

Implementation of OAG: Wychall Primary School

Background	Our Focus and Implementation
<p>Wychall Primary School is a two-form entry primary school situated in the Weoley Castle area of Birmingham. The school serves an area of high deprivation and has an above national average proportion of pupils in receipt of PPG (50.3%) and an above national average proportion of pupils identified as having a SEN or disability (26.9%). The school is supported by a central School improvement Team, which includes a Trust Inclusion Lead and Deputy Trust Inclusion Lead.</p> <p>The SENDCo forms part of the Trust's SENDCo network group which enables collaborative work across the Trust to develop inclusive practice.</p>	<p>In light of the OAG guidance:</p> <ul style="list-style-type: none">• What does the graduated approach look like across the trust and how do we align this?• How confident are staff in understanding and implementing the graduated approach?• 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?
What Did We Do	
<p>Through engagement in a whole school SEND deep dive and SIT review, 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">• By attending SENDCo Network meetings, the SENDCo developed a shared understanding of the graduated approach alongside the OAG, which informed the school's Information Report.• The SENDCo developed a shared CPD session (with other Birmingham SENDCos) for sharing the aligned graduated approach alongside the OAG documentation for all staff.• Within school, the SENDCo shared the OAG model with all stakeholders, including how it can be used to adapt the Trust curriculum offer.• 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.• SENDCo is an identified SEND Champion for Physical and Sensory needs.• SENDCo has adapted SEND referral and identification pathway to incorporate OAG, encouraging staff to reflect on universal provisions.• SENDCo has undertaken an audit of within school that will support the implementation of OAG, including adaptive resources within IT.	

Who We Did It With	What We Found	
<ul style="list-style-type: none"> • School Improvement Team (SIT) • Headteachers • SENDCos • Subject Leaders • Teachers • Parents/ Carers 	<p>Through the alignment of the graduated approach across the Trust, there has been an increased awareness of the OAG amongst all internal stakeholders.</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 all 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. In particular, data identified an increased understanding in the roles and responsibility of teachers in supporting pupils with SEND, along with their understanding of evidence the impact of provision for pupils with SEND.</p> <p>SIT reviews recognise the wider curriculum offer as a strength within the school, particularly the adaptations for pupils with SEND.</p> <p>Wychall's SIT review report states: The provision for SEND is improving, particularly in KS1. Universal strategies such as Colourful Semantics were seen to be utilised effectively in Year 1 to support the learning of pupils with SEND. Adaptations and bespoke scaffolds are evidenced throughout school to support specific needs.</p> <p>100% 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 Wychall' 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 across the whole school.</p> <p>Teacher awareness of the OAG has improved. However, the use of this to evidence impact on provision for pupils with SEND support and staff in understanding of their roles and responsibilities for supporting pupils with SEND continues to develop</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>SENDCo to deliver OAG CPD to all staff, to further embed a more consistent and secure understanding of how to support pupils through a universal and targeted approach.</p>