour/Mental Health	Attendance
W4 - SPECALIST (only for agreed pupils with EHCPs)	**Teaching & Learning:** Extensive adaptation or modification of the curriculum to meet the child's specific learning needs High ratio of adults to pupils with extensive specialist training Highly individualised, intensive multi-sensory approaches that require specialist knowledge and ongoing expert delivery. **Communication-Friendly Environment** Intensive speech and language therapy delivered by a qualified SaLT, with a high frequency, highly individualised targets, and a focus on complex communication needs. **Advanced AAC:** Assessment for, provision of, and intensive, ongoing training and support in the use of complex AAC systems, requiring specialist input and a high level of technical expertise. **Specialist equipment and technology:** Provision of and expert training in the use of assistive technology that goes beyond standard classroom resources **Environmental adaptations:** Significant and pervasive adaptations to the environment, routines, and expectations, based on specialist advice (e.g., from an autism advisory teacher), that are far beyond typical classroom practice and require careful planning and implementation across the school **Support for Sensory and Physical Needs** Specialist therapy interventions: Intensive physiotherapy or occupational therapy programmes delivered by qualified therapists, with a high frequency, highly individualised goals, and a focus on complex physical or sensory needs. Highly specialised equipment and technology: Provision of highly specialised equipment or assistive technology that is significantly beyond what is typically available (e.g., powered wheelchairs, hoists, communication aids with specialist software), with intensive, ongoing training and support from specialists. Major environmental modifications: Major and pervasive adaptations to the school environment to ensure accessibility and participation (e.g., building modifications, specialist facilities, sensory rooms), requiring specialist input and significant resources. Intensive, specialised personal care: High levels of support with personal care or mobility needs, requiring specialist knowledge or training and a high degree of intensity and frequency, often involving intimate care. **Complex health care plans:** Implementation of detailed health care plans developed in close collaboration with health professionals, to manage complex medical needs, requiring specialist training, ongoing monitoring, and a high level of care. **Close collaboration with health professionals:** Close collaboration with health professionals and specialist health teams,	**Specialist SEMH Schools** (Day and Residential): Dedicated schools designed specifically for children and young people with SEMH needs. They often have a high staff-to-pupil ratio, smaller class sizes, and a highly adapted curriculum. **Pupil Referral Units** (PRUs) **with Specialist SEMH Pathways**: PRUs offer a highly structured, nurturing, and therapeutic environment, aiming to re-engage pupils in education and equip them with the skills to manage their emotions and behaviours. . **Child and Adolescent Mental Health Services** (CAMHS): Tier 4 CAMHS provides the most specialised and intensive mental health support for young people with severe and complex mental health difficulties. Section 19 Duty: If a pupil cannot attend any educational setting (including specialist SEMH schools or PRUs) due to severe and enduring SEMH-related health needs (e.g., extreme anxiety, depression, phobias), the Local Authority has a legal duty under Section 19 of the Education Act 1996 to provide suitable full-time education. This might involve: Individual or small group tuition: Provided by qualified teachers, often at home or in a neutral setting. Online learning platforms: Structured online learning, with pastoral and academic support. Highly adapted timetables: Extremely flexible and gradual re-engagement, with a clear focus on the pupil's well-being. Therapeutic Overlay: This provision should ideally be closely linked with ongoing CAMHS or other therapeutic support.	This wave is for pupils with severe, complex, and enduring EBSA where mainstream schooling, even with extensive Wave 3 support, is currently not viable. **Specialist Alternative Provision (AP):** Therapeutic AP Schools/Units: These are dedicated educational settings designed specifically for children and young people with significant Social, Emotional, and Mental Health (SEMH) needs. Pupil Referral Units (PRUs) with a strong SEMH focus: While PRUs often cater to behavioural needs, some are specifically designed for pupils with complex emotional difficulties. Independent or specialist SEMH schools: Schools specifically set up to support pupils whose needs cannot be met in mainstream or even standard PRUs. Therapeutic farms or outdoor learning centres: For some children, a non-traditional, nature-based approach can be highly effective in reducing anxiety and building confidence. Online Alternative Provision: For some pupils with severe EBSA, the physical school environment is too triggering. High-quality online AP can provide structured education, often with live teaching and pastoral support, in a home environment. This can be a bridge back to face-to-face learning or a longer-term solution. **Intensive, Long-Term Mental Health Interventions:** Tier 4 CAMHS (Child and Adolescent Mental Health Services): This is the highest level of specialist mental health care for children and young people. **Home-Based Education (LA Commissioned/Supported):** For children who cannot attend any educational setting due to severe EBSA, the Local Authority has a duty (under Section 19 of the Education Act 1996) to provide suitable full-time education. This might involve: Individual home tuition: Provided by qualified teachers, often with a focus on core subjects and reintegration where possible. Virtual learning platforms: More structured online learning, often with tutor support. This is distinct from Elective Home Education (EHE), where parents take full responsibility for their child's education. **Highly Coordinated Multi-Agency Support:** Regular multi-agency meetings (e.g., high-level TACs, EHCP reviews). Clear pathways for transition: Meticulous planning for any transition between different provisions Parental and family support

Courthill Infant School, **UNIVERSAL PROVISION** November 2026.

The table below outlines Courthill Infant School's ordinarily available (UNIVERSAL PROVISION). This is the standard available provision offered to all learners within our school.

TARGETED SUPPORT OFFER– represents the next level of support that some pupils may require this is usually delivered through targeted time-limited interventions that are regularly reviewed

UNIVERSAL – All Pupils	UNIVERSAL Social Emotional Mental Health – All Pupils	TARGETED SUPPORT OFFER – Some pupils
Cognition and Learning Adapted instruction/scaffolding Explicit teaching of key vocabulary (dual coding) Chunking information Modelling, provide examples and metacognitive strategies Review of prior learning and key knowledge (retrieval practice) Multi-sensory learning opportunities (including concrete resources) Flexible groupings Consideration of curriculum planning content Supportive learning tools (e.g., word mats, number frames) Task boards 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 positive interaction between pupils (social skills) Facilitating peer interaction through group work Wellcomm assessments **Sensory and Physical** Reasonable adjustments to the school and classroom environment for sensory and physical needs Enabling environment to support the development of fine and gross motor skills (fine motor boxes) Ensuring physical accessibility in line with accessibility policy Reasonable adjustments to the classroom or school environment to meet individual needs. Teaching of handwriting (posture, pencil grip) Providing whole class movement opportunities Adaptions to uniform Paper colours/books for recording Fiddle tool/sensory boxes **External agency involvement:** Reaching out for Information advice and training to support school training needs and meeting pupil needs.	**Positive School Culture:** Creating a safe, supportive, and inclusive environment Promoting positive relationships Teaching social and emotional skills Whole school Social Emotional Learning curriculum – Therapeutic thinking Trauma awareness (November 2025) Mindfulness awareness Clear expectations and routines: Providing predictability and structure to reduce anxiety Daily visual timetables displayed in classrooms **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 **Behaviour Support:** Consistent behaviour management policies Restorative approaches Clear routines and boundaries Language used is linked to behaviour is positively framed with a culture of understanding and exploration Social skills support **Environmental Adaptions** Supportive seating within the classroom (e.g., sitting near the front, away from busy areas) Sensory overload awareness Working outside the classroom in a small group Sensory circuits training	• Providing alternative ways to record learning • Pre-teaching and overlearning/consolidation of skills • Adult supported group learning • Individual Assessments for children falling behind (e.g., spelling, phonics) • Access arrangements for examinations • Specific adaptions/resources for children • Reading interventions - small groups, 1:1, extra volunteer reading) • Phonics interventions – precision teaching, minute a day, extra phonic session (stage not age) • Writing interventions – handwriting, colourful semantics, adaptive planning • Mathematics interventions – number recognition, conceptual understanding • Spelling interventions – HFW/CEW, precision teaching, multisensory approach • Fine Motor Skills – fine motor boxes • Gross motor skills – sensory circuits, bounce breaks (trampolines) • SALT intervention - Individual or group sessions delivered by a SaLT or a school trained adult, focusing on specific communication needs. • Attention Autism Bucket – adapted to meet the needs of children (language development, social skills, communication skills) • Signalong – support speech development • PECs - use of alternative and augmentative communication (AAC) systems. • Visual supports – widget, visual timetables, now and next boards, button charts, labelled environments, cue cards (stop), vocabulary. • Physiotherapy or occupational therapy programmes – delivered by school trained adults. • Educational Psychologists, Outreach - Collaboration with external agencies who provide direct support and guidance within the school setting, delivering targeted actions to meet identified needs. • Sensory integration - wobble cushions, balance beams, stepping stones, scooter boards, mini-trampoline work, full tactile exploration activities, oral-motor input fidget tools, noise-cancelling headphones. • ELSA/ Pastoral sessions – emotional awareness and support • Adaptions to the school day - soft starts, alternate play and lunchtimes, movement around the school and end of day arrangements • Access to a safe space within the classroom • Social Stories • 1:1 support from a designated adult (LSA) • Understanding Me Profiles - individualised plans to address specific behavioural challenges. • Zones of Regulation - using specific approaches to support self-regulation (e.g. movement break, sensory activity)

Courthill Infant School's **SUPPORT FOR ATTENDANCE** November 2026

The table below outlines Courthill Infant School's ordinarily available (UNIVERSAL) provision to support where pupils are at risk of emotional based school refusal that is offered by our school. This is the standard available provision offered to all pupils within an educational establishment.

TARGETED SUPPORT OFFER– represents the next level of support that some pupils may require this is usually delivered through targeted time-limited interventions that are regularly reviewed

UNIVERSAL – All Pupils	TARGETED SUPPORT OFFER – Some pupils
Universal support focuses on proactive, preventative strategies and a positive school environment that supports the emotional well-being and attendance of all pupils. The aim is to create a sense of safety, belonging, and reduce potential triggers for anxiety. **Positive School Ethos:** Strong relationships: Fostering positive relationships between staff and pupils, and among peers. Warm and welcoming environment: Ensuring school feels like a safe and nurturing place. Inclusive practices: Ensuring all pupils feel valued and supported, regardless of their needs. **Parental Engagement:** Open communication: Establishing clear lines of communication with parents. Information sharing: Providing information about the school's approach to well-being and attendance. Collaborative problem-solving: Working with parents to understand their child's needs and implement strategies at home and school. **Early Identification and Monitoring:** Robust attendance monitoring: Promptly identifying patterns of non-attendance and investigating reasons. Open communication channels: Encouraging pupils and parents to communicate concerns early. Key adults who can build relationships and notice changes in well-being. **Curriculum and Pedagogy:** Differentiated instruction: Adapting teaching to meet diverse learning styles and needs, reducing academic pressure. Social and Emotional Learning (SEL): Explicitly teaching skills like self-regulation, empathy, and problem-solving. Anxiety awareness: Educating staff on the signs and symptoms of anxiety and Emotional Based School Avoidance (EBSA).	This wave is for pupils who are beginning to show signs of EBSA or attendance difficulties that are not resolved by universal provision. It involves more specific and targeted interventions, often delivered by school staff or school-based professionals. **Strategies to Support Attendance** • Structured transition and engagement intervention - soft starts, key-adult check-ins, and personalised regulated routines to support attendance and reduce transition-related anxiety. • Tiered approach to supporting families – teachers, SLT, Headteacher, BCP • Celebrate improvements in attendance by writing to families or speaking with them. • Welfare checks • Proving children with special jobs and responsibility • Access to breakfast and afterschool club – support transition, providing quieter start to school. **Early Identification and Referral Pathways** • Half termly tracking • Graduated Response – rational approach, teachers check in with families and identify needs/support. • Establishing clear processes for referring pupils to multi-agency meetings (e.g., TAF) or early help services when concerns arise. **Personalised Recognition and Motivation Systems** • Developing bespoke reward and recognition programs tailored to individual pupil attendance and engagement goals. **Proactive Well-being Monitoring** • Conducting regular welfare checks to ensure continued support. During periods of absence **Needs-Based Assessment and Intervention Documentation** • Utilising specific tools (e.g., EBSA push/pull documents) to assess and track pupil needs and interventions. **Individualised Relationship-Based Support** • Providing one-to-one opportunities and bespoke relationship-building interventions for targeted pupils. **Emotional Literacy and Nurture Provision** • ELSA & Pastoral - support emotional and social development. **Focused Intervention Groups** • Nurture Group - social communication development. • Therapeutic interventions – sensory circuits, Lego therapy, SALT, play therapy, outreach support (OT, Physio) **Integrated Mental Health Support:** • Facilitating mental health services within the school setting to provide accessible support – designated staff member for mental health, pastoral/ELSA sessions **Collaborative Professional Development** • Headteacher and attendance officer half termly attendance audit – agree next steps • Facilitating regular meetings and collaborative efforts among teachers and pastoral care leads to ensure holistic pupil nurturing and support **External Agency Collaboration and Outreach** • Developing clear referral pathways to external agencies and community services, ensuring timely access to specialist support beyond the school's provision - mental-health teams, bereavement (Mosaic), SALT, OT, physiotherapy, educational psychology, and local outreach services.