

# How Our Teaching & Learning Principles

## Support SEN Students Through Ordinarily Available Provision

Carshalton Boys Sports College | SEND Team | 2025–2027

This document maps every strategy in CBSC's Teaching & Learning Principles 2025–2027 to the ways in which it constitutes, and evidences, Ordinarily Available Provision (OAP) for students with Special Educational Needs and Disabilities. Every strategy listed is available to all pupils as part of high-quality, inclusive classroom practice — not as additional or different provision.

Where examples of enhanced provision are given (marked *e.g.*), these represent the additional layer of support available through Individual Education Plans (IEPs) or Education, Health and Care Plans (EHCPs) — but the underlying strategy is universal.

### Mapping Table: T&L Principles → SEN Support → Ordinarily Available Provision

T&L Principle / Strategy	How This Supports SEN Students	Ordinarily Available Provision at CBSC
<b>Six-Phase Learning Journey — Silent Do-Now</b>	<ul style="list-style-type: none"> <li>– Predictable silent start reduces anxiety and sensory overload for pupils with autism, ADHD and SEMH needs.</li> <li>– Activating prior knowledge removes barriers for pupils with working memory difficulties.</li> <li>– No social pressure — all pupils process individually before the lesson begins.</li> </ul>	<ul style="list-style-type: none"> <li>– Silent Do-Now delivered in every lesson as a whole-school expectation.</li> <li>– <i>e.g. Pre-simplified prompts for pupils with complex needs flagged on SEND register.</i></li> <li>– Seating plans deployed to support focus and reduce distraction.</li> </ul>
<b>Discuss Learning Outcomes &amp; Agree Success Criteria</b>	<ul style="list-style-type: none"> <li>– Explicit visible goals are critical for pupils with SLCN, processing difficulties or working memory challenges.</li> <li>– Worked examples reduce anxiety about expectations.</li> <li>– Visual success criteria support pupils who cannot hold verbal instructions in memory.</li> </ul>	<ul style="list-style-type: none"> <li>– Learning objectives displayed visually in every lesson as standard.</li> <li>– <i>e.g. Stepped, colour-coded success criteria for EHCP pupils.</i></li> <li>– Written success criteria sheets retained for reference throughout the lesson.</li> </ul>
<b>Share New Information — Dual Coding &amp; Vocabulary</b>	<ul style="list-style-type: none"> <li>– Pairing words with images/diagrams directly supports dyslexia, SLCN, EAL and weak verbal processing profiles.</li> <li>– Explicit vocabulary pre-teaching reduces access barriers for pupils with language delay.</li> </ul>	<ul style="list-style-type: none"> <li>– Dual coding embedded in every teacher's planning as standard.</li> <li>– Tier 2 and Tier 3 vocabulary taught explicitly across all subjects.</li> <li>– <i>e.g. Vocabulary pre-teaching sessions for</i></li> </ul>

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	<ul style="list-style-type: none"> <li>- Chunked delivery reduces cognitive overload across a wide range of needs.</li> </ul>	<p><i>EHCP pupils coordinated through IEP targets and The Bridge.</i></p>
<p><b>Activity — I Do, We Do, You Do (Scaffolded Practice)</b></p>	<ul style="list-style-type: none"> <li>- Gradual release of responsibility mirrors the support pathway from dependency to independence described in EHCPs.</li> <li>- Think-Pair-Share removes cold-calling pressure — supports social anxiety, selective mutism and SLCN.</li> <li>- Scaffold fading is evidence-based for pupils with learning difficulties, autism and ADHD.</li> </ul>	<ul style="list-style-type: none"> <li>- I Do → We Do → You Do sequence in all lessons as a school-wide expectation.</li> <li>- Think-Pair-Share used in all subjects universally.</li> <li>- <i>e.g. Extended scaffold retention for SEND pupils; modified tasks differentiated to IEP targets.</i></li> </ul>
<p><b>Demonstrate Understanding — Formative Assessment</b></p>	<ul style="list-style-type: none"> <li>- Mini whiteboards allow all pupils to respond without fear of public failure — reduces SEMH anxiety.</li> <li>- In-lesson feedback prevents SEN pupils entrenching misconceptions.</li> <li>- Whole-class response tools give real-time data on which SEND pupils need immediate support.</li> </ul>	<ul style="list-style-type: none"> <li>- Mini whiteboards and whole-class response tools used routinely in all classrooms.</li> <li>- In-lesson feedback and re-teaching as standard.</li> <li>- <i>e.g. TA/LSA deployed for immediate feedback for pupils with significant needs as specified in EHCP.</i></li> </ul>
<p><b>Review &amp; Reflect — Metacognitive Strategies (EEF +7 months)</b></p>	<ul style="list-style-type: none"> <li>- Explicit self-monitoring modelling supports pupils with ADHD, autism, SLCN and SEMH who cannot independently evaluate their learning.</li> <li>- Prompted reflection sheets scaffold metacognition for pupils who cannot access open-ended reflection.</li> <li>- Sentence stems support SLCN pupils to participate in structured reflection.</li> </ul>	<ul style="list-style-type: none"> <li>- Metacognitive reflection built into every lesson as standard.</li> <li>- Prompted reflection sheets available to all pupils who need them.</li> <li>- <i>e.g. Pre-completed reflection prompts for EHCP pupils linked to EHCP outcomes on self-regulation.</i></li> </ul>
<p><b>Steplab — Securing Attention (Routines &amp; Relational Presence)</b></p>	<ul style="list-style-type: none"> <li>- Predictable entry routines are among the strongest evidence-based supports for autism, ADHD and SEMH.</li> <li>- Restorative reset conversations allow re-engagement without shame — critical for SEMH.</li> <li>- Calm relational teacher presence reduces anxiety and builds the psychological safety that underpins learning for vulnerable pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Consistent managed entry and silent starter in every lesson as a whole-school expectation.</li> <li>- Restorative practice embedded in all staff CPD through Steplab.</li> <li>- <i>e.g. Individual regulation plans for significant SEMH/PDA profiles, supported by The Bridge team.</i></li> </ul>
<p><b>Steplab — Optimise Communication (Chunked Instructions, Visualiser)</b></p>	<ul style="list-style-type: none"> <li>- Single-step chunked instructions are evidence-based for SLCN, processing difficulties, working memory deficits and autism.</li> <li>- Visualiser mirroring pupil</li> </ul>	<ul style="list-style-type: none"> <li>- Chunked instructions and visualiser use embedded across all classrooms through Steplab.</li> <li>- Written instructions displayed alongside verbal delivery as</li> </ul>

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	<p>workbooks removes cross-format transfer — a key barrier for dyslexia and processing difficulties.</p> <ul style="list-style-type: none"> <li>– Controlled pace and tone support pupils who need more processing time.</li> </ul>	<p>standard.</p> <ul style="list-style-type: none"> <li>– <i>e.g. Individually tailored task cards and visual schedules for pupils with significant processing or autism needs.</i></li> </ul>
<p><b>Steplab — Drive Thought (Accountable Questioning &amp; Independent Practice)</b></p>	<ul style="list-style-type: none"> <li>– Question–Pause–Name gives all pupils thinking time before responding — directly benefits SLCN, processing and anxiety profiles.</li> <li>– Full-sentence responses using subject vocabulary builds oracy skills that are frequent EHCP targets for SLCN pupils.</li> <li>– Quiet structured independent practice reduces sensory and social distraction for autism and ADHD.</li> </ul>	<ul style="list-style-type: none"> <li>– Question–Pause–Name modelled as the school's expected questioning approach.</li> <li>– Sentence stems displayed in all classrooms across all subjects.</li> <li>– <i>e.g. Modified questioning (closed choices, visual options) for EHCP pupils with significant receptive/expressive language difficulties.</i></li> </ul>
<p><b>Steplab — Gather &amp; Give Feedback (Visualiser, Green-Pen Edits)</b></p>	<ul style="list-style-type: none"> <li>– Sharing strong work and misconceptions via visualiser provides concrete models — especially valuable for autism and SLCN profiles.</li> <li>– In-lesson feedback reduces working memory demands — pupils do not need to retain feedback for later.</li> <li>– Green-pen editing is a structured, contained task accessible for pupils with processing difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>– In-lesson feedback and green-pen edits as standard across all subjects.</li> <li>– Visualiser-modelled feedback used routinely.</li> <li>– <i>e.g. Verbal feedback scripted or recorded for pupils who cannot process written feedback; TA-supported sessions per EHCP.</i></li> </ul>
<p><b>Steplab 2.0 — Oracy (Think-Pair-Share, Sentence Frames, Vocabulary Walls)</b></p>	<ul style="list-style-type: none"> <li>– Structured oracy frameworks scaffold spoken language for SLCN pupils — a core EHCP need for many at CBSC.</li> <li>– Rehearsing thinking before public sharing reduces anxiety for SEMH and selective mutism profiles.</li> <li>– Vocabulary walls in every subject support pupils with language delay, EAL needs and limited vocabulary acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>– Oracy sentence starter frames and discussion protocol cards in every classroom.</li> <li>– Tier 2 and Tier 3 vocabulary walls displayed in all subject areas.</li> <li>– <i>e.g. SALT-informed adapted oracy tasks for EHCP pupils with SLCN as primary need; strategies noted on IEPs and shared with all staff.</i></li> </ul>

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<p><b>Steplab 2.0 — Reading (VIPERS, Reciprocal Reading, Sparx Reader)</b></p>	<ul style="list-style-type: none"> <li>– VIPERS comprehension strategies explicitly taught — closes the gap for pupils with reading difficulties, dyslexia or limited prior literacy.</li> <li>– Sparx Reader personalised pathways ensure SEND pupils are not working at frustration level.</li> <li>– Reciprocal reading develops comprehension monitoring skills most challenging for SLCN and dyslexia profiles.</li> </ul>	<ul style="list-style-type: none"> <li>– Sparx Reader with personalised pathways for all pupils; targeted catch-up pathways built in.</li> <li>– VIPERS framework embedded school-wide across all subjects.</li> <li>– <i>e.g. Modified texts at reading-age level for EHCP pupils; phonics catch-up for pupils with decoding difficulties identified at entry.</i></li> </ul>
<p><b>Steplab 2.0 — Writing (WAGOLL, Sentence-Level Instruction, Writing Frames)</b></p>	<ul style="list-style-type: none"> <li>– WAGOLL (worked examples of excellent writing) is among the highest-impact strategies for dyslexia, SLCN and limited written language profiles.</li> <li>– Writing frames and model texts reduce planning and composition demands especially high for ADHD, dyspraxia and SLCN.</li> <li>– Oracy as a precursor to writing supports pupils who need to rehearse ideas verbally before committing to written form.</li> </ul>	<ul style="list-style-type: none"> <li>– WAGOLL embedded as standard in all extended writing tasks.</li> <li>– Writing frames and model texts available in all subjects.</li> <li>– <i>e.g. Personalised writing scaffolds noted on IEPs; reasonable adjustments for EHCP pupils (scribe, dictation, adapted task length) per exam access arrangements.</i></li> </ul>
<p><b>Steplab 2.0 — Numeracy (Consistent Whole-School Methods)</b></p>	<ul style="list-style-type: none"> <li>– Consistent notation and methods across all subjects reduces additional cognitive load — particularly beneficial for dyscalculia, ADHD and working memory difficulties.</li> <li>– Subject-specific numeracy toolkits reduce anxiety and provide concrete anchors for pupils who struggle with abstract numerical reasoning.</li> <li>– Shared vocabulary word walls support SLCN pupils to access numerical concepts across subjects.</li> </ul>	<ul style="list-style-type: none"> <li>– Agreed whole-school notation and written methods in all subjects as standard.</li> <li>– Subject-specific numeracy toolkits in every department.</li> <li>– <i>e.g. Concrete-pictorial-abstract (CPA) approaches and adapted numeracy tasks for EHCP pupils with identified numeracy difficulties.</i></li> </ul>
<p><b>Targeted Catch-Up Programme (Reading Fluency, Phonics, Numeracy)</b></p>	<ul style="list-style-type: none"> <li>– Entry screening (oral reading rate, GL NGRT, phonics decoding, number fluency) identifies SEND pupils who may not yet have a diagnosis.</li> <li>– Personalised small-group or 1:1 sessions directly address gaps that are frequently SEND-related.</li> <li>– Trauma-informed, confidence-building approaches support SEMH pupils for whom negative literacy/numeracy experiences are a barrier.</li> </ul>	<ul style="list-style-type: none"> <li>– Whole-cohort entry screening for all Year 7 pupils as standard.</li> <li>– Evidence-based catch-up programmes (systematic phonics, reciprocal reading, CPA numeracy) available to all pupils who need them.</li> <li>– <i>e.g. Catch-up provision timetabled to minimise curriculum access loss; fortnightly fluency checks; EHCP targets aligned to catch-up goals.</i></li> </ul>

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<b>Monitoring &amp; Improvement Cycle (Learning Walks, Work Scrutiny, Pupil Voice)</b>	<ul style="list-style-type: none"> <li>– Regular learning walks create accountability for QFT strategies that most benefit SEND pupils.</li> <li>– Termly work scrutiny and Sparx Reader data review identify SEND pupils not progressing — not at year end.</li> <li>– Half-termly pupil voice surveys give SEND pupils a mechanism to report on their experience of inclusion and support.</li> </ul>	<ul style="list-style-type: none"> <li>– Monitoring cycle includes explicit attention to SEND pupils' work and outcomes.</li> <li>– Catch-up pupil progress reported monthly to DHT — RAG-rated per pupil.</li> <li>– <i>e.g. SENCo input into learning walk and work scrutiny findings; SEND lens applied to pupil voice data; EHCP progress reviewed at Annual Review and IEP termly cycles.</i></li> </ul>

## Key Themes in OAP Across CBSC's T&L Framework

The following themes emerge consistently across the mapping above and reflect the breadth and depth of CBSC's Ordinarily Available Provision for SEN students.

### 1. Predictability and Routine

The Six-Phase Learning Journey and Steplab routines provide a consistent, predictable lesson structure in every classroom. This is one of the most evidence-based whole-school strategies for pupils with autism, ADHD and anxiety-based SEMH needs — and requires no additional resource beyond consistent implementation.

### 2. Reducing Cognitive Load

Chunked instructions, dual coding, written success criteria, visualiser-mirrored workbooks and scaffolded task sequences all directly reduce the cognitive burden preventing many SEN pupils from accessing learning. These are universal strategies embedded through Steplab CPD and available to every pupil in every lesson.

### 3. Explicit Language and Vocabulary Development

The oracy programme, Tier 2 and 3 vocabulary teaching, sentence frames and discussion protocol cards embedded across every subject directly address the SLCN profile that features most commonly in CBSC pupils' EHCPs and SEND registers. These are not SEND interventions — they are QFT strategies from which all pupils benefit and SEN pupils benefit most.

### 4. Metacognition and Self-Regulation

EEF metacognitive strategies — taught explicitly through the Six-Phase framework — build the self-monitoring, planning and evaluating skills frequently identified as EHCP targets for pupils with autism, ADHD and SEMH needs. Sentence stems, prompted reflection sheets and worked examples make these skills accessible to all.

### 5. Reading and Literacy Access

VIPERS, reciprocal reading, Sparx Reader personalised pathways and subject-specific text libraries ensure pupils with dyslexia, reading difficulties or below-age literacy are not excluded from curriculum content. Entry screening identifies pupils whose needs have not yet been formally assessed, supporting early identification.

### 6. Responsive Monitoring

The whole-school monitoring cycle — including fortnightly catch-up checks, monthly DHT reporting and termly work scrutiny — creates a systematic mechanism for identifying SEN pupils who are not progressing, enabling early SENCo intervention and provision review ahead of Annual Review cycles.

Carshalton Boys Sports College | This document should be read alongside CBSC's SEND Information Report, OAP Provision Menu and individual EHCP documentation.