

OAG SECTION 2 REVIEW – IMPLEMENTATION

FEEDBACK FROM SENCO BRIEFING (10TH NOVEMBER 2025)

EXPLORE

What helped?

- Using staff meetings and CPD sessions to unite around why Section 2 matters, connecting it to inclusion and day-to-day classroom practice.
- SENCo-led sessions sharing what the OAG looks like in practice (real examples from classrooms).
- Jointly identifying where existing provision already reflects Section 2 to build confidence (“we’re already doing some of this”).
- Starting small – choosing one area of need (e.g., C&L or SEMH) to trial implementation rather than all at once.
- Framing OAG as for all staff, not just for SEN support.

What is needed?

- More time and structure for exploration before implementation, to reduce feelings of overwhelm.
- Clear starting points or entry routes for schools so staff know where to begin with Section 2.
- Continued messaging that OAG builds on existing good practice rather than adding workload.

PREPARE

What helped?

- Visual prompts and “What We Might See / Try” tables used in staff training.
- SENCo sharing OAG pages in phase meetings, helping staff identify what’s already working.
- Using OAG alongside toolkit grids to plan interventions.
- Linking OAG to school priorities (e.g., behaviour, reading, communication). Modelling how to use the OAG during pupil discussions or support planning meetings.

What is needed?

- Consistent time in staff calendars to revisit and reflect on OAG content.
- Reinforcement that implementation is a whole-staff responsibility, not SENCo-led only.
- Alignment of OAG terminology with toolkit and SEND plan language for clarity.
- Guidance on how to weave OAG into existing improvement plans or CPD frameworks.

DELIVER

What helped?

- Learning walks and informal “drop-ins” to spot inclusive strategies in action.
- Creating subject-specific examples of how OAG strategies look in classrooms.
- Using OAG in supervision discussions or SEND reviews.
- Encouraging staff to trial one new approach and share outcomes with colleagues.

What is needed?

- More opportunities for structured reflection and peer feedback after training.
- Clearer guidance or exemplars on how to record or evidence use of OAG strategies.
- Continued confidence-building for staff who are less familiar with SEND or adaptive practice.
- Use of AI and other technology (such as a chat bot) to support decision making and delivery.

SUSTAIN

What helped?

- Referencing OAG within induction, appraisal, and performance management.
- Using OAG in inclusion reviews, audits, and lesson observation frameworks.
- Ongoing visibility through newsletters, staff briefings, and displays.
- Sharing examples across consortia to sustain collective momentum.

What is needed?

- Induction materials or refreshers for new staff, including ECTs, to maintain consistency over time.
- Mechanisms to routinely capture and celebrate OAG in practice.
- Time and systems to track implementation across the school year without adding burden.
- Visual aids to reference cycles of use i.e. flow charts.

OAG SECTION 2 REVIEW - IMPLEMENTATION

FEEDBACK FROM SENCO BRIEFING (11TH NOVEMBER 2025)

EXPLORE

What helped?

- Introducing OAG through INSET, planning meetings or working parties using real scenarios.
- Explaining why OAG matters, particularly in the context of limited outside agency hours and strengthening HQT first.
- Using OAG as a tool to demonstrate commonality of practice across schools, which reassured teachers.
- Sharing simplified versions (e.g. inclusion leads) to help staff get an initial overview.
- Using OAG in referrals to SENCos so staff understand expectations and processes.
- PACT schools benefiting from deeper exploration through involvement in a research project.

What is needed?

- A clearer starting point so staff don't feel overwhelmed by the full document.
- Shared examples of how settings have introduced OAG. SENCos value hearing what others are doing.
- A consistent explanation of the purpose of Section 2 and how it relates to whole-school inclusion.
- Updated versions without outdated references (e.g., PECs) as this can confuse or deter staff.

PREPARE

What helped?

- Rolling out OAG one section at a time, helping staff digest it gradually.
- Support from LLSS/CAT to introduce OAG clearly & confidently.
- Using OAG terminology with parents during SEN review meetings, building familiar language and shared expectations.
- Settings creating visible reminders (e.g., posters on toilet doors) to reinforce inclusive strategies.
- Over-communicating OAG deliberately so it becomes part of core messaging.

What is needed?

- A condensed/summary version of Section 2 for classroom teachers that is consistent across schools (to avoid multiple interpretations).
- Clear comms from SLT about expectations and whole-school adoption so it is not SENCO-led only.
- A shared template to help staff recognise what is OAG / Above, particularly "when does OAG tip into provision listed in a plan?"
- Support for using strategic hours to deliver OAG training or implementation work.
- More confidence-building for SENCos explaining the OAG to staff ("not a checklist", a starting point for teachers, not a gatekeeping tool).

DELIVER

What helped?

- Using OAG as part of the pre-referral process to document what's been tried.
- Teachers referencing OAG strategies in parent meetings (supported conversations around provision).
- Using OAG strategies in working parties or small-group discussion to explore what can be implemented immediately.
- Several settings adopting checklists & prompt cards to remind staff about strategies linked to common needs.
- Examples of excellent practice spreading organically (schools sharing simplified versions internally).

What is needed?

- Clearer guidance on how to model OAG in teaching so staff can see what it looks like in real practice.
- Ongoing opportunities to observe or share implementation across schools and consortia.
- Confidence for staff in knowing how to record / evidence implementation without it becoming burdensome.
- More clarity for teachers around the line between: HQT strategies, ordinarily available provision, targeted support requiring SENCo involvement.

SUSTAIN

What helped?

- Using OAG within termly SEN reviews, ensuring continuity and regular discussion.
- Embedding OAG language in referral processes and parent meetings, making it part of the routine.
- Some settings developing SEND strategy handbooks that connect OAG strategies to their internal systems.

What is needed?

- Funding opportunities (e.g., LA pots) to help schools improve provision, such as sensory rooms.
- Ongoing cross-school collaboration to visit, listen, share and compare progress.
- Continued clarity about OAG's role in statutory assessment i.e. what to include and how to reference OAG provision when requesting additional funding.
- Clear guidance for new staff so OAG becomes sustainable, not an initiative dependent on current postholders.

OAG SECTION 2 REVIEW – IMPLEMENTATION

FEEDBACK FROM SENCO BRIEFING (12TH NOVEMBER 2025)

EXPLORE

What helped?

- Early conversations with staff to explain why Section 2 matters and how it connects to everyday classroom practice.
- Using familiar language (EEF, graduated approach) so staff could relate new content to existing school priorities.
- Sharing examples of inclusive practice already happening in classrooms to show OAG isn't "something new," but a framework for consistency.
- Using visual prompts and the "What We Might See / Try" slides to start discussions.

What is needed?

- Clearer messaging about how Section 2 fits within the wider OAG structure so staff engage and reflect on its purpose and audience.
- More opportunities for SENCOs and middle leaders to explore one area of need in depth before sharing across the school.
- Ways to showcase how schools have introduced OAG successfully – short, accessible examples that others can unite around.

PREPARE

What helped?

- Breaking down Section 2 into smaller chunks to use in staff meetings or phase groups.
- Using SENCO/teacher peer support to plan and identify where strategies already feature in practice.
- Framing OAG as a "whole-school" approach rather than SENCO-led; embedding inclusive principles in curriculum conversations.
- Linking OAG implementation to existing CPD or appraisal objectives.

What is needed?

- Dedicated time for whole-staff reflection and planning – time to connect Section 2 to their own curriculum areas.
- Consistent key messages across different leadership teams (so all using same language).
- Centralised tools or templates to help schools audit what's already in place against Section 2 strategies.
- Continued collaboration with advisory teams to interpret what each area of need "looks like in practice."

DELIVER

What helped?

- Building confidence by encouraging staff to try one or two strategies from Section 2, then sharing successes in staff meetings.
- SENCOs modelling classroom strategies and making them visible across the school.
- Using pupil profiles and case studies to demonstrate impact.
- Using Section 2 to guide discussions during pupil progress reviews or support planning meetings.

What is needed?

- Follow-up sessions after initial training to reflect on what's working.
- Examples of how to evidence or track implementation without adding extra workload.
- Clarity on which elements of OAG are for classroom use vs leadership planning.
- Access to visual "OAG-in-action" examples for teachers and TAs to refer back to.

SUSTAIN

What helped?

- Integrating OAG into existing quality-assurance cycles, SEND reviews, and learning walks.
- Keeping OAG visible in staffrooms, newsletters, and inclusion displays.
- Peer discussion and coaching among SENCO networks to maintain focus.

What is needed?

- A plan for maintaining focus as priorities shift later in the year (avoiding "one-off" training). Simple refreshers for new staff or support staff who join mid-year.
- Systems to capture and celebrate examples of good inclusive practice over time.
- Continuing collaboration across consortia to share what implementation looks like in different settings.