



NEWLANDS GIRLS' SCHOOL
COURAGE COMMITMENT COMPASSION

Ordinarily Available Provision (OAP) at Newlands

Ordinarily Available Provision (OAP) refers to the support, strategies, and resources Newlands provides for all pupils, including those with special educational needs and disabilities (SEND), without requiring an Education, Health and Care Plan (EHCP).

Core Principles

- High Quality teaching that meets the needs of all learners (achieved through regular staff CPD, coaching and a drop-in culture throughout the school.)
- Early identification of barriers to learning (achieved through a robust process of mapping which allows key staff to then implement appropriate provision if required and co-ordinated by the Provision Review Panel team.)
- Collaboration between teachers, support staff, parents/carers, and students

Teaching and Learning

- Newlands Teaching Essentials are embedded in all lessons (evidenced through lesson-drop in data.)
- Instruction tailored to Individual Learning Profiles (ILPs) (shared with all teachers in Arbor.)
- Use of visual aids, scaffolding, and modelling
- Regular checks for understanding and feedback to guide progress
- Distinctive Curriculum pathway
- Access to assistive technology where appropriate
- Targeted intervention (achieved through support from our Raising Achievement Mentor, outreach specialists, TA guidance and other bespoke support.)

Pastoral and Wellbeing Support

- Tutor or mentor support for emotional and social development (including referral to the SFC as appropriate.)

- Anti-bullying measures and safe spaces ([achieved through the delivery of the Anti-Bullying Strategy led by Anti-Bullying Champions, The Pitt Stop, The Cocoon, and the Break Room-spaces accessible to students as needed.](#))
- Access to wellbeing programmes and practitioners
- Positive behaviour strategies and rewards

Classroom Environment

- Seating arrangements that support focus and participation ([seating plans in Arbor](#))
- Reduced distractions and clear routines ([Newlands Teaching Essentials](#))
- Accessible resources such as word banks, writing frames, knowledge organisers and checklists
- Adapted materials for literacy or numeracy needs ([including referral to the Literacy Support Co-ordinator](#))

Assessment and Monitoring

- Regular assessment to identify gaps and strengths
- Monitoring progress through teacher observations and data tracking
- ILPs for some students (where relevant)

Collaboration and Communication

- Communication with parents and carers
- Pupil voice as part of the planning
- Liaison with external agencies when needed

Key Takeaway

Ordinarily Available Provision ensures that every pupil receives the support they need to thrive academically, socially, and emotionally within a mainstream secondary school setting.

Accessible design

For teachers & schools

v1 APR25

✓ Do...

- Use sans serif fonts (eg. Arial)
- Use generous line spacing (eg. 1.5)
- Use left-aligned text



- Use dark text on pale backgrounds
- Keep handwriting legible and big enough to read

Aa

- Use consistent slide/booklet design
- Highlight key points & use hierarchy
- Use whitespace liberally



- Use simple & predictable pedagogical patterns (eg. I-We-You)
- Chunk instructions



✗ Avoid...

- Avoid styled fonts (eg. Comic Sans)
- Avoid underlining, italics & upper case
- Use bold sparingly

DON'T
DO THIS

- Avoid coloured font on coloured, textured, or smudged backgrounds (esp red/green combos)



- Avoid large blocks of text on slides
- Remove redundant words and images (eg. decorative graphics)



- Avoid using ambiguous or complex language (eg. idioms)
- Don't digress



- Don't force students to hold instructions in their heads
- Reduce distractions

For more, visit pepsmccrea.com

