OAG Section One: Expectations for all settings

The group were asked to share their ideas around:
1. A principle that is understood and established/well- embedded in your setting:
What does this look like? How do you know?

2. A principle that your school would benefit from further focus or development on:
What might your next steps be? How would you go about this?

1. Co-produced and family centered
Well embedded across the setting:
• Family Centred - we have set up drop-in sessions (6 x a year), in parents evening you can book meetings with SENCO, we host coffee mornings for SEN and hold 3 x reviews a year.
• Parent coffee mornings, PCRs, SEND students involved in student voice across school, regular keyworker reviews, non-teaching assistant SENDCo available for parents.
• 20% teaching timetable so SENDCo is available to meet with parents.
• Parents informed through attendance at regular workshops (family centred), school Local Offer shared & reviewed with parents annually (clear, accessible guidance).
• PCR approaches in place, regular SEND Coffee Mornings with parents build relationships and schools ability to share information/offer support.
• Having coffee mornings to develop a link with parents and sharing information and parent worries. Offering advice and reassurance that they will be supported through process.
• Our Early Help offer is strong. Only yesterday, I met with a parent to discuss how the process could support her.
• Students are involved in creating their pupil profiles. Parents are asked to contribute too.
• Co-production tools discussed within Trust and Birmingham University SENCO Award through PSS. Very helpful!
• We use a person-centred approach with families, and really work hard to build positive relationships. This really helps with day-to-day updates and info sharing.
• We use a person-centred approach with families.
• Pupil Voice min x3 per year/ Parent coffee mornings/ Weekly newsletter with 'inclusion corner' based on parent/ pupil voice/ PCR for reviews and creation/ Daily ops for parent contact.
• Annual reviews are completed using PCR tools.
• Parents heavily involved in all steps of the child's journey. Parents and child voice is considered.
• Parents and child involved in all steps of the journey. Regular meetings.
• Co-produced and family centred - good relationships between staff, parents and outside agencies. All stakeholders involved in provision planning and families consulted at all stages.
• Parent review meeting each term, regular communication with families following professionals visits and opportunities to meet with professionals.
• Co-production of all provision paperwork - profiles, SSPPs, EHCARs, termly reviews of continuum data and progress - identifying and communicating next steps to all.
• Person Centred Approaches to Annual Reviews and SSPP reviews. Building relationships with family and professionals - celebrating achievements.
• Co-produced and family centred - good relationships between staff, parents and outside agencies. All stakeholders involved in provision planning and families consulted at all stages.
• All partners engaged.
• Plans all produced with pupil, family and school.

- Regular meetings with parents and agencies involved. Regular observations from involved professionals.

Would benefit from further development:

- Family centred - we still need some improvement in this area with physical opportunities to meet (e.g., PSS coffee mornings).
- Parent interaction is limited, this is something we would like to improve as a school. Parent workshops and questionnaires help.
- Time constraints sometimes impact on how often this can occur for children without an EHCP.
- Capturing pupil voice for SEND and ensuring two-way communication with parents that may appear reluctant to engage, especially using transport as leads to irregular communication.
- Further support needed for parents/ carers who identify as having SEN themselves.
- Co-production with parents on policy, they can often be very long and are not easy to understand if you don't know SEND overall.
- Family links to be developed. Improvement needed in two-way communications.
- Co-producing plans/targets.
- Further work around the young person and parents producing plans with school. Not just the school producing the plans and sharing them with children and parents.
- Co-produced and family centred - more co-production with families.
- Would need more training on person-centred approaches.
- Creating a family centred approach. Parents need to be well informed and have information shared with them accurately and timely.
- Process/documentation for EHCPs needs more support for parents with EAL.
- Co-produced and family centred - parents/families understanding that funding isn't available for all SEND needs - parents understanding HQT is first response not 1:1.

2. Leadership and Management: creating an inclusive culture

Well embedded across the setting:

- SENCO is part of senior leadership, and it is driven as a whole school approach and through the SIP.
- All CPDs have a strand/slide of SEND and audits and guidance are regularly shared with all staff on the whole school newsletter.
- Inclusive culture created by SLT and Governors. Whole school approach to everything. SEND Governor regularly meets with the SENCO. SEND on the agenda for Governors.
- Incredibly knowledgeable SEND governor, SEND reports + challenge termly. Termly communication with SEND gov. Peer SEND review. Subject leads SEND agenda in mtg
- Leadership is supportive and inclusive; the ethos is that inclusion is a whole school approach.
- Positive culture in regard to SEND. Support from SLT.
- SLT have SEND high on the agenda and training throughout the year as children present with such varying needs.
- SEND is discussed and updated in all SLT meetings.
- Recent SEND Review with positive feedback. SEND is on the agenda of all staff meetings.
- School has a clear SEND vision which is outlined in whole-school strategic documents (e.g. SIP). Governors active in monitoring SEND & receive training in SEND.
- Regular reviews of all policies/procedures regarding SEND - these are working documents.
- Involvement of SEND governor. He comes to school regularly, learning walks, training, feedback to governors' meetings.
- All policies include SEND; all subject leaders have embedded SEND into their subjects.
- The profile of SEND is a high priority and there are increasing opportunities for a wider range of staff to receive additional SEN training.
- Performance management target linked to SEND.

- SENCo is a member of Senior Leadership Team so has input in School Development Plan and all other school policies.
- Good working relationship with SEND Gov.
- Leadership - Strong relationship with some local schools. As SENCO chair our local consortia which I want to develop. SENCO and SENCO asst in school.

Would benefit from further development:

- SEND Review (booked for March 24)
- SEND Governor to be more involved with strategic planning.
- Ensuring all staff receive regular training to ensure minority SEND children (HI, VI etc) are included as well as those e.g. ASC etc. This happens but there's always room for improvement.
- Needs to be at fore front of leaders minds at all times always be an agenda item at SLT meetings.
- Leadership and Management: creating an inclusive culture - an improved understanding across leadership throughout school.

3. Creating an Enabling Learning Environment

Well embedded across the setting:

- All children included SEND learners have an ambitious and exceptional curriculum. Environmental and sensory audits are completed termly.
- Sensory audits with OT, identified safe spaces for students, mainstream ASC room, ELSA, mainstream SEND space.
- Universal enabling env. for all pupils as part of non- negotiables. Additionally adapted and resourced to meet the needs of each individual as and when required.
- Sensory/Inclusion rooms are assessed depending on the cohort of need. Environments are communication friendly and are a safe space for children to use.
- Create an inclusive environment for all children, parents, and staff. Continually reviewing the needs and adapting as needed.
- Creating safe spaces in school with staff that are trained to support children through emotional needs.
- EFF high quality teaching standards in all subjects and environments within the school.
- Learning Environment - Lots of identified safe space for children both in class and around school.
- Regular environmental communication friendly audits-Supported by CAT.
- Strong pastoral team input which supports positive behaviour, emotional regulation etc. Whole staff training and regular updates.
- Learning walks/ audits in school and with outside agencies (e.g., CAT) to ensure positive learning environment for all children.
- Environmental audits and learning walks regularly carried out for all areas of SEND and actions implemented/addressed.
- Environmental audits completed with CAT/OT. Multiple identified safe spaces and alternate spaces for C&YP.
- Creating an enabling learning environment - every classroom has visual timetables, calm down spaces, concrete resources accessible, children have access to ear defenders, chew buddies, concentration aids. There is a sensory room available in school and inclusion mentor based in "rainbow Room" which specific children have a "free pass" to access.
- Understanding is checked using principles of high-quality teacher modelling.
- Last year we had training on the learning environment and now our classroom has large timetables/now next boards/task boards and are clutter free.

- We have a sensory bus, sensory room, and safe spaces in classrooms for children with specific areas of need.
- Since staff training (Elklan & Hanen) we have completed an environmental audit to ensure our setting is Communication Friendly.
- Communication friendly, visual timetables, communication boards, safe spaces, sensory circuits/resources.
- Use of Visuals - communication in print/widget online, clicker 8.
- Visual timetables, communication boards, sensory circuits/resources, safe spaces.
- Accessibility.
- Our nurture room provision is highly adapted to meet the needs of children waiting for special schools.
- We have identified safe spaces that have been developed as a priority. These include pastoral, sensory and nurture. Safe spaces also included in classroom.
- All classes using visual timetables, now and next boards, zones of regulation to support all children. 20 staff members have access to Widgit to create visual supports.
- Advice from OA is helping us to make changes to create positive environments.

Would benefit from further development:

- Creating an Enabling Learning Environment. We have spaces but not always readily available due to staffing. Classrooms not adaptable in our setting.
- Support with audits around physical access. This is an area of specialism that you need support to know where to start
- Consistency across schools in SEMH provision eg Zones of Regulation, brain based support, nurture approach
- Enabling environment. This can be easier in certain subjects/times than others. PE for example is a challenge for some students with sensory overload.
- Improving whole-school culture around SEND - everyone's priority.
- Space to accommodate sensory integration/circuits - specific interventions that require room.
- All staff need to be mindful of SEND needs and scaffold accordingly - needs to be consistent.

4. High Quality Teaching and Learning

Well embedded across the setting:

- High quality teaching and learning has really improved with staff taking ownership on designing scaffold resources and being creative and sharing across subjects.
- High quality teaching and learning - teachers use learner profiles and data to plan lessons. Classroom intervention documents used to reflect and repair.
- HQT- embedded. Linked to staff PM. Staff engaged in a lot of training regarding their classroom practice (Tom Sherrington walkthroughs).
- We use pupil profiles to support staff to hear from the child about what they need to feel supported and what their needs might look like in a classroom.
- SEND is linked to staff Performance Management targets. Staff have engaged in Tom Sherringtons 'Teaching Walkthrus' to develop practice.
- Adapted teaching across the school SEND learning walk to identify strengths and areas to develop.
- High quality T&L - Children with complex needs have visual timetables, personalised curriculum, Now / next boards and individual workstations.
- SEND a part of every piece of monitoring. SEND is linked to appraisals. Universal provision in place - e.g., use of widgets, visual timetables, now and next boards.
- Use of great teacher toolkit for staff CPD. SEND progress a part of appraisal process. Visual timetables in place in every classroom.

- Whole staff CPD using great teacher toolkit. Adaptive teaching and progress for pupils with SEND part of appraisal process. Visual timetables in all classrooms.
- High Quality Teaching & Learning: all staff have had training on 'adaptive teaching' to ensure all children can access the curriculum.
- Robust use of the toolkit tracker to identify learning needs.
- HQT - we have focused on developing our practice using the EEF 5 a day. recorded in observations.
- High Quality Teaching and Learning. Regular learning walks, use of implementing the advice of external agencies, monitoring of interventions and provisions.
- Consistent approach to visual timetable across the school. High Quality assessment using SOLAR to inform teaching.
- Clearly planned lessons which are adapted to meet needs of all children. High expectations of all children in terms of progress and attainment
- HQ T&L - SEND is imbedded into all of our CPD.
- Curriculum planned and adapted to include all children. High expectations of all children in terms of attainment and progress.
- Use of Literacy toolkits to ensure pupils are targeted at the right time using timely targets which are reviewed regularly.
- Quality first teaching and strong knowledge of pupils (baselines, strengths and targets) for some this may access to continuous provision (in Key Stage 1).
- Staff know their children and understand their needs. Use of formal and informal assessments identify learning needs.
- Lots of CPD around SEND over the past year.

Would benefit from further development:

- To support HQT/Assessment Toolkit tracker - needs updating to be able to show the small steps of progress in each band & the colour banding removed from maths.
- Continue to develop supportive resources for staff to use with individual pupils.
- How to create the most effective learning plans and model a researched best practice approach as these are powerful tools when right e.g., information? impact?
- Further support with scaffolding and adaptive teaching especially with the agenda of the same for all.
- HQT is pretty good however always developing and adding more considerations so always feels like more and more.
- QFT for SEND.
- HQT & L - consistency within the classrooms.
- Quality first teaching is very much a focus and inclusive practice is my focus at the moment. Termly SEND reviews is also something I am beginning this academic year.
- Ensuring that all staff are consistently adapting teaching to the needs of the children. More time for SENDCo to be able to go on learning walks in lessons to support with planning.
- Ensuring that staff take on board their training and know that they are responsible for the SEND learners in their classes, not just the SENCo!
- Staff and parents often focus on interventions outside of the classroom rather than HQT.
- Not consistent dependent on teacher and their willingness to engage.

5. Supporting transition across whole life course

Well embedded across the setting:

- Into post 16 transition - SEND specific careers fair for parents and YP with SEND across MAT (looking out of the MAT next year).
- Extensive transition starting in March with up to 6 weeks of extra transition sessions.
- Separate SEN parent induction meetings - liaison with nurseries, extra settling in sessions.

- Transition We have strong links with nursery transition into Reception (all though there are numerous PVI settings to navigate, however, I think we need to improve our Year 6/7.
- Transition- link with EY settings and secondary for the most vulnerable and high needs.
- We have a person in the SEND team with a responsibility for KS2-KS3, KS3-KS4 and transition to post 16.
- SENCO involved in Reception home visits. Additional transition days for SEND BEFORE city-wide transition days. Parent workshop on transition.
- Transition between classes/key stages are planned carefully with additional support given. Good links with SENCo's in secondary schools, with extra transition days/activities.
- I liaise with all EY providers (visits, emails, phone calls0 & families prior to the children joining the school. Similar for Y6-Y7 transition.
- Transition visits (including additional as needed) for every year group/ transition books/ transition groups/ professionals' meetings, calls, TEAMS/ transition social stories.
- Use of transition document from the DLP enabled a streamlined approach to information sharing.

Would benefit from further development:

- Supporting transition is really tricky as so many students we are focused on the needs in school and don't always have enough contacts or time to do transition well as like.
- Parent understanding of send and therefore graduated response can be a challenge.
- Supporting pupils who are moving from Mainstream to resource or specialist provision. Inconsistent practice.
- Unaware of what the 'transition frameworks' are.
- Supporting transition, particularly when children move to special school or a school which is not our feeder school.
- Transition across whole life- We are constantly working on improving transition back to school or college after a period of illness and often huge life changes and challenges.
- Being able to get in touch with secondary schools. Sometimes it can be quite difficult to arrange transition meetings.
- Communication between transitions to types of settings needs to be strengthened further (e.g. mainstream-special) to better support child.
- Support in EYFS for staff in supporting pupils with additional needs transitioning to school.
- This is an area where more resources need to available. So many services dip off as pupils get older. Accessing community support and opportunities for growth are minimal.
- Transition across whole life course - some settings are keen to engage -others are not.
- Transition between settings is good but it can take a lot of time in the Summer due to liaising with different settings. We are looking to streamline some of this.

6. Equality & Diversity

Well embedded across the setting:

- Equality and Diversity - An inclusive ethos across whole school, mentioned in our recent NASEN review.
- Equality and diversity - everyone is in class and activities are planned so everyone is included.

Would benefit from further development:

- Rights Respecting Schools Award supports equality and Diversity.
- LGBT+ staff development/awareness in particularly with children and additional needs.
- More overt opportunities to recognise and celebrate the diversity of needs in our community.

7. Graduated Approach

Well embedded across the setting:

- Graduated approach - we use this to assess and look at needs and how to find solutions.
- Graduated Approach - Systems embedded across school but work needed to get all stakeholders to understand how it should look/work.
- Well embedded - wide range of assessments and external agencies used.
- Graduated approach - knowledge around specialisms.
- Use of CPOMs to record needs identified, staff talk to parents, interventions in class, consult SENCO, meet with parents, speak to outside agencies.
- Early identification; collaborative work with Pastoral. Issues arise when we have exhausted all that mainstream can do to support the CYP and family further.
- Consistent across school. Parents and pupils involved. Processes understood and followed.
- Grad approach - excellent provision for SaLT inc 1 day week SaLT and 50% timetable Elklan trained TA.

Would benefit from further development:

- Some real-life examples of costs to school really than be overly reliant on timetabled interventions. Some children just cannot access without an adult to facilitate.
- Some teaching staff don't quite understand what that means.
- Early identification of need starts at induction - this is the beginning of the graduated approach. Baselines completed for establishing starting points.

8. Staff Training

Well embedded across the setting:

- Staff Training - a member if staff is training to become a dyslexia teacher to support.
- Central record of CPD, regular opportunities for CPD, Whole school training, targeted training, support from PSS/SALT/EP/OT/CAT etc. evaluations from training.
- Staff training is high on the agenda. We review the needs of children and staff to ensure relevant training if attended.
- ASD training to support the needs of our pupils, based on identified needs.
- We have regular staff training for SEND but also buy into national college so staff can seek further CPD for their specific classes.
- SENCO consortium meetings.
- Termly Audit of Staff needs and updates for SEND training.
- Bespoke training has been provided by EP and SALT.
- We have regular staff training from inhouse and agencies to support staff with providing the best provision for our children.
- Have twice weekly staff training offered by Soundswell for 15 minutes. This has really helped to improve SALT identification and support offered.
- PSS and CAT sessions for all staff including support staff not just TA's.
- Staff training to ensure PD for all staff (inhouse).
- Led by external agencies. Based on needs of the chn.
- Training sourced and provided according to the needs of the children. Mix of outside agencies and SENCO.
- Staff have been surveyed to identify PD needs and bespoke training has been delivered.

Would benefit from further development:

- More whole staff training needed to ensure consistent approach across whole school.
- We have regular CPDs but feel we would benefit from external training.
- Training for ECT's - almost a rolling programme of catch up when we get new inexperienced staff.

- Further training for children with complex needs.
- Increased staff training because of increasingly complex needs of children required.
- Further external training needs to be accessed so staff feel empowered and confident with their knowledge and understanding of SEND.
- There is never enough time for SEND as other curriculum leaders want their own slot on top of whole school stuff!
- Need to audit staff confidence and needs to be done more regularly as we have a new staff
- Staff training specific to their needs. Although training is also a plus as they can drop in to discuss needs, whole school training specifically for support for ADHD or Autism.
- Bespoke training to specific needs in school and understanding of SEND.
- More time within staff meeting to discuss SEND.
- Next steps: to look at the links provided in OAG guidance and use!
- Being a new SENCO to the school we are very much in the process of developing all areas.
- Large school so difficult to train staff - no access to getting TAs together or access to INSET slots.
- Staff training - further dates for training, dates for SENCo/staff meetings, embed SEND in staff meetings generally so it is talked about each week for very short periods of time.
- Staff training - quite a new staff (high mobility) training required in areas such as attachment disorder, sensory support etc.
- Staff to have more whole school training for specific needs.
- Some teachers understand quality first teaching others need support on what that looks like for SEND children.
- Pressure to cover so much in staff CPD time makes it difficult to do enough SEND specific training.
- Staff Training is always an area to improve. It can be tricky to find time and funding for this.

9. Coordinated partnership working

Well embedded across the setting:

- Have a page on the website that parents are able to access which is specifically for SEN. We signpost through newsletters - agency advice and resources.
- Family Support worker as part of pastoral team, Early Help well established.
- We work well with our Early Help partners and this has been a focus of our DLP project which has helped this.
- Relationships with agencies and professionals!
- School follows EH/ attendance procedures. Have safeguarding procedures in place- regular updates.
- Work with a wide range of agencies to ensure the best is provided for the children. Liaising with agencies to ensure support is gained.
- School works effectively with swift Early Help - related to child/ parent needs eg DLA, sleep, domestic violence, parenting support; attendance procedures; safeguarding tools.
- Clear safeguarding and early help.
- Strong partnership worker has improved outcomes for children.
- As a school we plan to have outside agencies plan together, for example planning SCERTS with EP and SALT for a range of our pupils with complex needs.
- Use time with agencies to have a multi-agency approach. Pay for EP, extra PSS, Traded SALT etc and try and work collaboratively to get the best provision.
- Family link worker, family 'support' worker and start of pastoral team. Close liaising with SLT.
- Great partnership with professionals. Coffee mornings for parents to meet them and ask questions.
- School and families work well together to share knowledge.

- SENCo is also a DSL so can support children and families when the need arises. SENCo can give context of child when Social Workers are involved.
- Outside agencies have commented on how strategies/MAP meetings have been implemented with regular discussions between school/CAT/PSS/EP.
- Partnerships with external agencies.
- Strong relationships with external agencies, who are skilled and trusted.
- Good relationships with external agencies to support provision.

Would benefit from further development:

- More development in working with partners within our consortium/local area for support and advice. The SENCO is a lonely job and there is rarely anyone one hand for support.

10. Additional Needs

Well embedded across the setting:

No comments were made for this section.

Would benefit from further development:

- This can be more difficult as parents can't be sure that there may be SEND and it can be hard to use some of the tools to show how we support them.
- EAL and supporting parents through complex processes.
- As a school with very few EAL pupils I feel this is something we could improve on, however I do feel confident in our trauma informed approach for LAC.
- Wide ranging EAL needs and support.
- Further training for staff to support children with complex needs (EHCP) in mainstream settings.
- More support from specialist colleagues regarding those complex children in mainstream schools.
- In the beginning stages with this. Had a meeting with Flash Academy yesterday. Excited to get going with this.