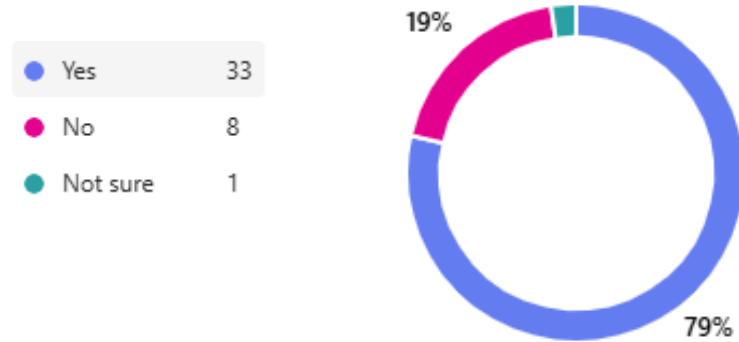


## Has the OAG been shared with staff?

Number of responses received to the survey: 42



## If so, how has it been shared....?

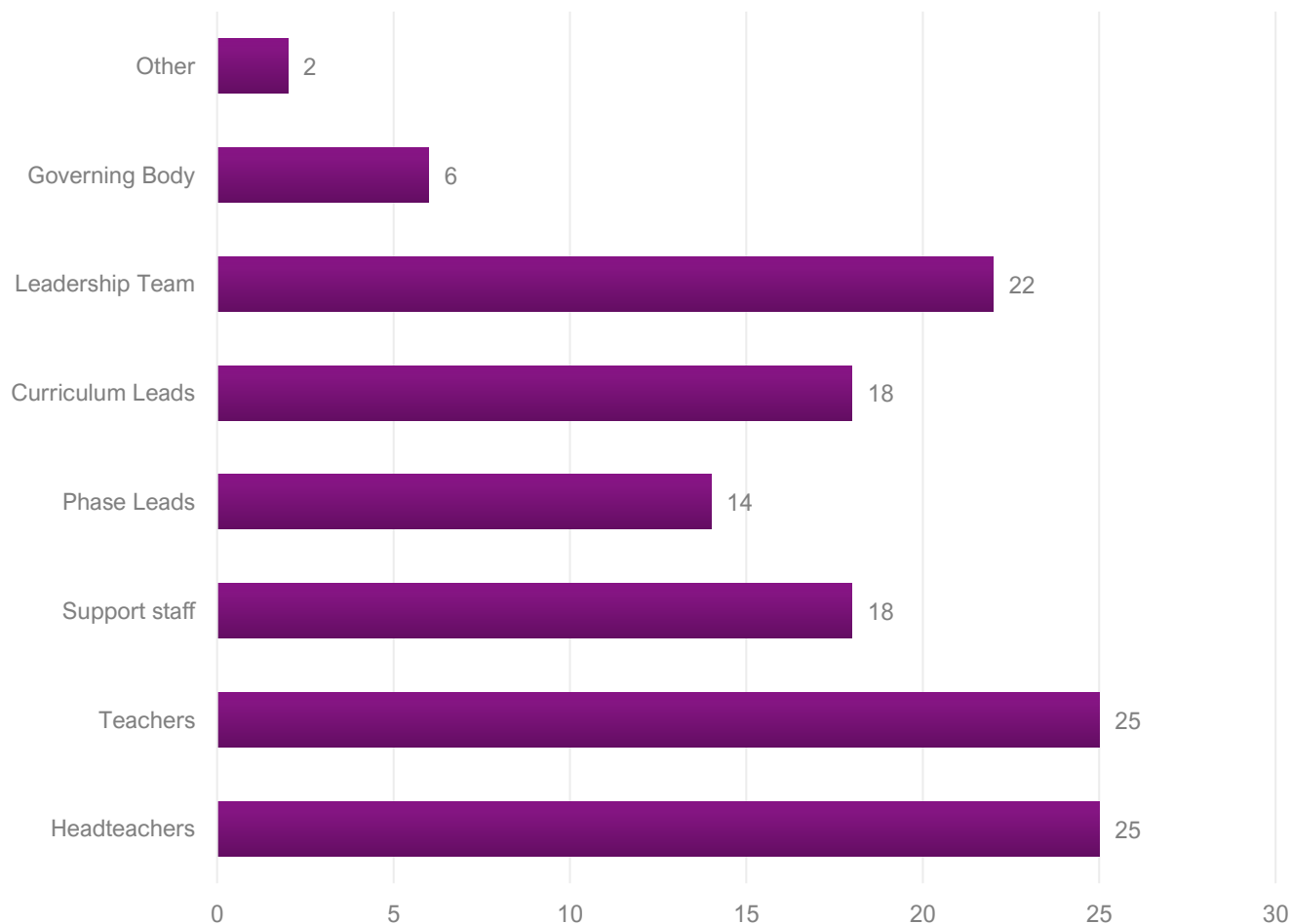
7 respondents (25%) answered staff meetings for this question.



## Other ways it has been shared include:

- As part of the graduated approach, teachers lead on high quality teaching and make sure that they are providing the children in their care the best opportunities to succeed in their learning and achieve their full potential. Lessons are well planned and support all to reach the best outcomes. They follow an inclusive practice for all including the SEND pupils.
- Through supporting SSPP reviews and used to evaluate provision (supported by the PSS team)

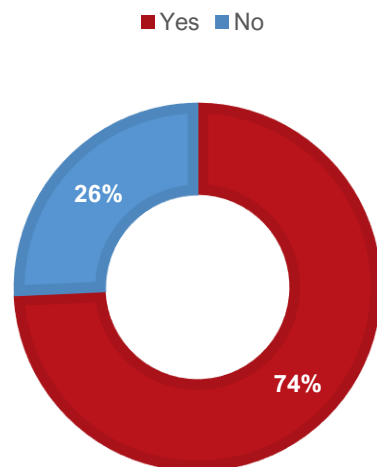
## Which members of staff has the guidance been shared with?



### Reasons it has not yet been shared include:

- Lack of staff, time and/or resources
- Ensuring a full understanding of the document before sharing with staff as part of CPD
- Not necessary or considered relevant for teachers
- To understand how it can be used at a SENCo level first

## HAS THIS SECTION BEEN SHARED WITH SCHOOL LEADERSHIP?



If so, how?

- It was shared by leadership (SLT briefings)
- INSET
- Staff meetings
- One page school summary
- SSPP surgeries
- Strategy and phase meetings
- Discussion with HT around high-quality teaching and giving teachers more knowledge around graduated responses
- CPD

7 respondents (20%) answered SLT for this question.

communication with staff  
SLT Briefings  
Discussions  
staff inset  
staff CPD  
training on OAG  
Email  
Shared in SLT  
SSPP surgeries  
Strategy meetings  
SLT meeting  
staff meetings  
Phase meetings  
SMT meetings  
school  
staff training  
teaching staff  
staffing changes  
INSET and information

# Has there been any outcome/ next steps from this?

- Discussions about expectations from staff
- School Improvement action plans
- Beginning to cascade and embed
- The OAG has been incorporated into initial concern forms for staff to fill in if they have a concern about a child. Strategies from the OAG are referenced during observations
- More time to reflect and adapt our environment, plan sensory circuit and equipment, as well as staffing
- We have used the surgeries to support staff and help identify next steps
- Review of provision, staffing and resources
- Phase leads discuss key children and as needs change within cohorts, or progress is made, staff are given time to share their information with each other. Consistency (or need for it) is the driver for these meetings and adapting to change.
- Stakeholders prioritised: presenting to parents our approach via parent sessions.
- Considering universal provision and how QofE Team can support adaptations in classrooms - how does that fit with SEND support

# In your role as SENCo/SEND lead, please share your approach to using Section One to support the provision and practice for SEND across your setting:

- As part of SEND priorities
- Within lesson observations
- SEND action plan
- Supporting staff to ensure provision is matched correctly
- To review good practice
- When talking to parents and looking to support children's needs
- Ensuring pupil passports and QofE signature strategies reflect provisions.
- Celebrating what we do
- Rewritten SEN information report, co-producing with parents
- Ensure SEN Policy is up-to date and shows graduated approach
- Ensured staff have PSS training sessions to update their QFT approaches with specific diagnosis
- SEND Audit - with PSS with outcome of prioritising a strategic plan
- Learning walks, internal referrals, early identification, upskilling staff
- As guidance for EHCPs and SSPPs
- As a checklist to make sure things are in place

# If you haven't yet focused on this section, please share how you might use this moving forward

A word cloud centered around the words 'staff' and 'support'. The words are in various shades of blue and purple. Other words include: 'needs children', 'staff's minds', 'support from PSS', 'summer term', 'range of SEND', 'staff meetings', 'needs', 'SEND use', 'steps for all staff', 'school staff', 'INSET / staff', 'staff CPD', 'staff expertise', 'SEND- Leadership', and 'support each other better'.

- Whole school staff training and using this as a focus for a round of observations including actionable next steps for all staff
- Ongoing learning walks from professionals with guidance on strengths and areas to support to be used to inform provision adaptations.
- Further support and referring to the guidance when completing INSET / staff meetings so staff are having regular reminders.
- I want to utilise it more with subject leads, so they have a great understanding of what is happening for children with SEND in their class.
- Further work to be done on High Quality Teaching and Learning



# Are staff using Section Two of the OAG and How?

- To identify strategies and targets for IEPs and to evidence a graduated response to supporting children in their class. Teachers refer to the OAG ahead of coming to me to identify support and strategies that could help a child that is not yet in place.
- Currently using this framework as an audit tool. Need to identify what we already offer and what we need to plan to include. Involve educators to look at what is expected, what do they provide already, what do they need training on, or any resources to support.
- We have made a concerted effort to ensure that teachers and support staff are familiar with Section Two of the guidance. Through INSET sessions and team meetings, we've broken down each area of need (Cognition & Learning, Communication & Interaction, Social, Emotional & Mental Health, and Sensory &/or Physical Needs). Linked the guidance to real case studies from within our school to demonstrate how it works in practice. Staff have access to digital and printed versions of this section.
- Teachers are using this guidance to inform interventions.

# Challenges and barriers:

- Funding and Resource Limitations - despite the OAG providing a comprehensive framework for supporting pupils with SEND, insufficient funding makes it difficult to consistently implement the recommended strategies at scale.
- Time Constraints and Staff Capacity - for planning, adaptation, and reflection, which can be difficult to manage alongside the daily demands of the curriculum.
- Staff Training and Knowledge Gaps - despite our best efforts to provide training, there are still knowledge gaps among some staff regarding how to implement the OAG effectively for all areas of need.
- Over-reliance on External Agencies for assessments and interventions.
- Monitoring and Tracking Progress - while the OAG provides excellent strategies, monitoring and tracking their effectiveness can be time-consuming. Without sufficient tools and clear data to assess the impact of specific interventions, it becomes difficult to demonstrate the success of OAG-driven changes and make informed adjustments.

