

A photograph of two hands, one on the left and one on the right, positioned to form a heart shape. The hands are silhouetted against a bright sunset sky with a golden glow. The sun is visible at the bottom center, reflecting on the water below. The overall mood is warm and collaborative.

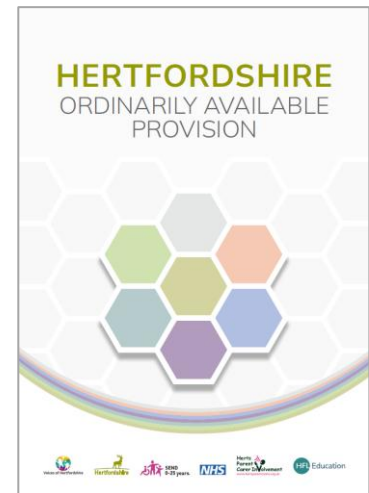
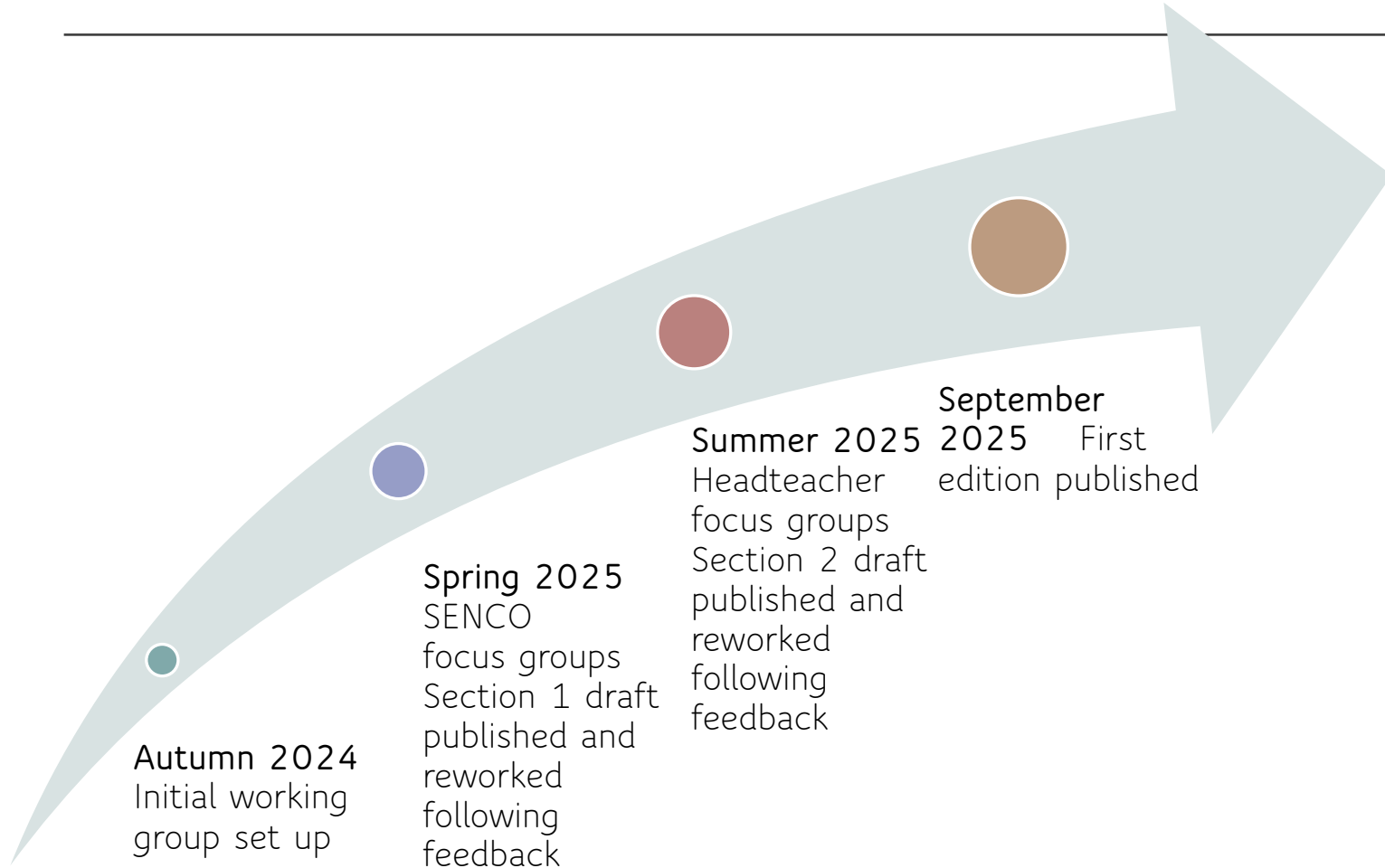
Working Together, How we used coproduction  
to implement an ordinarily available offer

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LISTENING TO HEAR AND DO



# taking the time to get it right



# What is Ordinarily Available Provision – this was our starting point



What do we mean by Ordinarily Available Provision?



We had a working group of Herts SEND staff, project managers from our transformation team, local Delivering Specialist Provision Locally managers, parents, health and colleagues from families first, SENCOs from secondary, primary and early years,



We learnt the importance of listening and allowing a space for all to share their views allow and accept the views of others – time to reflect

# Collaboration

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WE WORKED WITH HEADS AND SENCOS AND ASKED THEM WHAT THEY WANTED US TO DO



THIS LED TO FACE TO FACE SESSIONS WHERE PEOPLE WERE INVITED TO READ THE DOCUMENT (SILENT READING WAS WELCOMED) AND THEN GIVE FURTHER VIEWS



ALL COMMENTS WERE COLLATED AND INCORPORATED



ONE THING THAT STOOD OUT WAS THAT OFTEN LANGUAGE MAKES ORDINARILY SEEM SPECIALIST WE WORKED HARD TO CHANGE THIS



WE JOINTLY LED THE WORK WITH HERTS FOR LEARNING IN EDUCATION OUR SCHOOL IMPROVEMENT



WE WORKED WITH YOUNG PEOPLE THROUGH VOICES IN HERTFORDSHIRE TO PUT THE COMMUNICATION TOGETHER

# Lessons we learnt on the way

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We should have involved our young people much earlier

We learnt the power of listening and giving permission for pedancy

We learnt to understand everyone's lens and perspective

We learnt that if people feel they have been a part of something and had a voice they will value this



# Supports as we move forward

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Here are some examples of what we use to show that we are listening, hearing and understanding as we move forward

# Teaching Standard 5 all teachers must

know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.



PNG EPS

# Rosenshine's 10 Principles of Instruction

1. Review learning  
at the start.



2. Present new material  
in small steps.



3. Ask lots of good  
questions.



4. Provide models and  
worked examples.



5. Practise using the  
new materials.



6. Check for  
understanding.



7. Obtain a high  
success rate.



8. Provide scaffolding  
and support.



9. Encourage  
independent practice.

10. Weekly and  
monthly review.



# It's what we do

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# The *Kindness* Principle

*Making relational behaviour  
management work in schools*

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The Kindness Principle" by Dave Whitaker advocates for a behavior management approach in schools that emphasizes kindness, understanding, and strong relationships to create a positive educational environment



## Providing high quality provision


adapting the environment to meet the needs of all children and young people this could include:

- considering how to improve access to the physical environment to make it fully inclusive
- planning to improve access to the curriculum, and to written information
- considering cognitive overload when selecting tasks and material
- designing displays that are visually accessible and less cluttered to reduce sensory overload
- using a pale background, accessible font styles or live subtitles on the whiteboard when appropriate
- being aware of **sensory factors** such as light, temperature, sounds, touch and smell and mitigating when appropriate
- taking account of children and young people's individual needs when planning seating arrangements.

# What is Ordinarily Available Provision

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We also have  
created Support  
on a Page




This is a directory that is on the local offer and links people to the service they need so that they aren't chasing around phoning someone on Monday then someone else on Tuesday to find themselves back with the same person on Friday

We monitor this regularly and are currently looking at Ready Reckoner to help people get to the right support at the right time

# Behaviours that Challenge Service Directory


## Hertfordshire Children and Young People

The services below provide a combination of early intervention and more specialist support for children and young people's social emotional and mental health needs. Click the service name to be redirected to more information.

 Age group


 Telephone service


 Online/virtual service


 Face to face service


 Referral required


**Available to families and professionals**

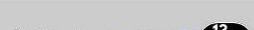
0-25 Team 


DSPL 


Neurodiversity Support Hub 

PALMS 


SENDIASS 


Services for Young People 


SPACE, Speech and Language Consultation 

Special Schools and SRPs 


**Available to families**


Children's Wellbeing Practitioner Services 


Emotionally Based School Avoidance 

Family Centres 


**Available to families**


Sensory Processing Service 


Step2 Group Work 


Play Skill Parent Support 


**Available to professionals**


ASK Sali Line 


Early Years SEND Team 


Education Support Centres 


HfL School Improvement Support 

Safe Space 


SEND Specialist Advice and Support (SEND SAS) 


Special School Outreach? 

Statutory SEND Assessment 

VSEND 

 Many children will find some learning and access to learning harder than others. High quality and inclusive teaching and learning practice will allow for this. Offering small group sessions, direct teaching or other support. This is part of our ordinarily available provision and what every child must experience. We have outlined Hertfordshire's ordinarily available offer. [CLICK HERE FOR THE ORDINARILY AVAILABLE PROVISION](#)

 Targeted  
Parents and schools will work together to meet the child or young person's needs. If following assess, plan, do review cycles (usually at least two). It might be that further support needs to be sought from outside professionals and other agencies.

 Specialist  
For some children and young people their needs will require individual intervention that will require more sustained involvement from professionals

If you have any suggested changes to the directory, please email [sendstrategy@hertfordshire.gov.uk](mailto:sendstrategy@hertfordshire.gov.uk)

A photograph of two fluffy yellow ducklings. One is standing on a concrete ledge, looking towards the right. The other is in mid-air, jumping off the ledge into a body of water below. The background is a blurred green landscape.

Jump and build your wings on the  
way down

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# Supporting Links from this session

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Support on a page: [Speech, Language and Communication \(pdf 166kb\)](#)

Support on a page: [Neurodiversity \(pdf 195kb\)](#)

Support on a page: [Learning difficulties \(pdf 143kb\)](#)

Support on a page: [Deafness and sight loss \(pdf 145kb\)](#)

Support on a page: [Physical needs \(pdf 144kb\)](#)

Support on a page: [Behaviours that challenge \(pdf 181kb\)](#)

Support on a page: [Mental Health \(PDF 267kb\)](#)

[Ordinarily Available provision guidance \(pdf 845kb\)](#)

["Kindness By Design" model school relational policy](#)

[Attachment and Trauma Aware approaches in education](#)