



Ordinarily Available Provision at Broadbent Fold Primary School and Nursery



What is Ordinarily Available Inclusive Provision?

Ordinarily Available Inclusive Provision describes the inclusive provision and practice that we provide for **all** our children, including those with SEND to enable them to thrive.

The concept of OAIP is “a shift away from a narrow focus on learner’s special educational needs education as specific provision, towards extending and improving the quality of support for learning that is generally available to all learners.”

European Agency for SEN and Inclusive Education

Ordinarily Available Inclusive Provision aims to:

- ✓ Ensure all our children, including those who may have special educational needs or disabilities, have the right support at the right time and in the right place to help them achieve, aspire and develop well, physically, mentally and academically alongside their peers.
- ✓ To support all our children to thrive
- ✓ Ensure consistency in approach across school

Ordinarily Available Inclusive Provision

Ordinarily Available Inclusive Education

- For all children and young people
- Simple adjustments and additions that teachers can make to their practice to enable positive learning environments for all students

Associated language:

Quality first teaching
Adaptive teaching
Universal Provision

Wave 1 support

Ordinarily Available Targeted Support

- May be on the SEND register
- Requires enhanced adaptations and support
- May receive time-specific, targeted interventions
- May require support or advice from external agencies

Associated language:

Additional to and different from interventions

Wave 2 support

Specialist Support

- Individualised and bespoke support
- Usually supported through EHCP
- Multi-agency support

Our Ordinarily Available Inclusive Provision offer at Broadbent Fold Primary School and Nursery:

Partnerships Whole school focus on building and maintaining relationships between school families and the wider community, which are respectful /understanding/ non-judgemental and supportive.	Ethos and Culture At Broadbent Fold we have clear systems for effective pastoral support and an inclusive ethos and culture that is embedded and shared with stakeholders.	Environments The physical environment is adapted to meet the needs of the learners.	Assessment Formative assessment and responsive feedback are apparent in every lesson.
Parent and Teaching Staff - Meet and greet at doors/school gate. Available each morning and evening. - Meet the Teacher evening. - Book looks. - Celebration events. - Coffee mornings. - Assemblies. - Parents Evening. - Arbor/Seesaw daily communication. - Headteacher weekly briefing. - Headteacher termly newsletter.	Pastoral Support - Parental/ family support. - Inclusive ethos. - Mental health support. - 1:1 and small groups. - Relational based approaches to behaviour. - Zones of Regulation. - Wellbeing Wednesday. - Attendance support. - Emotional register. - Friendship groups. - Support with access arrangements. - Policy consideration of family context. - Attachment support.	- All physical aspects of the building are accessible. - Accessibility plan on school website. - Learning walks planned to assess needs of pupils and environment. - There are plans to improve further accessibility, based on changing needs. - Forest Schools. - Furniture appropriately sized height. - Personal care facilities to ensure dignity, privacy and safety for all.	- Clear evidence in all linked policies. - Building Belief Marking and Feedback. - Editing opportunities. - Peer support. - Staff identify and celebrate strengths. - Small steps of success. - Participation. - Diagnostic. - Assessment for learning strategies. - Staff are aware of learners starting points. - Review and link past learning and connect with future.

- Seasonal plays and productions. - Questionnaires (views sought). - Consultations on policies. - Website offer and signposting. - Assessment meetings. - Reading diary communication. - Adapted home learning. - Home visits. - Workshops. Pupils are constructively helped to understand their own strengths and areas for development within their learning and to value their achievements, whatever their starting points. - Pupil Leaders. - Various steering groups. - Celebration assemblies. All progress and successes are valued and celebrated. Other Professionals	- 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. - All staff have awareness of trauma informed practices. - Policies to support pupils with attendance barriers in place. - Time is spent invested in the skills needed to help maintain relationships and to keep them healthy. - Mindfulness and regulation strategies. - Sensory room – the Cosy Cove. - ALL staff have awareness of pupils with ISPs and physical access plans/intimate	- Key stage libraries in place. - Well-organised areas and clutter-free zones. - Risk assessments and management plans in place. - Staggered lunchtimes to avoid congestions. Ensuring pupil safety. - Tameside Sensory Training completed by all staff. - Pupil sensory preferences are explored and consulted regarding adaptations. - Movement breaks. - Sensory Circuits. - Efforts are made to reduce noise wherever possible. - Doors closed to the corridor. - Displays are meaningful and visually accessible to avoid sensory overload.	- Milestones in government initiative tests are completed. - Impact of interventions are routinely evaluated. - Pupils have regular opportunities to evaluate their own learning. - Pre-teach opportunities and booster sessions available. - Feedback encourages the development of metacognitive approaches to teaching and learning. - Curriculum design is tailored to meet the needs of pupils. - Benchmarking.
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- Stamford Park Trust. - Rayner Stephens High School. - Educational Psychologist. - Tameside Outreach Support Services. - SALT. - Tameside Music Service. - Front Row Music. - SK Academy. - City in the Community. - Sports coaches. - Sports First Coaching. - Holy Trinity Church. - Active Tameside. - Outdoor Centres. - One Adventure. - Career encounters. - Safe Squad. - EY2P. - EMHP. - Healthy Hyde. - Emergency Services. - Magistrates. - Early Help. - CAMHS. - Library Service. - Tameside BookStart.	care plans/ medical needs and PEEPs and consider these when planning. - Extra-curricular activities and visits are planned to include all pupils wherever reasonably possible in line with the equality act. - A calm and purposeful climate for learning throughout the school. - Emotionally Friendly Setting. - Good to be Green Time. - Sports Competitions. - After-school clubs.	- Equipment to support left/right handed learners. - Staff are aware how uniform impacts sensory needs. Active uniform in place. - Visual timetable.	
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Curriculum, Teaching and Learning At Broadbent Fold, we have a broad, balanced curriculum which promotes belonging, identity, confidence and inclusion for learners, including school trips.	Communication At Broadbent Fold we have a communication friendly environment with an awareness of each learner's abilities	Staff and Training Ongoing continuous professional development is planned in relation to the needs of the current learners and workforce development	Transitions and Transfers Support and procedures are in place ensuring smooth progression and transition across all phases
- Adaptations to curriculum subjects including preteach, modelling, scaffolding and metacognitive approaches, concrete apparatus, high quality resources - Adaptive questioning - Flexible groupings - The curriculum builds from years and prepares for the next phase of learning and increases the cultural capital of every child. - Lesson design and provision includes adaptations and reasonable adjustments	- Adults provide clear and simple instructions. - Language is appropriate to developmental level. - Eye contact used to support. - Clear and simple instructions. - Visual timetables. - Displays used to support learning. - Speak out culture. - Structured approach for tasks with a clear beginning, middle and end. - Targeted questioning - Vocabulary rich environments. - Use of visuals	- SLT, governors develop high aspirations for all pupils. - Program of CPD for the whole setting and individual teams. - Shared planning. - Intervention training. - Staff have time for their own CPD. - Staff know who to go to when they need advice. - Decisions to involve outside agencies. - Class and subject specific CPD. - National College. - EEF. - Whole Education. - Nasen.	- Home visits EYFS. - 6into7 EYFS and Year 6. - Secondary transitions and opportunities to visit settings. - Additional support for vulnerable pupils. - CLASS transitions and workshops in place. - Visual timetables. - Visuals around school. - Additional preparation and nurturing approaches are in place for tricky transition times. - Information is actively sought from different settings.

- Whole school policies consider delivery - Technology used where necessary - Additional adults are planned to maximise learning and independence - Flexible seating plans - Wellcomm screener (Early Years) - Targeted small group support - Promote learning through investigation, play, activity, exploration, questioning and reflection. - Ensure all children are challenged to reach their full potential and no ceiling is applied to a child's learning.	- Language is scaffolded and modelled. - Non-verbal communication. - Vocab Ninja used and celebrated. - Opportunities provided to develop social skills eg lego therapy, social groups. - SALT sessions. - Social Stories. - Comic strip conversations. - Technology. - Attention autism.	- Safeguarding seven-minute reads. - Cluster moderation. - Whole trust CPD.	- Whole school transition meetings. - Policies and systems consider transition support. - Website. - Clear communication with external agencies. - Sports competitions in local high school settings. - Visits from high school staff. - School links with Rayner Stephens from Year 4 onwards. - Open Evenings. - Stay and Play days.
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