

# Implementation of OAG: Bournville School

Background	Our Focus
<p><b>Who we are and what was already happening?</b></p> <p>Bournville school – Ofsted recognized in their inspection in March 2024 that whilst the needs of students with EHC needs were being met in the classroom the adaptations weren’t always clear and being met. The OAG guidance gave clear guidance ‘to support all our education settings to put in place inclusive practice that benefits every child and young person’ Although the work had started there was still much that had to happen with supporting staff with their delivery in the classroom of QF teaching to meet the needs of learners with SEN. In conjunction with the OAG guidance a clear focus was put in place.</p>	<p>Lesson adaptations to enhance the provision and support for students. This was based on the OAG guidance of ‘High Quality teaching: crucial to inclusive educational settings are the high-quality interactions within the classroom to engage, motivate and challenge children and young people with SEND’ .</p> <p>This would be to raise awareness of need and simplify systems in place to support this. The OAG guidance was shared with T&amp;L leads and the focus of ‘teaching and learning are modified and adapted to remove the barriers to learning so that children and young people with SEND can connect with the full curriculum’ was put into place with lesson adaptations for learners a focus and priority across the school. Examples were taken from the OAG guidance such as Visual support strategy(ies) used throughout the school, e.g., use of visual timetables, talking frames, signs and symbols.</p>
Our Plan Of Action	
<p><b>What did we do and who we did it with?</b></p> <p>The SENCo and Teaching and Learning lead (VP) did initial QA to look at what was in place. The OAG guidance was shared and the section on strategies for the four areas of needs was used to focus on adaptations with examples taken from it such as ‘Understanding checked at key points by an adult or peer’ and the usage of ‘Now and Next’ boards which have been laminated for ease. We then followed this up with staff training along with creating an adaptations sheet that was a quick glance reference. We also produced a SEN handbook and all profiles were printed. These then went into each teaching folder, with the expectations that they were to be annotated.</p> <p>All of SLT then had to QA the teaching folders. This was then followed up by more QA with the SENCo and VP to look at improvements in practice.</p>	

## Impact

- Initially we found that when we did QA, that we had to look through Bromcom (school management software) and Edu Key- (provision mapping tool) to find what the adaptations were, this made QA difficult to access things quickly. For example, we needed to look to see which students had a now and next board or blue paper. We discovered that 60% of lessons that we QA'd were not correctly utilising all the required adaptations and were relying on the SEN department for example to supply coloured exercise books, laptops etc but that they weren't checking.
- We also focused on behaviour points and in particular Year 7, the average behaviour point per child with identified SEN December was 3.24, January-February was 2.65 points per students and March-April was 0.46 (excluding holidays) this saw a dramatic reduction in behaviour points.
- When QA was then implemented in June 2024 95% of teachers had the correct adaptations in place as identified on the spreadsheet.
- The OAG guidance gave practical provisions and strategies that could be shared with staff and gave the Assistant principal for Teaching and Learning a clear document on which to refer to and use in briefings/training.
- Staff voice on the spreadsheet indicated that they preferred the new implementation as a quick glance and the pupil profiles printed so they could read them and not have to search through EduKey.
- Staff voice also indicated that the link of the spreadsheet should be in the curriculum plan document and printed in the staff room for ease when photocopying.
- There was also a refresh staff training in May as well to ensure that there was good memento with the new changes and that we weren't at risk of 'drift'
- The usage of the OAG project has created a much more synergy between SEND and the Teaching and Learning lead by using a common framework.

## Reflections

### What did we do and who we did it with?

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## Our Next Steps

- To gain pupil voice in a more formalised way to feed back to SLT, this is planned for October 2024.
- Day of training with Mark Burns some of which is [Mark Burns - #cathedralbuilding \(mark-burns.co.uk\)](https://www.mark-burns.co.uk) based around SEN lesson adaptations.
- To continue with the QA and make sure that adaptations are in staff briefings so that there isn't any 'drift'.
- SEND briefing every week led by the Teaching and Learning Assistant Principal on lesson adaptations and good practice for SEND.
- Lesson Adaptations booklet created and given to staff with clear examples taken from the OAG guidance.