

Greater Manchester

Ordinarily Available and Inclusive Provision

(GM OAIP) May 2025



Introduction

This document is based on the principles of inclusion and the understanding that by belief that by establishing clear expectations, we can offer families and providers clarity, consistency and confidence in the support that should be **ordinarily available** in mainstream settings (DfE, 2023). By creating these expectations, we aim to outline the support that Local Authorities expect to be made available in all Greater Manchester (GM) mainstream schools **(including primary, secondary and post 16)** so that all learners consistently receive high quality, inclusive provision and support, based on need, not according to where they happen to live, or which school they attend. This Ordinarily Available Inclusive Provision document summarises a range of activities, opportunities and strategies considered to be basic good practice to meet a range of additional needs without the need for a formal diagnosis, specialist support or SEN Support. It is based on the belief that the vast majority of children will have their needs met through universal and mainstream services guided by an ethos of best practice and reasonable adjustments (Equality Act, 2010) (Teacher Standards, 2012 Section 5 and Early Careers Framework, 2019 Section 5). This document has been produced by local authorities in Greater Manchester and compliments the Greater Manchester's Ordinarily Available Provision for the Early Years document. It has been developed in collaboration with schools/settings, parents/carers, children and young people (CYP), Neurodiversity in Education (formerly Autism in Schools), Local Authority professionals, GMCA, health professionals and other specialists. It should be read in the context of the SEND Code of Practice (2015), The Equality Act (2010) and guidance from each Local Authority's Local Offer detailing their Graduated Approach to need. **While not an exhaustive list, this document presents a sample of best practice.** School leaders are best placed to consider their individual context and where aspects of this document feel aspirational, leaders should promote the best alternative, including considering which aspects may need to be developed and added to future planning, such as within their 4-year Accessibility Plan.

Expectations of all settings

This page outlines the broad expectations of the OAIP document.

GREATER MANCHESTER

DOING THINGS DIFFERENTLY FOR OUR CHILDREN & YOUNG PEOPLE

1) Partnerships

1a) The setting works in partnership with parents, carers and learners in decision making.
1b) An effective partnership with learners, parents and carers is evident through their participation in assessment and review processes.
1c) Effective partnerships with professionals.

2) Ethos and Culture

2a) The setting has a clear system for effective pastoral support, and an inclusive ethos and culture that is embedded and shared with stakeholders.
2b) The setting recognises, and responds to, the need for pastoral support for learners, bearing in mind a learner's social and emotional needs and other relevant contextual circumstances.
2c) Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are value.

4)

Assessment

4a) Regular monitoring of learner progress.
4b) Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.
4c) Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.

3) Environments – Physical and Sensory

3a) The physical environment is adapted to meet the needs of learners.

3b) Practitioners are aware of sensory processing, hearing and visual needs and issues that may impact on learners.

5) Curriculum, Teaching and Learning

5a) Settings should have a broad and balanced curriculum which promotes belonging, identity, confidence, and inclusion for learners, including school trips.
5b) The curriculum has been successfully adapted to meet the needs of all learners. It is ambitious and supports the development of skills and knowledge to ensure children and young people are ready for the next phase of their education.
5c) Practitioners are aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them. The delivery of curriculum is adapted and ensures access for all learners
5d) Practitioners ensure that learners have opportunities to work in different ways e.g. independently, in a variety of small groups, flexible groups and/or in pairs. Individualised and/or small group sessions.
5e) Practitioners ensure that collaborative learning and peer support is a feature of lessons and to implement best practice.

6) Communication

6a) Learners are supported to understand what is said (comprehension) within the school environment.
6b) Learners are supported to express thoughts and ideas (expressive language).
6c) Learners are supported to build social communication skills.

7) Staff and Training

7a) There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the current learners and workforce development in anticipation of future cohorts.
7b) All practitioners, including teaching assistants, make a positive contribution to learner progress.
7c) Staff collaborate and have effective links with other relevant outside agencies and specialists.

8) Transitions and Transfers

8a) Support is in place for routine and life transitions when required.
8b) Procedures are in place for ensuring smooth progression within settings, particularly during all transition phases, including on entry and exit.
8c) Procedures are in place for ensuring smooth progression between settings, particularly during all transition phases, e.g. primary to secondary and secondary to post-16.

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DOING THINGS DIFFERENTLY FOR OUR CHILDREN & YOUNG PEOPLE

The information below outlines some of the practices and adaptations that could support schools in meeting the broad expectations outlined above. These practices are part and parcel of quality first teaching. Some of the provision and strategies outlined may be especially supportive for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to all learners in a setting.

1) Partnerships

Expectations of all settings	Strategies
1a) The setting works in partnership with parents, carers and learners in decision making.	• There is a focus on building and maintaining relationships between school, families and the wider community which are respectful, understanding, non-judgmental and supportive. Co-production is central to practice. • Staff are non-judgmental and respectful in seeking to understand the full picture of the situations faced. They seek to be patient and empathetic, offering high levels of support alongside challenge. They actively work to be solution focused. • Families know who to talk to in settings about their child and are aware of the range of communication channels available for sharing information about their child. • School ensures use of an interpreter when needed. • Schools consider digital poverty and work to ensure the accessibility of all policies and information for all families. • Families are signposted to the local offer and local parent support agencies, where required. This is referenced on the school's website. • The family voice is actively sought through formal and informal events to seek views in relation to provision in the school and is considered and reflected in planning and adaptations, along with the voice of the learner
1b) An effective partnership with learners, parents and carers is evident	• Learners are constructively helped to understand their own strengths and areas for development within their learning and to value their achievements, whatever their starting points. • All progress and successes are valued and celebrated.

through their participation in assessment and review processes.	• Feedback is used to collaborate and plan with families, to ensure consistency between the home and setting. • Families are aware of the progress of their child as well as the support and any progress made through interventions. • Families are supported to understand assessment data. • Parents/carers are fully involved in how to support the learning journey at home. In schools where homework is given, it is adapted appropriately for learners.
1c) Effective partnerships with professionals.	• Settings work with relevant professionals for information, advice, guidance and implementation, where appropriate.

2.Ethos and Culture

Expectations of all settings	Strategies
2a) The setting has a clear system for effective pastoral support, and an inclusive ethos and culture that is embedded and shared with stakeholders.	• Systems are in place which ensure pastoral/safeguarding/SEND/disadvantage leads work collaboratively. • Policies ensure reasonable adjustment duties have been considered before implementing disciplinary action. Behaviour and uniform policies consider reasonable adjustments, in compliance with The Equalities Act. • Policies ensure consideration of family context and the range of children that may have attachment difficulties • An ethos is embedded to ensure staff maintain unconditional positive regard towards all learners, including those who may be under attaining in comparison with their peers. • Focussed work is planned for classes and groups regarding awareness of specific needs or conditions as appropriate. • All staff have awareness of trauma informed practices and relationship-based approaches to behaviour. • Mechanisms or policies to support learners with attendance barriers are in place (see ABSA guidance). • Time is spent investing in the skills needed to help maintain relationships and to keep them healthy. • All staff have awareness of children with Individual Health Care Plans (IHCP), physical access plans, intimate care plans, Personal Emergency Evacuation Plans and consider these when planning. • Extra-curricular activities and educational visits are planned to fully include all learners, wherever reasonably possible, in line with the Equality Act (2010).
2b) The setting recognises, and responds to, the need for pastoral support for learners, bearing in mind a learner's social and emotional needs	• There is a calm and purposeful climate for learning • Learners feel they belong, and their contributions are valued. • Learners know and understand where they can seek support if needed. • Language used in the classroom and all areas of school demonstrates unconditional positive regard for learners. • Staff are aware of the impact of their non-verbal communication (body language) and of their tone of voice.

and other relevant contextual circumstances	• Settings are emotionally friendly with the use of strategies to consistently promote good self-esteem and boost confidence in supporting behaviour and well-being. • Personal, social, health and economic (PSHE) curriculum is used to develop wellbeing and resilience. • There is an awareness that some learners may be potentially more vulnerable to bullying and an appropriate level of support and monitoring is in place. Awareness that those who bully may also be vulnerable and require additional support. • Ensure a range of adapted opportunities are in place for social and emotional development e.g. buddy systems, friendship strategies, circle/form time. • Learners are monitored at breaks and introduced to strategies to support peer interactions. • Awareness that all behaviour is a form of communication which may have triggers that can be identified and that this may have been triggered prior to school e.g. a lesson earlier/ something at home. • Staff have clear expectations regarding behaviours and a clear and consistent response to behaviours. • All staff avoid approaches which reflect interrogation, lecturing or are likely to promote shame. • Interactions from all staff focus on what the learner should be doing not what they should not; helping the learner to substitute more acceptable behaviours. • Management of inappropriate behaviour is achieved through: Tactical ignoring and non-verbal signals/ Asking about relevant rule/ Restating relevant rule/ Catching the children and young people being good/ Praising other children and young people doing the rule/ Distracting away/ Re-explaining/ Using language of choice/ Using the 3 part 'I' statements (eg When you...../ I feel.... / because....) • All staff ensure opportunities for cooling off (if the learner is dysregulated) before any requests/commands are communicated e.g. the use of a script, such as - You're obviously upset/angry. Do you need time to sit quietly? with a focus on reducing anxiety/stress. • Giving the learner positive attention proactively and regularly before dysregulation begins with distractions rather than consequences. • Staff model alternative strategies for expressing feelings and having needs met e.g. emotion coaching or zones of regulation, social interaction support and self-belief. • Staff consider the right approach at the right time. • Systems ensure that staff follow up any absence immediately, before it becomes entrenched, to communicate that the young person is held-in-mind and will be welcomed back. • Regular home school contact is in place when/if a learner is not in school to maintain 'sense of belonging' with peers and school community.
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	• Awareness of physical symptoms that are medically unexplained e.g. soiling, stomach pains which may be a sign of anxiety or distress. Systems mean that staff keep a log and analyse patterns to identify triggers. Liaison with school nurse, if appropriate. • Expectations for the whole school community are clear; prompts for pupils, staff and parents are clearly visible throughout school with visual prompts. • Forward planning for off-site visits, which may include risk assessments, preliminary visits, transportation, key staff identification in line with the Equality Act. • Accessible transport for trips, wherever this is reasonably possible. • For primary schools only: Whole school implementation of EEF Improving behaviour in schools Report Improving social and emotional learning in primary schools EEF
2c) Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.	• Trusted adults are used as a point of contact to maintain emotional stability for some students when appropriate. • Positive and inclusive attitudes, beliefs, practices and culture are encouraged and developed, with staff modelling positive attitudes in the classroom, the wider school and society. • Peer and staff awareness and sensitivity towards difference (including additional needs) is raised and celebrated at a whole school level. • Displays reflect people from different backgrounds, disabilities, cultures and faiths to promote belonging, identity and inclusion. Bilingual texts and resources reflect the community context. • Opportunities are provided for learners to learn how to use specific approaches to support learning, focus and wellbeing, such as movement breaks, when appropriate. • Staff purposefully talk aloud to others, with positive use of the learner's name e.g. "X showed a high level of motivation today...". • Check-ins are used to support motivation and momentum. • Staff make a purposeful effort to establish awareness of learners' interests

3. Physical and Sensory Environment

Expectations of all settings	Strategies
3a) The physical environment is adapted to meet the needs of learners.	• The physical aspects of the building and individual learning spaces are accessible. The accessibility plan is on the school's website and outlines proactive planning to further improve accessibility and "reasonable adjustments" according to changing needs. Plans for future work on the physical environment consider specific adaptations. • The furniture is the appropriate size/height/type for all learners so that feet can be placed flat on the floor • Personal care facilities/resources ensure dignity, privacy, and safety for all learners. • Signage around the setting is clear and communicated with an accessible approach. • Consideration has been given to ensure consistent symbols are used across the school to reduce cognitive overload and support continuity of learning. • Staff have taken steps to reduce visual clutter. Wall and hanging displays, and classroom table resources are functional and unbusy, and do not add to visual distraction and clutter. • Consideration of noise and busy social areas e.g. staggered lunches to reduce noise in canteens or staggered class departures to reduce congestion in corridors. • Risk assessments and risk-management plan are in place when required.
3b) Practitioners are aware of sensory processing, hearing and visual needs and issues that may impact on learners.	• Consideration of the environment with a sensory lens creates a calm learning environment. • Learners' sensory preferences are explored, and they are consulted about appropriate adaptations that may be beneficial. • Learners have access to sensory aids such as fiddle items, where agreed and appropriate, and shown to support focus. • Any necessary hearing technology, or adjustments to the acoustic environment and classroom are in place. • Classroom seating for learners with visual/hearing impairments is considered to ensure visibility of each other, facial expressions and lip patterns etc to support with listening and attention. • Efforts are made to reduce noise wherever possible; carpeting, soft furnishing, rubber feet on the bottom of table legs and chair legs, closed doors to the corridor, turn off extraneous noise, including

	fans/ projectors not being used, and background music that is not being actively listened to for a purpose. • Staff are aware of lighting issues in the room. • Staff ensure good quality print and photocopying is used to ensure clear visual information. They avoid use of glossy paper. Solid-coloured backgrounds or matt paper rather than gloss are used to reduce visual glare. • Displays are meaningful and visually accessible to reduce sensory overload. • Left and right-handed learners can use equipment comfortably. • Learners who are prescribed glasses and/or hearing aids are encouraged to use aids that are likely to support access to school life. Staff all know to routinely check with parents/carers about hearing and vision assessments at the start of any exploration of need • Lesson planning considers access to subtitles or audio-visual material. • Routine use of pale backgrounds and accessible font styles, avoiding italics or ornate scripts and capitals for whole text. • Staff have awareness of how uniform can impact on sensory needs.
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4.Assessment

Expectations of all settings	Strategies
4a) Regular monitoring of learner progress.	• Staff identify and celebrate strengths, small steps of success, effort, and participation, including celebrating success in other areas of a child's life • Learners' difficulties are observed, monitored and shared to inform planning and interventions. • Formative assessment helps to identify the areas of need in consultation with the learner and family. • Staff are aware of learners' starting points so that progress can be measured and celebrated. • Staff are supported to implement strategies, such as evidence-based interventions, following information gained from assessments. • Assessment is used to inform next steps.
4b) Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.	• A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners' holistic needs. • Learners have regular opportunities to evaluate their own performance. • The impact of interventions is routinely evaluated. Alternative approaches are explored to establish whether they result in better outcomes for the learners. • Observations and language assessments (for learners with English as an additional language - EAL) are actioned to inform next steps. • Feedback encourages the development of metacognitive approaches to teaching and learning so learners can reflect on which strategies have worked for them. • Staff build understanding of any gaps or misconceptions

4c) Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.	• Settings make adaptations to assessment arrangements as part of their everyday practice and used to establish a learner's normal way of working. Staff are aware of guidance regarding access arrangements • The learner and their parents are involved in planning for exam preparation.
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5. Curriculum, Teaching and Learning

Expectations of all settings	Strategies
5a) Settings should have a broad and balanced curriculum which promotes belonging, identity, confidence, and inclusion for learners, including school trips. 5b) The curriculum has successfully adapted to meet the needs of all learners. It is ambitious and supports the development of skills and knowledge to ensure children and young people are ready for the next phase of their education.	• The curriculum builds from previous years and prepares for the next phase of learning. • Lesson design and provision includes adaptations and reasonable adjustments to support access to the curriculum for all learners. • Adjustment, modifications, and adaptations of the curriculum, enable all learners to fully access the curriculum and make progress. • Whole school policies around curriculum areas (e.g. Reading/Literacy) consider how the curriculum delivery will be adapted to meet the needs of all learners.

5c) Practitioners are aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them. The delivery of curriculum is adapted and ensures access for all learners	• Staff proactively design lessons which incorporate the use of adaptive teaching techniques – clear concise instructions, written, verbal or visual scaffolds (see EEF's 5 a day). • Staff tailor delivery styles according to the learner needs. • Strategies are consistently used to support memory and reduce cognitive load e.g. tasks are broken down into small manageable steps. These steps are modelled explicitly. • Modelling is used to support understanding - gradual release of responsibility allows for guided practice before independent working. • Where appropriate, staff provide task planners; success criteria with visuals; repetition; learner repeating instructions back; practise and recall opportunities; planned retrieval/overlearning opportunities; stop and share progress at intervals; mind-mapping; repeated learning to promote fluency; and other adaptive teaching methods which consider cognitive load. • Staff put in systems to support organisational difficulties e.g. graphic organisers. • The pace, order and variety of activities are planned to maintain the interest and attention of all learners and to ensure that demands are balanced for the learner – i.e. the amount of language used, the amount of time sitting in one place is planned to ensure the learner can achieve what is expected. • Teaching approaches includes multisensory methods and practical activities. • Staff place emphasis on self-actualisation – activities are designed to develop skills which will support independent learner behaviour. • Metacognitive approaches support self-reflective learner behaviours. • Staff provide additional time to complete tasks, assignments, and communications, if required. • Feedback is timely and clearly identified as being key to learning; staff consult with learners so they share their perspective. • All learners have easy access to resources that they require to support their learning and promote independence. All efforts are made by staff to celebrate the use of these resources to reduce any stigma. • Concrete apparatus are available; use of and access to manipulatives is encouraged when needed e.g. CPA (Concrete, Pictorial, Abstract) models and images. • Adapted physical resources are available to promote independence e.g. different size balls in sport/physical education. • Table-top resources and texts minimise copying from the board. • Staff ensure access to high quality picture books, e-books audio books and a range of texts. • All classrooms can access a range of texts of different levels
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	- Resources are clear and uncluttered, and labelled using text and symbols/pictures. Print size and font is appropriate. Any learning resources including worksheets and powerpoints are free of visual clutter, have limited text and are clearly laid out. - Visual/audio demonstrations and visual cues/audio commentary are used. - IT e.g. visualisers and interactive whiteboards are used to effectively promote engagement and scaffold the lesson - Alternatives to written recordings are used routinely e.g. graphics, charts or tables. Assistive technology is used to promote independent learning - Electronic copies of work are made available for key children and options such as using iPads and Apps like 'Team Viewer' are used to display whiteboard content onto a personal i-pad to avoid copying from the board. Primary only: Staff use (and return to) phonological awareness activities (letter and sounds phase 1) to secure understanding of listening skills, oral blending, syllabification, rhyme and alliteration
5d) Practitioners ensure that learners have opportunities to work in different ways e.g. independently, in a variety of small groups, flexible groups and/or in pairs. Individualised and/or small group sessions.	- Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately adapted resources. - Seating plans and flexible groupings take account of individual needs and routinely provide opportunities for access to positive role-models, peer support, mixed groups, structured opportunities for conversation and sharing of ideas to promote independent learning. - Use of additional adults is planned to maximise learning and independence.

5e) Practitioners ensure that collaborative learning and peer support is a feature of lessons and to implement best practice.	• Strategies are used to build and maintain positive relationships across the whole school community (e.g. restorative approaches). • There are opportunities to develop peer awareness/sensitivity and support for different needs and disabilities, both in, and out of the classroom. • Drama, engagement and active learning are used routinely. • Staff consider and plan activities that provide a sense of belonging, without exception. • Staff promote, model and celebrate relevant and timely interactions and contributions.
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6. Communication with all Learners

Expectations of all settings	Strategies
6a) Learners are supported to understand what is said (receptive language) within the school environment	• Staff have an awareness of each learner's communication abilities to enable the effective delivery of support and/or scaffold where required. • Staff understand that the profile for every child or young person is different, and their needs may change over time. • Staff create a communication friendly environment which might include clear spoken modelling of the type of language they would want to hear; supporting students to ask key questions to facilitate thinking and learning; extending and expanding on what students say and introducing and explaining new words for learning and specific subject areas. • Adults provide clear and simple instructions, repeated, simplified and accompanied with gestures, pictures, and signs. • Staff ensure the language used is at an appropriate developmental level. • All staff are aware of the expected language milestones for learners and how to use this to inform practice. • Staff use a learner's name first to engage their attention before talking to and giving an instruction. They give eye contact to support (if appropriate). • Good listening rules are displayed, modelled, and regularly referred to, and staff repeat or rephrase pertinent comments made by other learners. • Staff provide clear and simple instructions, repeated, simplified and accompanied with visual cues. • Instructions are broken down into manageable chunks and shared in linear order. • Visual timetables use consistent symbols across the school and are actively used. • Staff allow time for the learner to process and respond and allow additional take-up time to process information, if required (10 second rule) • Staff emphasise key words. • Approaches and tools provide an additional method of communicating e.g. use of ICT, symbols, pictures, alternatives to written recording, e.g. verbal descriptions/drama. • Staff use photographs and/or symbols to promote and support routines, for example: washing hands, getting ready for PE (stage appropriate). • Displays are used to support learning. Key messages and vocabulary are displayed with visuals and pre-taught and post-taught for new topics, working walls, vocab mats and labels.

	• Dual coding is used to manage cognitive load. • Staff promote a speak-out culture, where learners are encouraged to say when they don't understand or to indicate in some discrete way that they need help (e.g. cards on desk). • Staff provide clear strategies and expectations around listening/being prepared to learn; these are displayed, taught, modelled and regularly reinforced. • Staff actively adapt delivery in the moment to include all learners in the learning process. • Staff give detailed explanations and examples of jargon and technical language to aid learning. Staff use literal language (avoiding idioms, sarcasm, and figures of speech - unless being taught within curriculum content). • Staff use a structured approach for tasks and activities with a clear beginning, middle and end. • Staff use targeted questioning to confirm, consolidate, and deepen understanding • Staff introduce new vocabulary language through a range of approaches. • For older learners, staff teach and encourage self-support strategies to help them to remember and follow instructions (e.g. chunking, visualisation, silent repetition, use of a written checklist).
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6b) Learners are supported to express thoughts and ideas (expressive language).	• Staff respond and indicate that they value all attempts at communication. Learners who are reluctant to contribute to discussions are supported to do so. • When learners use single words, staff repeat and expand the sentence to model more sophisticated language, when appropriate/ according to teacher judgement. • Staff provide opportunities for communication throughout the school day in a range of lessons, including opportunities for discussion around books and narratives. • Staff teach how to use formal and informal language within curriculum content and offer opportunities to practise their use. • Staff teach and model the use of standard English. • Staff model language positively through reflecting back correct speech rather than correcting it. • Language is scaffolded and modelled to help learners develop the skills needed to articulate their views. • Staff design lessons where learners do most of the talking to develop their ability to communicate. • Staff choose texts to support the development of language and vocabulary. • Non-verbal communication is taught and encouraged as a way for learners to express their thoughts, views, and feelings.
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6c) Learners are supported to build social communication skills.	• Staff use group work flexibly to encourage, model and promote social interaction and independence by providing opportunities to develop social skills (the ability to listen, speak, negotiate, take turns), for example: paired work, small groups, large groups. • Learners are given access to positive communication role models. • Staff create a safe learning space where relationships can develop, and communication skills built. • Staff actively check that they are listening with care, using understanding of emotions and empathy and developing skills that help students to manage conflict when it happens.
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7. Staff and Staff Training

Expectations of all settings	Strategies
7a) There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the current learners and workforce development in anticipation of future cohorts.	• Senior leaders, including governors, demonstrate the highest aspirations for all learners. • There is a planned programme of ongoing CPD for the whole setting and individual teams and departments, linked to the needs of the school's cohort. This may be co-delivered by those with lived experience, if possible. • Effective planning and data analysis informs training needs for future cohorts. • Whole school approaches are taken to support consistency and continuity across the setting.
7b) All practitioners, including teaching assistants, make a positive contribution to holistic progress.	• Additional adults are deployed proactively in the classroom and their impact on the learner is monitored carefully to ensure progress is supported. They are used to support independence rather than create dependence. • Planning between adults ensures that additional adults have a shared understanding of the objectives and desired learning outcomes of input and tasks. • Strategies used in interventions are integrated into class teaching so that learners can sustain progress. • There is investment in staff training for all staff including induction programmes.
7c) Staff collaborate and have effective links with other relevant outside agencies and specialists.	• Practitioners know when to refer for extra support or advice. The setting is aware of and regularly communicates with other professionals who are involved with learners and develop a collaborative approach, e.g. education, health and social care. • Systems ensure that advice received from other professionals is communicated and used to inform teaching and learning. • Where specific decisions to involve outside agencies in casework are made; this is done in partnership with families.

8. Transitions and Transfer

Expectations of all settings	Strategies
8a) Support is in place for routine and life transitions when required. Transitions include, but are not limited to:- moving around the setting; preparing for weekends, the start of holidays and beginning of term; moving from lesson to lesson; changing from structured to unstructured times; moving from break to lesson times; moving from one activity to the next within a lesson; changes of staff- permanent and temporary; special events: visitors, visits, celebrations; life events: birth of a sibling, change in parenting arrangements e.g. change in parents' relationship status, loss and bereavement or contact visits; puberty.	• Staff ensure a clear structure to the day and proactively plan for times of the day that may be more difficult • Staff are positioned in key points, to support at transitional times. • Appropriate visuals/signage are visible around school to indicate different classrooms/departments • Visual timetables/schedules are actively used, events are removed or ticked off when finished. • Staff use the language of Now and Next /first, then, next developing appropriately according to age and stage • Where appropriate, timers are used to show learners how long they must work for/ how long they have to finish. • Opportunities for supporting appropriate and agreed transitional objects to bring to school, where this supports self-regulation and a sense of safety. • Staff ensure a dynamic response for untimetabled, unexpected events, such as alarms. • Additional preparation and nurturing approaches are in place for tricky transition times for learners, if required, which could include strategies to support at unstructured times, e.g. early lunch pass.
8b) Procedures are in place for ensuring smooth progression within settings, particularly during all transition phases, including on entry and exit.	• Information is actively sought and shared about learners to support successful transitions and manage change both within the school and beyond. • Information is shared with parents and carers, other colleagues within the setting and receiving or previous settings as required. • Practitioners are aware of learners who need additional support while transitions and adjustments are made.

8c) Procedures are in place for ensuring smooth progression between settings, particularly during all transition phases, e.g. primary to secondary and secondary to post-16.	• Policies and systems consider transitional support that may be needed, such as taster days, additional visits or inductions, photos of new setting and key staff quieter times for vulnerable learners to become familiar with environment. • Time is spent getting to know each other, school staff, invest in relationships. Time is spent in these sessions exploring how we like to be treated and involves sharing our understanding around which values are important to us. • Best practice is shared within the school and with other schools, where suitable e.g. Year 6 to year 7 transitions. • Families are clearly informed of transition arrangements and how they may be able to support the process. KS3 Onwards • The eight Gatsby benchmarks are used to provide learners with the best possible careers education, information, advice and guidance. Settings consider transitions within their careers plans in meeting the Gatsby benchmarks. Schools have a careers leader and careers governor to strategically plan for careers, including transitions to future destinations. • Schools use the GM Transitions Framework (Person-Centred Planning for Progression) to support transitions from keys stage 3 to 4 and key stages 4 to 5. This can be published on their website demonstrating their commitment to best practice aiming to foster inclusivity, equity, and individual growth for all learners
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Support beyond Ordinarily Available Inclusive Provision

According to Section 20 of the Children and Families Act (CAFA) 2014, a child or young person has special educational needs if they have a learning difficulty or disability which calls for **special educational provision** to be made for them.

Special educational provision is defined as “educational provision that is additional to or different from that which is normally on offer to their peers of the same age” CAFA (Section 20:2014).

As such, if the expected level of ordinarily, inclusive provision is effectively in place within your setting and learners continue to have unmet needs and/or are making inadequate progress, despite high quality inclusive teaching targeted at their areas of need, the SENCO (or other professionals supporting them) will be able to work alongside teaching staff to provide information, advice and guidance on further additional support beyond what is ordinarily available for all learners. This may include a discussion about whether SEN support is required, as outlined in the Code of Practice (DfE/Department of Health - DoH, 2015).

A learner’s difficulties or disabilities may be related to a wide range of needs but will sit within the following **four broad areas of need**, as set out in the SEND Code of Practice (2015):

Cognition and Learning

Cognition refers to the thinking skills and thought processes that a child and young person has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. CYP with learning needs may learn at a slower pace than their peers despite appropriate adaptations. Learning difficulties can be general or specific and related to one or more areas of the curriculum. Difficulties may be short-term in one or more areas or severe and long term.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Social Emotional and Mental Health

All behaviours should be considered as a child or young person communicating some unmet need. The 2015 Code of Practice of Special Educational Needs (SEN) helps to promote a shift towards viewing behaviour as a communication of an unmet emotional need (whether conscious or unconscious) and responding accordingly. Many learners who struggle to learn or who experience stress and anxiety are likely to be having some difficulty managing the demands of school.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying behaviour perceived to be challenging, disruptive, or distressing. These behaviours may reflect underlying neurodevelopment difficulties, such as ADHD or experiences of frustration or trauma. They can come across through anxiety or depression, self-harming, substance misuse, eating disorders, lying and stealing or physical symptoms. They may both contribute to and arise from difficulties in other areas of the Code of Practice

Sensory and/or Physical needs.

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support

Special Educational Provision

If it is agreed that Special Educational Provision is required, this will be designed through the process of assessing the needs of a learner and then providing appropriate support to meet these needs.

This system should follow four stages, often referred to as Assess, Plan, Do and Review (APDR) - **the graduated approach** – which covers all ages and stages of education from early years to post-16.

Your SENCO will be able to guide you through the school's SEN policy and provision map to help you plan how to support children and young people's needs beyond ordinarily available inclusive provision. You may also wish to refer to The SEN Code of Practice for more information (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) as well as Stockport's Local Offer: <https://www.stockport.gov.uk/topic/information-and-guidance-send>

References

Name	Link
EEF: The Five-a-day approach	<u>educationendowmentfoundation-the-five-a-day-approach</u>
EEF SEN in Mainstream report	<u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</u>
EEF: Metacognition and self-regulated learning report	<u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</u>
Speech and Language UK	<u>Creating a communication supportive environment</u>
EEF - Social and emotional learning in primary schools report	<u>EEF Improving behaviour in schools Report</u> <u>Improving social and emotional learning in primary schools EEF</u>

Glossary

Word or Acronym	Definition
Adaptive teaching	Adapting the delivery of the curriculum – both in the moment and through lesson design planning, prior to the lesson. (Teacher Standards, 2012 Section 5 and Early Career Framework, 2019 Section 5)
CIN	Children in Need
CPD	Continued professional development
CYP	Children and young people
Families	Reference to parents, carers and children and young people
Graduated approach	Increasing level of support given to learners if they are struggling with aspects of school and/or learning.
ICT	Information and communications technology
LA	Local authority
Learners	Children and young people learning within a setting.
Local Offer	Each LA has their own local offer which aims to bring together useful information across education, health and social care within one website. You can find information, advice and guidance and a range of local service providers who support children and young people with Special Educational Needs and Disabilities (SEND) .
Provision	What is provided for a learner in the educational setting in terms of learning, environment and pastoral support.
PSHE	Personal, social, health and economic education

Reasonable adjustments	The legal obligation that schools must make adjustments to ensure that learners with disabilities are not placed at a disadvantage. (Equality Act 2010)
Gradual Release	Sometimes described as – I do. We do. You do. A way of modelling and learning a new concept or skills by teacher demonstration and gradual withdrawal of support as the learner gains confidence and skills.
Setting	School, college or educational provider
Quality First Teaching	A focus on high quality and inclusive teaching for every learner in a classroom.
Scaffolding	Scaffolding is one of the 'Five-a-day' evidence-informed approaches to support all pupils, including those with SEND. The EEF defines scaffolding as 'a metaphor for temporary support that is removed when it is no longer required', providing 'enough support so that pupils can successfully complete tasks that they could not yet do independently'. Scaffolding is a term used to describe a range of approaches, including: - A visual scaffold, such as a task planner. - A verbal scaffold, such as a teacher correcting a misconception at a pupil's desk. - A written scaffold, such as a writing frame. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/5-a-Day_Reflection_Tool_2023.pdf