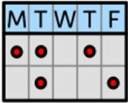

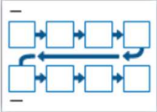









Ordinarily Available Inclusive Provision (Quality First Teaching) @HCAS

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.	<ul style="list-style-type: none"> • Visual timetable displayed and referred to throughout the day • Consistent start-of-lesson routines • Clear transitions with countdowns or signals
2. Chunking Instructions 	Reduces cognitive load, supports working memory, and helps children who struggle with processing.	<ul style="list-style-type: none"> • One instruction at a time • “First... then...” language • Checking understanding before moving on
3. Visual Supports 	Makes learning accessible for children with language, attention, or processing needs.	<ul style="list-style-type: none"> • Visual cues for behaviour expectations • Word banks, diagrams, labelled resources • Visual steps for tasks (e.g., “1. Write name, 2. Draw diagram...”)
4. Flexible Grouping 	Allows children to work at the right level of challenge and reduces stigma around support	<ul style="list-style-type: none"> • Mixed-ability groups for discussion • Targeted groups for specific skills • Children moving fluidly between groups
5. Modelling and Scaffolding 	Makes thinking visible and supports children who need structure to begin tasks.	<ul style="list-style-type: none"> • Teacher modelling writing, problem-solving, or reading strategies • Sentence starters, writing frames, worked examples • Gradual release: <i>I do</i> → <i>We do</i> → <i>You do</i>
6. Positive Behavioural Supports 	Promotes emotional regulation and creates a calm, safe learning environment.	<ul style="list-style-type: none"> • Clear expectations phrased positively • Praise that is specific (“I like how you...”) • Calm, predictable responses to behaviour
7. Sensory-Friendly Classroom Environment 	Reduces sensory overload and supports children with attention, sensory processing, or anxiety needs.	<ul style="list-style-type: none"> • Quiet spaces or calm corners • Reduced visual clutter • Access to sensory tools (e.g., fiddle toys, ear defenders)
8. Pre-Teaching and Over-Learning 	Builds confidence and ensures children have the foundations needed to access whole-class learning.	<ul style="list-style-type: none"> • Key vocabulary introduced before lessons • Repeated practice of core skills • Quick pre-lesson check-ins
9. Adaptive Teaching 	Ensures all children access the same curriculum but with adjustments that meet their needs.	<ul style="list-style-type: none"> • Adjusted task length or complexity • Alternative ways to record (typing, drawing, voice notes) • Use of manipulatives or concrete resources
10. Emotion Coaching and Relationship-Based Practice 	Helps children understand and regulate emotions, strengthening relationships and readiness to learn.	<ul style="list-style-type: none"> • Validating feelings (“I can see you’re frustrated...”) • Co-regulation strategies • Calm, attuned adult responses