



Flag Fen  
Archaeology Park

## Ordinarily Available Provision at Flag Fen

The SEND Code of Practice 2015, links high-quality teaching with the ordinarily available provision:

### SEND Code of Practice 6.15

‘...higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support.’

This document highlights a range of support, adaptations and ordinarily available provision that Flag Fen offers children. Ordinarily available provision can be defined as:

***‘the provision made for children whose special educational needs can be met from the resources generally available to the setting’***

People			
What	Why	How	Outcome
Flag Fen works in partnership with schools	The make sure staff are aware of children’s strengths and needs.	School are asked to list children’s needs on the booking form	Staff can plan ahead for any additional needs and ensure teaching and resources are adapted where appropriate.

Learning Environment			
What	Why	How	Outcome
The physical environment is adapted to meet the needs of the learners where possible	Some children with SEND experience challenges in accessing the learning environment	Break out space can be provided for children who need it.	Children with special educational needs (SEN) can participate in the trip alongside their peers, fostering an inclusive culture



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Teachers are aware of children's sensory needs	Sensory needs can impact how children experience environments	Staff are sensitive to children's sensory needs. We are aware that there are many different smells, and sensations at Flag Fen and we encourage but never force a child into completing an activity they feel uncomfortable with.	where everyone gets to be involved.
Resources are allocated appropriately to meet needs of learners	Children have the equipment needed to access their learning	Schools are asked on the booking form if they would like a fire or not and children can stand outside the roundhouse if they do not like the fire. Teacher will use hearing devices provided by schools.  Visual timetables and social stories are provided on request.  Many of the activities are hands on involving exploration of historical artefacts.	

Staff			
What	Why	How	Outcome
There is a plan for ongoing CPD to improve the offer to schools with regular updates from a qualified SENCO	Best practice is shared within the setting	Feedback from schools is monitored and relevant CPD is planned based on this	Staff are well trained to effectively meet need.



Learning and Achievement for all			
What	Why	How	Outcome
Teachers scaffold to provide suitable learning experiences and cater for different learning needs	Tailoring tasks rather than creating separate ones helps foster an inclusive learning experience for all children.	<p>Children are given time to process information before being asked to respond.</p> <p>Modelling is used to aid understanding</p> <p>Key vocabulary is pre-taught and displayed</p> <p>Seating plans and grouping take account of children's needs wherever possible</p> <p>Teaching strategies actively foster independent learning, such as encouraging group discussions about artefacts before the teacher provides explanations.</p>	Children are engaged and enjoy their learning

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