

Implementation of OAG: Princethorpe Infant School

Background	Our Focus and Implementation
<p>Princethorpe Infant School is a two-form entry infant school situated in the Weoley Castle area of Birmingham. The school serves an area of high deprivation and has a high proportion of pupils in receipt of PPG (17.4%) and an above national average proportion of pupils identified as having a SEN or disability (21.2%). 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 works across Princethorpe Infant and Junior school and 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. 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.</p> <ul style="list-style-type: none">• 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.• SENDCos, 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 Communication and Interaction 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) • Senior Leadership Team (Headteacher, Deputy Headteacher and Assistant Headteacher) • SENDCo's • Subject Leaders • Teachers • Parents/Carers 	<p>Through the alignment of the graduated approach across the Trust, there has been an increased awareness of both the OAG and SLT knowledge of SEND provision.</p> <p>Our wider curriculum offer is being identified as a strength, particularly when considering the universal adaptations for pupils. This has been supported by using the OAG guidance to support in the development of the adaptations and strategies within the curriculum. Leaders also utilise the OAG document for reference for any further adaptations and SENCos for the additional interventions.</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	Reflections	Next Steps
<p>OAG Post-Measures questionnaire identified an improved awareness of the OAG amongst SLT and teaching staff. This includes an improved knowledge amongst SLT of SEND provision at Princethorpe Infants.</p> <p>SIT reviews recognise the wider curriculum offer as a strength within the school, particularly the adaptations for pupils with SEND.</p> <p>Princethorpe's end of year SIT report (July 2024) states "The provision for pupils with SEND is evident across the school and there are strengths in some year groups."</p> <p>Most pupils with SEND have made progress from their baseline assessments in reading, writing and maths.</p>	<p>OAG Post-Measures questionnaire highlight that there has been a significant improvement in the awareness of the OAG within Princethorpe's 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>