

**Why are we  
developing the  
Ordinarily  
Available?**



# A common approach

Many local authorities have already published what is expected to be 'normally' or 'ordinarily' available.

Essex is aiming to have an OA offer in place during the autumn term of 2023

Sept. 21- July 22: Pilot and Early Adopters

**Sept. 22 – July 23: Wider engagement/shared agreement**

Autumn 2023: Publish Version 1

Many schools, colleges and settings will already be doing a good job and will have most of the OA in place. However, some will need to make adaptations to their present practice if they are to meet the expectations of Ordinarily Available.

<https://www.barnetlocaloffer.org.uk> > documents DOC ⋮

## Section 4 Inclusive Practice Ordinarily Available Provision

This guidance document describes the provision that should be ordinarily available in state funded education settings in Barnet. What does this description of ...

70 pages

<https://schoolsweb.buckscc.gov.uk> > send-support > ord... ⋮

## Ordinarily Available Provision - SchoolsWeb

'Ordinarily Available Provision' promotes a consistent ethos to supporting children receiving SEND Support. This approach has been created by schools, ...

<https://www.sutton.gov.uk> > info > suttons\_local\_offer ⋮

## Ordinarily Available Provision and SEND Support Plans

Ordinarily available provision is what is made for children and young people whose special educational provision can be reasonably provided from the ...

<https://servicesguide.reading.gov.uk> > directory > advice ⋮

## ORDINARILY AVAILABLE statement - Provision the local ...

ORDINARILY AVAILABLE statement - Provision the local authority (BFC) expects to be made available by schools, early years and post-16 providers & SEND Support ...

<https://www.hillingdon.gov.uk> > media > pdf > Hi... PDF ⋮

## Hillingdon Ordinarily Available Provision

Ordinarily Available/Education Health and Care Plan? The majority of children and young people with SEN or disability will have their needs met within local ...

# Essex SEND Strategy



**Inclusion.** All children have a right to effective teaching and full participation in the community of a school or setting as set out in international agreements (the UN Convention on the Rights of the Child, 1989) and education law in England (the Equality Act, 2010 and the Children and Families Act, 2014).



**Equity.** Focus everyone in the system on providing the same standard for all children, young people and families, no matter where they live or which school, setting or college they attend.



**Ambition.** Raising the bar, together – not a minimum standard.  
*Question, is this the very best that we can do?*

Equity, Inclusion, Ambition.

## My Life, My Rights

Essex Local Area  
SEND Strategy 2022-2027

Delivered in partnership:  
Essex County Council, Clinical Commissioning Groups (CCGs), Public Health, NHS England for specialist services, Early years settings, Schools and further education providers.

# Focus on what works

## **SEND Code of Practice 6.15:**

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

**Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.**



# What will be the benefits?

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**Equity:** All children and young people will have a minimum entitlement to Ordinarily Available provision, regardless of which EY setting, school or college they attend.

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**Clarity:** A clear understanding of expectations

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**Consistency:** Standards that are met equally across all educational settings

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**Confidence:** Parents understand what is reasonable to expect and experience the same high-quality offer wherever their child attends school.

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**Support:** Working together to reach shared agreement, shared standards and supporting each other to work towards the same goal.

