Cambridge Maths School

Ordinarily Available Provision Map

Document Control

Version Number	3
Document Owner	C Hargraves
Applicable to	Everyone
Effective date	September 2026

Ordinarily Available Provision

	Universal	SEN Support	High Needs
General Provision	**All adults provide high levels of challenge and expectation.** All adults have high expectations and seek to promote independence and self-care skills wherever possible. Students' individual progress is monitored through regular formative and summative assessment. Support is coordinated by the class teacher. There is regular communication between the home and school to discuss progress and support.	**All adults provide high levels of challenge and expectation.** All adults have high expectations and seek to promote independence and self-care skills wherever possible. Students' individual progress is monitored through a Pupil Passport, Individual Education Plan or SEND Support Plan. Support is coordinated by the school's Special Educational Need Provision lead) working together with class teacher. There is regular communication between the home and school to discuss progress and support. This happens at least three times per year.	**All adults provide high levels of challenge and expectation.** All adults have high expectations and seek to promote independence and self-care skills wherever possible. Students individual progress is monitored through a SEND Support Plan (or there will be plans in place to progress to one). Support is coordinated by the school's Special Educational Need Provision lead working together with class teacher (s). There is regular communication between the home, school and external professionals to discuss progress and support. This happens at least three times per year.
Provision to support Language and Communication Needs	Speaking and listening skills are taught as part of a wider literacy curriculum. Key vocabulary is introduced and explained as part of new learning. Spoken language is adapted to make sure all children can understand it. Different modes of communication are used in teaching. There are opportunities to develop speaking and listening skills in a group context.	Speaking and listening skills are taught as part of a wider literacy curriculum. Key vocabulary is pre-taught / provided on an individual or small group basis. Visual aids are used in a planned and structured way to help students access work. Adaptive teaching to meet individual needs.	Appropriate advice* is sought from: · Speech and Language Therapist; · Specialist Teacher and/or · Educational Psychologist · with information shared with teachers. Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets.
Provision to support Cognition and Learning Needs	Teaching and learning are planned based on regular assessment. Work is differentiated to meet the needs of different ability sets.	Students have access to key information in advance of whole-class lessons and have the opportunity to revisit and revise learning, either individually or as part of a small group. Adaptations are made to daily routine and environment to	Appropriate advice* is sought from: · Specialist Learning Teacher and/or · Educational Psychologist · with information shared with teachers. Learning opportunities are adapted to incorporate highly

	Regular formative feedback is given to students through marking and verbally. A range of different teaching approaches and resources are used to ensure students can access learning. Minor adaptations are made to the teaching environment to cater for individual needs (e.g. a seating plan). Students are supported to understand new learning and keep on task.	accommodate individual needs (e.g. movement breaks / visual timetable / prompts and instruction sheets.)	differentiated work and, where appropriate, address targets. Exam access arrangements assessed and offered as appropriate.
Provision to support Social and Emotional Needs	A whole-school PSHE Curriculum supports the social and emotional development of all students. A whole-school behaviour policy is applied consistently throughout the school. There are a range of different ways for students to share worries and concerns with adults in the school. Praise, rewards, and encouragement are used throughout the school. Appropriate recreational activities are provided. Support to help students make positive transitions (e.g. from one phase/year to another). A comprehensive PSHE curriculum in in place to help develop social skills.	Carefully considered activities planned that appeal to personal choice and needs. Additional planned support from a key person, such as a pastoral tutor or skilled teacher. Students can access a quiet area in school. Adults use pre-agreed and appropriate strategies to prevent and de-escalate conflicts, as detailed in the school's behaviour policy. A range of social activities are available. A comprehensive PSHE curriculum in in place to help develop social skills.	Appropriate advice* is sought from a: · Mental Health Professional. · Medical Professional. · Specialist Teacher and/or Educational Psychologist · with information shared with teachers. Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets.
Provision to meet physical and sensory needs	A whole school physical education programme is used and differentiated to meet students' individual needs. There is a whole school accessibility plan.	Adaptations to timetabling and room allocation to support students with mobility needs. Adaptations to the physical environment to support children with sensory impairments (such as an appropriate seating plan, guided by individual need).	Appropriate advice* is sought from a: · Health / medical Professional. · A Teacher of the Deaf · A Teacher of the Visually Impaired with information shared with teachers.

	All adults have awareness of students' physical and sensory needs (e.g. hand preference or use of glasses). Minor adjustments are made to the learning environment to ensure it is accessible to students with mild sensory/physical impairment. To manage medication in line with the following guidance: Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)	Adaptations to teaching resources (such as the use of enlarged print). Arrangements to prepare students for a change to their usual routine (e.g. school trips). Access to devices as necessary.	Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets.

Oversight and management

(To include assessment/identification, home/school partnerships, pastoral care, the learning environment, teaching and learning, resources, staff skills/training, transition, where not already included above).

Area of Need	Universal	SEN Support	High Needs
	Graduated response/APDR (Assess Plan Do Review) Provision Map Planning and strategies booklet ALIS (A Level Information System) Wellbeing Support Student welfare officer	Graduated response/APDR (Assess Plan Do Review) Wellbeing Support and counselling Student welfare officer SLCN (Speech language communication needs) QTVI/QTHI (Qualified teacher of young people with a visual impairment/impairment) OT (Occupational Therapist) EP (Educational Psychologist)	Graduated response/APDR (Assess Plan Do Review) Wellbeing Support and counselling Student welfare officer SLCN (Speech language communication needs) QTVI/QTHI (Qualified teacher of young people with a visual impairment/impairment) OT (Occupational Therapist) EP (Educational Psychologist)