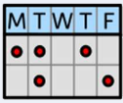
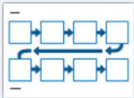


Ordinarily Available Inclusive Provision (Quality First Teaching) @HCAS

What every child can expect in every classroom, every day

Strategy	How it supports children	What it looks like
1. Clear, consistent routines 	Predictability reduces anxiety, supports executive functioning, and helps children feel safe and ready to learn.	- Visual timetable displayed and referred to throughout the day - Consistent start-of-lesson routines - Clear transitions with countdowns or signals - Advance warning of any change to the day
2. Chunking instructions 	Reduces cognitive load, supports working memory, and helps children who struggle with processing.	- One instruction at a time "First... then..." language - Processing time before a response is expected - Checking understanding, rather than asking "do you understand?"
3. Visual supports 	Makes learning accessible for children with language, attention or processing needs.	- Visual cues for behaviour expectations - Word banks, diagrams and labelled resources - Visual steps for tasks ("1. Write name, 2. Draw diagram...") - Now-and-next boards, symbols and photographs
4. Flexible grouping 	Allows children to work at the right level of challenge and reduces stigma around support.	- Mixed-attainment groups for discussion - Targeted groups for a specific skill - Children moving fluidly between groups as needs change
5. Modelling and scaffolding 	Makes thinking visible and supports children who need structure to begin a task.	- Teacher modelling writing, problem-solving or reading strategies - Sentence starters, writing frames and worked examples - Gradual release: I do → we do → you do - Scaffolds withdrawn as confidence grows
6. Positive behavioural supports 	Promotes emotional regulation and creates a calm, safe learning environment.	- Clear expectations phrased positively - Praise that is specific ("I like how you...") - Calm, predictable responses to behaviour - Behaviour understood as communication of an unmet need
7. Sensory-friendly classroom environment 	Reduces sensory overload and supports children with attention, sensory processing or anxiety needs.	- Quiet spaces or calm corners, and access to the Wellbeing Hub - Reduced visual clutter - Access to sensory tools such as fiddle toys and ear defenders - Movement and sensory breaks
8. Pre-teaching and over-learning 	Builds confidence and ensures children have the foundations needed to access whole-class learning.	- Key vocabulary introduced before the lesson - Repeated practice of core skills - Quick pre-lesson check-ins - Revisiting and consolidating prior learning
9. Adaptive teaching 	Ensures all children access the same ambitious curriculum, with adjustments that meet their needs.	- Adjusted task length or complexity - Alternative ways to record — typing, drawing or voice notes - Use of manipulatives and concrete resources - Adapted resources such as coloured overlays, enlarged print and writing slopes
10. Emotion coaching and relationship-based practice 	Helps children understand and regulate emotions, strengthening relationships and readiness to learn.	- Validating feelings ("I can see you're frustrated...") - Co-regulation strategies - Calm, attuned adult responses - A named trusted adult for every child