

Information Session

October 2020: Virtual meeting



Inclusion Framework: a whole school self-evaluation tool.

Ordinarily Available Inclusive Practice (OAIP):

a mainstream practitioners' guide.

'Tools for Schools' website.

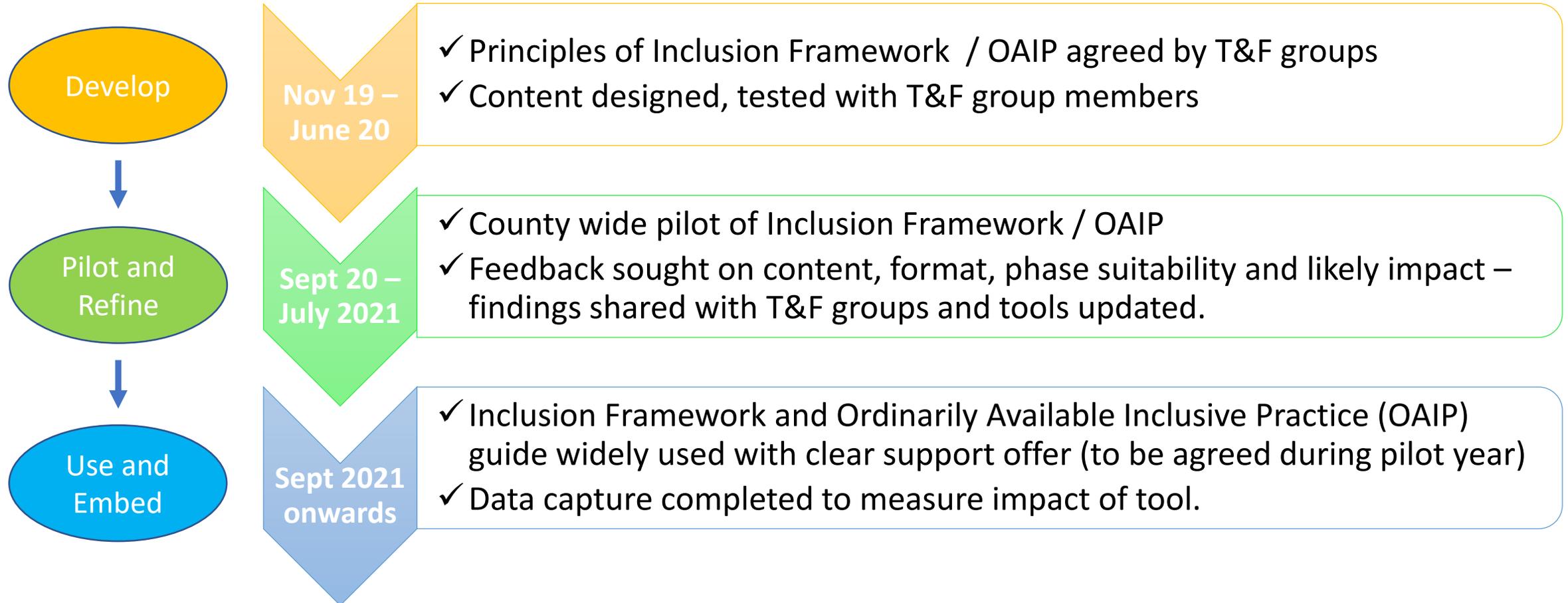
The Tools

- Inclusion Framework: a whole school self-evaluation tool.
- Ordinarily Available Inclusive Practice (OAIP): a mainstream practitioners' guide.
- 'Tools for Schools' website.

Development principles

- Co-production. Development must be led by schools and settings. WSCC's role is to facilitate the process.
- To date, over 50 SENCOs, governors, parent carers, education officers and specialist teachers volunteered to undertake work as part of task and finish groups. Huge thanks.
- Key deliverables of the SEND and Inclusion Strategy.

Development Timeline





West Sussex Inclusion Framework

A co-produced self-evaluation tool.



Inclusion Framework: a self- evaluation tool

Intended outcome:

- To provide a whole school / setting tool that could be used to identify good practice and next steps for development.
- To gain an understanding that inclusion is about meeting the needs of all children and young people, not just those with SEND.
- Developed by Inclusion Task and Finish group.

Inclusion Framework

Aspect 1: The Environment, Culture and Ethos

Aspect 2: Leadership

Aspect 3: Person Development, Well-being and Welfare

Aspect 3: Quality of Education

✓ Suggested self-evaluation template at the end of each aspect.

✓ Facilitated support session

Inclusion Framework Overview

Aspect 1: The Environment, Culture and Ethos

> 1.1 Inclusive Vision, Aims and Values	Page 5
> 1.2 A Welcoming Environment	Page 6
> 1.3 A Reflective Learning Environment	Page 6
> 1.4 Communication	Page 8
> 1.5 Accessibility	Page 9
> 1.6 Transitions	Page 10
> Self Evaluation Template	Page 11

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Aspect 2: Leadership

> 2.1 School Improvement	Page 12
> 2.2 Policies	Page 13
> 2.3 Management of Provision	Page 14
> 2.4 Partnership Working / Collaboration	Page 16
> Self Evaluation Template	Page 18

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Aspect 3: Personal Development, Wellbeing and Welfare

> 3.1 Social and Emotional Wellbeing and Self Awareness	Page 19
> 3.2 Respecting Each Other	Page 20
> 3.3 A Safe Place To Be	Page 22
> 3.4 Behaviour Policy and Procedures	Page 23
> 3.5 Attendance	Page 24
> 3.6 Promoting the Wellbeing Through Safeguarding Practice	Page 25
> Self Evaluation Template	Page 27

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Aspect 4: Quality of Education

> 4.1 Curriculum Design	Page 28
> 4.2 Quality First Teaching	Page 30
> 4.3 Improving Provision and Outcomes for All	Page 30
> 4.4 Meeting Needs of Individuals	Page 32
> 4.5 Parental Engagement	Page 33
> 4.6 Extra Curricula Activities	Page 34
> Self Evaluation Template	Page 35

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Key messages from Task and Finish group

“We are going to look at the Inclusion Framework model in a SLT meeting we are starting with the Quality of Education section as this matches our school improvement plan.” **SENDCO**

“I welcome the framework document to give structure to conversations with the SENCO and HT and feel confident that they will know what their strengths and areas for development are.” **Governor**



West Sussex Ordinarily Available Inclusive Practice

A co-produced guide for all mainstream
staff working in education settings



Ordinarily Available
Inclusive Practice

Ordinarily Available Inclusive Practice (OAIP)

Intended outcome:

- To support mainstream schools and settings in providing effective and consistent practice for those with additional needs.
- To ensure that the child is at the centre of inclusive practice.
- To increase parental confidence in the available provision.
- To provide clarity to schools and settings on the graduated approach and on the types of provision and strategies that can be provided through the schools delegate budget.
- Developed by SEND Task and Finish group.

What does 'Ordinarily Available' mean?

- 'Ordinarily available' comes from the SEN Code of Practice.
 - Refers to mainstream support that could reasonably be provided through a school's or setting's resources.
 - Other LAs may refer to their similar guides as 'Ordinarily Available Provision'.
 - In West Sussex 'Ordinarily Available Inclusive Practice', or 'OAIP' guide
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Ordinarily Available Inclusive Practice (OAIP)

- **Section 1** describes examples of ‘reasonable adjustments’ that can be made through ‘quality first teaching’.
- **Section 2** provides examples of more tailored approaches that can be made to meet the individual needs of children or young pe.

Ordinarily Available Inclusive Practice Overview

Section One: Quality First Teaching expectations of all mainstream schools and settings

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> Leadership and Management	Page 6
> Curriculum, Teaching and Learning	Page 8
> Use of Assessment / Personalisation	Page 11
> Partnership and Co-production with Children, Young People and Parents	Page 12
> Pastoral Care	Page 14
> The Physical and Sensory Environment	Page 15
> Equipment and Resources	Page 16
> Staff Skills, Training and Use of Expertise	Page 17
> Transition	Page 18

Section Two: ‘Ordinarily Available Support’ for children and young people in mainstream schools

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> Communication and Interaction	Page 21
> Cognition and Learning	Page 27
> Social, Emotional and Mental Health Difficulties	Page 29
> Sensory and / or Physical Needs	Page 36
> Medical Needs	Page 39

Key messages from Task and finish group

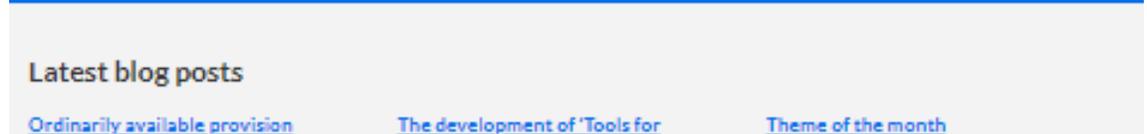
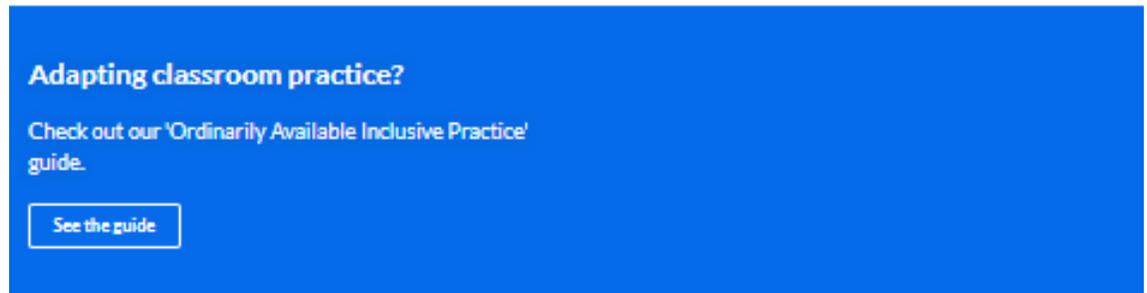
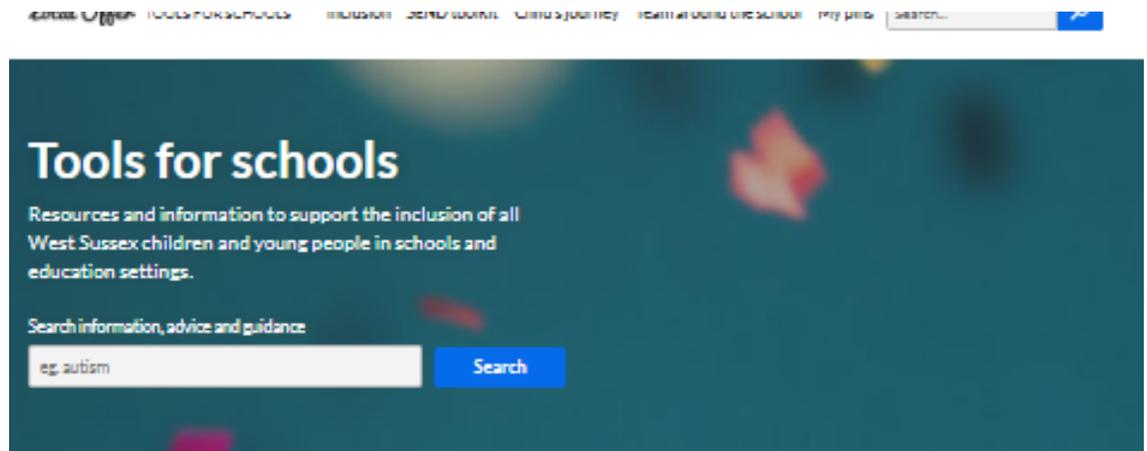
“Working in an SEN school it has been great to be able to share our experience and good practice in order to contribute to a valuable resource for our mainstream colleagues.” **Deputy Head**

“It was really nice to be sent something printed - it felt that the document was valued and we were valued to warrant the cost of printing.” **Headteacher**

“We can highlight specific pages which give schools a much clearer understanding of what they can consider and do. It is lovely to have a tangible document bursting with helpful and practical advice and a further bank of more specialist advice sitting behind it.” **Fair Access Team Manager**

'Tools for Schools' website

- Concept came from SEND Task and Finish group and has been developed in partnership with the Local Offer.
- Quicker access to reliable and useful information and resources to support children and young people with additional needs.
- 'Pin Board' feature which enables users to save and return back to information and resources they have found particularly relevant.
- Access is via the Local Offer.
- For ease of use, '[Tools for schools](#)' is organised into 4 main areas:
 - [Inclusion](#)
 - [SEND Toolkit](#)
 - [Child's Journey](#)
 - [Team around the School](#)



How to get involved?

- Join a Task and Finish group.
- Find your school's copies of the Inclusion Framework and OAIP and show them to colleagues.
- Share info at staff, locality and area meetings.
- Use and annotate the IF and OAIP.
- A template for review is available as a Word document to download from Tools for Schools.
- Come to peer support session for IF (Nov / Dec).
- Volunteer to take part in facilitated school review using IF to test process and impact (Nov / Dec).
- Provide feedback on 'Tools for Schools' - what's good, bad and missing!
- Do the 'Have your say' consultation.
- Volunteer for a 'deep dive' evaluation session.

Tools for school:

www.schools.local-offer.org

Email:

toolsforschools@westsussex.gov.uk

Information session presented by:

Maryanne Woodland – Senior Educational Psychologist

Bella Cobby – SEND and Inclusion Development Manager

