

# Implementation of OAG: DRB Ignite MAT

Background	Our Focus and Implementation
<p>We have 12 school within drb Ignite Multi-Academy Trust all within the primary phase across Dudley and Birmingham. All schools serve areas of high deprivation and have an above national average proportion of pupils in receipt of PPG and an above national average proportion of pupils identified as having a SEN or disability. The schools are supported by a central School improvement Team, which includes a Trust Inclusion Lead and Deputy Trust Inclusion Lead.</p> <p>All SENCoS within the trust are part of the SENCo network group which enables them to work collaboratively across the Trust to develop inclusive practice.</p>	<p>In light of the OAG guidance:</p> <ul style="list-style-type: none"><li>• What does the graduated approach look like across the trust and how do we align this?</li><li>• How confident are staff in understanding and implementing the graduated approach?</li><li>• Does the alignment of the graduated approach enable strength through collaboration – e.g. through a shared understanding, sharing of resources and therefore better outcomes and provision for CYP?</li></ul>
What Did We Do	
<p>Through SEND deep dives and SIT reviews, we reviewed the current approaches to the graduated approach, what is being delivered when and how and how is this tracked?</p> <ul style="list-style-type: none"><li>• Plan and collaborate (SENDCo Network Meetings) to develop a shared understanding of the graduated approach alongside the OAG, which informed the SEND Information Reports for all of the schools.</li><li>• Developed a shared CPD session for sharing the aligned graduated approach alongside the OAG documentation for all staff.</li><li>• Share model with all stakeholders, including subject leaders to review how it can be used to adapt Trust curriculum offer.</li><li>• SENCoS, Trust Inclusion Leads and Subject Co-ordinators worked collaboratively on the curriculum plans to identify the key knowledge and content for all pupils including pupils with SEND to be able to understand (baseline, not a ceiling) as well as providing adaptation guidance for all activities to support the universal provision across wider curriculum subjects.</li><li>• Identify SEND Champions across four broad areas of need.</li><li>• Incorporate OAG into SEND referral and identification pathway, encouraging staff to reflect on universal provisions.</li><li>• Conduct an audit of resources across the Trust to support the implementation of OAG, including adaptive resources within IT.</li></ul>	

Who We Did It With	What We Found	
<ul style="list-style-type: none"> <li>• School Improvement Team (SIT)</li> <li>• Headteachers</li> <li>• SENDCos</li> <li>• Subject Leaders</li> <li>• Teachers</li> <li>• Parents/ Carers</li> </ul>	<p>There is a greater alignment across the Trust in the graduated approach to provision. This has supported with raising awareness of the OAG amongst our internal stakeholders.</p> <p>For three of our schools (two Birmingham, one Dudley) there has been recognition through Ofsted inspections of a strong universal offer for our pupils.</p> <p>Our wider curriculum offer is being identified as a strength, particularly when considering the universal adaptations for pupils.</p> <p>Pupil outcomes are improving with most pupils with SEND making progress from their starting points over the course of the academic year (2023/24).</p>	
Our Data		
<p>OAG Post-Measures questionnaire identified an improved awareness of the OAG amongst SLT and teaching staff.</p> <p>Out of the three schools, who have been inspected, since the implementation of the OAG, Ofsted outcomes have been judged as ‘good’.</p> <p>The Oval Ofsted Report (15th Oct 2024) stated: In line with the inclusive ethos of the school, pupils with SEND fully access the same curriculum as their peers. Recent and effective training has ensured that staff provide pupils with well-chosen resources and effective adaptations, as needed, to enable pupils with SEND to progress well through the curriculum.</p> <p>Beechwood CofE Primary School Ofsted report (16th July 2024) stated: Pupils with SEND receive high levels of support. The school accurately identifies pupils’ needs and routinely reviews learning plans to ensure they reflect the current needs of individual pupils. In lessons, teachers use various strategies to adapt tasks so that pupils can access their learning.</p> <p>SIT reviews and Ofsted reports recognise the wider curriculum offer as a strength within our schools, particularly the adaptations for pupils with SEND.</p> <p>100% of pupils with SEND have made progress from their baseline assessments in reading, writing and maths.</p>		
Reflections		Next Steps
<p>OAG Post-Measures questionnaire highlight that there has been a significant improvement in the awareness of the OAG within our internal staff. However, there is a need for further development of this across wider stakeholders (e.g. parents/ carers).</p> <p>The alignment of the graduated approach across the Trust, combined with the improved awareness of the OAG across our teaching staff has identified improved provision for our pupils. However, there is further development for a greater consistency of the implementation of this provision across all schools.</p> <p>The resource audit has highlighted a broad range of resources across the Trust. However, there have been gaps identified in adaptive resources to support implementation of IT provision and there are resources within some schools that could be shared more widely with others.</p>		<p>Continue working with parents/ carers to raise awareness of the Trust’s core offer for SEND, in collaboration with Birmingham PCAF.</p> <p>Continue to work with teachers and SLT on how to make effective use of the OAG to inform provision.</p> <p>Collaboration amongst SENDCos to develop shared resources through the Inclusion SharePoint.</p> <p>Collaboration with the IT team to develop access to adaptive and assistive technology.</p>