

Implementation of OAG: Cromwell Junior and Infant School

Background

"Cromwell J&I is part of the Cromwell Learning Community, a multi-academy trust of two primary schools. Cromwell sits at the heart of Nechells, serving a community with high deprivation (69% of pupils eligible for PPG; 20% have identified SEND).

When we met with parent carers in Autumn 2024, they gave us ideas about how we can make information sharing even better. Parents talked about three clear things that would help them feel more confident in what is ordinarily available to children with SEND at our school:

1. Parents want more accessible information about SEND services, rights, and available educational support
- 2.. Parents want regular updates in relation to SEND.
3. Parents want our 'expectation meetings' to be more inclusive for SEND children."

Focus around Implementation

1. How can we use the Ordinarily Available Guidance (OAG) to strengthen our partnership with parents?
2. What are effective ways to share practical strategies with parents during coffee mornings and drop-in sessions?
3. How can we clearly explain the Graduated Approach to parents, including what support they can reasonably expect and when it may be appropriate to involve external agencies?
4. In what ways can we embed co-production to ensure parents are actively involved as equal partners in planning and decision-making for their child's support?

What we did?

- **Parent and Staff Feedback:** We reviewed our current practices for parent reviews and meetings. A parent and staff questionnaire was used to gather valuable feedback from both groups.
- **Classroom Support:** Identified staff members have begun providing in-class support to meet pupils' specific needs.
- **Information Sharing:** The school's Information Report has been updated with input from parents to ensure transparency and clarity around SEND processes.
- **Training and Development:**
 - The SENDCo attended Co-Production training to promote active parental involvement in planning and delivering support for their children.
 - All staff completed the AET (Autism Education Trust) staff competency self-evaluation to identify areas for further support and training.
 - MSA (Midday Supervisory Assistant) training has been delivered to all staff to strengthen inclusive support during unstructured times.
- **Referral Pathway Improvements:**
 - The SEND referral and identification pathway will be revised to include the *Ordinarily Available Guidance* (OAG), encouraging staff to reflect on and strengthen their universal classroom provisions.
- **Parental Engagement and Networking:**
 - We reviewed the *Ordinarily Available Guidance* to assess existing parent networking support.
 - We will now host **termly SEND Parent Coffee Mornings**, focusing on key topics such as:
 - The Graduated Approach
 - Support from external agencies
 - Home and school collaboration
 - Parent care forums
- **Workshops and Professional Input:**
 - Parents valued the workshops led by professionals including Speech and Language Therapy (SALT), as well as opportunities to meet representatives from PSS (Pupil Support Services), OT (Occupational Therapy), and CAT (Communication and Autism Team).

Who we did it with

- Senior Leadership Team (Headteacher and Deputy Headteacher)
- SENDCo
- Subject Leaders
- Teachers
- Parents/ Carers

Impact

Parents benefit greatly from opportunities to connect and support each other through shared community groups. These connections foster a deeper understanding of Special Educational Needs and Disabilities (SEND), creating a sense of collective hope and reassurance—"There is more hope, and it's not just on us."

As a result, parents have a clearer understanding of the support available and the professionals involved in their child's education. Feedback from evaluation sessions reflects this positive impact:

"It makes us happy seeing the support we are receiving."

"It helped to meet the professionals that support my child."

In parallel, school staff have grown more confident and have developed stronger skills in supporting pupils with additional needs, ensuring a more inclusive and effective learning environment.

Next Steps

Continue to support staff in developing their knowledge, confidence, and skills in understanding and meeting the needs of pupils with SEND. Regular training and collaborative opportunities will further embed inclusive practices across the school.

Share "ordinarily available" guidance more widely across the school to ensure it becomes part of everyday classroom practice. This promotes consistency and helps all staff confidently meet the diverse needs of learners. Continue to work closely with parents and carers to raise awareness of the school's SEND offer. This will be done in collaboration with Birmingham Parent Carer Forum (PCAF), ensuring families are informed, involved, and empowered.

Host regular parent coffee mornings with a focus on SEND. These informal gatherings offer a valuable space for parents to ask questions, share experiences, meet professionals, and learn about the support available