

TRUST OAP BY FIVE AREAS OF CHILD DEVELOPMENT

COGNITIVE / THINKING SKILLS

Teaching and learning	• Repetition and over-learning of key vocabulary and concepts. • Pre-teaching of key learning content. • Concrete → pictorial → abstract sequencing. • Alternative recording methods to demonstrate understanding. • Use of manipulatives (Numicon, counters, number strips). • Knowledge organisers shared and explicitly taught how to use. • Relating learning to student interests to increase motivation.
Processing and instruction	• Clear simple instructions broken into steps. • Processing time built into questioning. • Checking understanding before moving on. • Questions pitched at developmental level. • Allow consolidation time.
Literacy and memory	• Reading windows. • Enlarged text / overlays. • Visual vocabulary displays. • Access to enlarged or adapted texts. • Teaching metacognitive skills (e.g. how to use dictionary / accessibility tools).

SPEECH, LANGUAGE AND COMMUNICATION

Adult communication strategies	• Simplified language and reduced staff talk. • Avoiding idioms / sarcasm / non-literal language confusion. • Modelling correct grammar and sentence structure. • Using the child's name before instructions. • Repeating back what the child has said. • Checking understanding regularly. • Providing structured speaking opportunities.
Visual and structure supports	• Visual timetables / now-next boards. • Social stories for change. • Lists of lesson steps displayed. • Sand timers / transition warnings. • Consistent scripts and key vocabulary across staff. • Use of symbols, emotion fans, calm box visuals.
Interaction development	• Structured peer interaction opportunities. • Limited choice strategies. • Motivators and interests to support engagement.

FINE AND GROSS MOTOR

Physical and positioning	• Appropriate seating arrangements. • Space for wheelchair / walker movement. • Careful resource placement. • Accessible lockers / pegs.
Motor and recording	• Alternative recording methods. • Use of wedges, writing slopes, adapted tools. • Access to technology to reduce motor demand.
Movement regulation	• Planned movement breaks. • Calmer activities across the day. • Flexible timetable adjustments.

SOCIAL AND EMOTIONAL DEVELOPMENT

Regulation and wellbeing	• Alternative lunch / break arrangements. • Check-in systems. • Use of emotions cards / fans. • Calm spaces with reduced sensory stressors. • Sensory regulators / calm boxes. • Anxiety mapping / risk reduction planning.
Classroom climate	• Strong routines and predictability. • Welcoming students at the door. • Noise level indicators. • Clear expectations and goals. • Specific praise focused on effort and behaviour. • Planned movement breaks.
Belonging and participation	• Thoughtful grouping strategies. • Assembly seating plans. • Structured peer interactions. • Use of motivators and interests.

DAILY LIVING AND INDEPENDENCE

Organisational and independence	• Direct teaching and modelling of how students can help themselves. • Use of visual prompts for routines. • Supporting transition management, through warnings, social stories, etc. • Teaching use of accessibility tools. • Encouraging independence in task completion: scaffolded approach to support.
Environmental navigation	• Accessibility planning for trips / clubs. • Awareness of PEEP. • Use of real-life objects for learning. • Building independence in communication attempts.
Partnership and self-advocacy	• Seeking pupil views about accessibility and accommodations. • Close home-school communication. • Supporting understanding of personal needs / equipment. • Careers advice. • Access to high quality PSHRE.