

SENCO Briefing

Spring 2026

Agenda

1. OAG Online:

- exploring implementation in practice
- Core Offer Digital platform

2. Support around medical needs:

- The current situation
- Developments and Future Plans

SEND-Co versus SEND-Do!

'SEND reform: putting children and young people first'

Consultation Document pub. Feb 2026

Birmingham's Ordinarily Available Guidance - Online

- Section One – Strategic SENCo
- Section Two – SEN provision in the classroom

Birmingham's Core Offer – The Inclusion House

OAG Section 1 - Expectations for All Settings

- Principles of Inclusive Education - 10 Principles
- For school Leaders

High Quality Adaptive Teaching and Learning	Graduated Approach
Working Together with Children and Families	Leading Inclusion in Schools
Creating Enabling Environments	Transition across Whole Life Course
Continuous Professional learning and Development	The Team Around the Child and family
Equity and Diversity	Additional Needs

SENCO Stories of Implementation

Introducing the OAG to staff at Rookery School

What is this showcase about?

Kerry Stanley, Deputy Head and Inclusion Lead, explains how she introduced Section 2 of the OAG through a reflective staff highlighting activity.

Expect to see...

- A strategic approach to introducing the OAG
- Practical ideas for engaging teachers
- Reflections on impact

Watch



Video Story

View



Slide Deck

Download



Guided Resource

Creating an Enabling Learning Environment

All learning environments support access, independence, and progress for learners.

This will include identifying and removing any barriers as well as considering how adults are best used to facilitate learning progress whilst promoting independence.

Intent	Implementation/action/what does it look like in practice
Supportive transitions and consistent routines.	<ul style="list-style-type: none"> • Shared and predictable starts/ends to the day/activities/lessons ensures learners are prepared for change/understand the passing of time. • Learners are prepared for movement (knowing where and when); whether they are moving independently or being assisted. • A total communication environment is evident to support routines and the language of routines – examples include gesture, signing, a visual timetable, Now/Next boards, modelled and referred to throughout the day. • Learners are supported to develop skills and strategies as part of Preparation for adulthood.
A structured communication rich environment.	<ul style="list-style-type: none"> • Communication is supported by objects, pictures, symbols, words. Core word vocabulary is available, and key language is displayed and referred to. • Learners preferred method of communication is available throughout all environments e.g. AAC. • Regular focussed sessions to foster the implementation of the reading strategy across all pathways is evident – appropriate books, including e-books and wheelchair accessible reading areas.
Support regulation	<ul style="list-style-type: none"> • Sensory and play resources are readily available and used in each classroom to support regulation needs. • Movement breaks, and low arousal/quiet spaces are offered to learners proactively.
Sensory Integration	<ul style="list-style-type: none"> • Resources and approaches which best facilitate learners' attention and engagement are used e.g. through sensory-based strategies, learning breaks, movement breaks, and flexible seating. • Regular opportunities are provided for students to use their preferred method of communication to indicate how they are feeling.
Physical access (including hearing/vision and physical needs) and including the use assistive technology.	<ul style="list-style-type: none"> • A range of high- and low-tech resources have been considered and made available for learners to access activities as independently as possible e.g. adapted scissors, easy fix inset puzzles/construction/good grip tools. • Staff consider learners range of physical access needs to ensure all available space (including use of outdoor classroom and role play areas) is well thought out and planned to promote access to motivating /independent/ play activities. • Differentiated /alternative means of recording (including assistive technology) are available within appropriate activities. • Extra time is available to support and promote the co-ordination and mobility needs of learners.
Independence/choice and supports executive functioning	<ul style="list-style-type: none"> • A supportive environment is provided to enable learners to show independence in all environments including self-care, therapeutic and eating and drinking environments. • The environment is best organised to support learners to participate in organising and planning their own learning e.g. accessible play environments are provided. • Learners can access what they need independently or request support from peers/adults as appropriate e.g. pupils' resources are clearly labelled and accessible. • A systematic and small steps approach is used to increasingly support learners with planning their own tasks. This includes the use of resource lists, task boards, reminders, graphic work lists, visual sequences, and prompts.
Best use of human resources	<ul style="list-style-type: none"> • All learning spaces are well organised, considering the use and positioning of the teacher/TAs and peer support.

Owning SEND Provision – a shared responsibility!

Using the Parent Carer Guides in School

The **Parent Carer Guides** help schools have clear and confident conversations with families about Birmingham’s Ordinarily Available Guidance (OAG).

Schools can use the guides to:

- Support conversations about what inclusive practice looks like in your school
- Explain what you are doing to support a child
- Explain what families can expect and how they can be involved
- Keep messages consistent across staff
- Build strong partnerships with parents



They are a simple tool to help explain your approach and make support clearer for families.

They can be used...

- | | |
|-----------------------------------|---|
| • When concerns are first raised | • At parents’ evenings and open day events |
| • In planning and review meetings | • In parent workshops or information sessions |
| • During transition conversations | • On the school website |

Engaging within school and wider partners:

- For parents
- For school staff
- For Governors
- Who else?

Focus Feedback Groups:

“Brief summary of each section made it easy to understand.”
 “Reassuring and informative.”
 “Extremely positive and insightful.”
 “Very empowering.”
 “Would have found this guide extremely useful.”

Fine Motor Boxes

Woodgate Primary School

What is this showcase about?

Elaine Bradford, SEN Teaching Assistant, explains their approach to supporting children with fine motor difficulties in the classroom.

Expect to see...

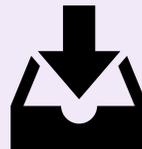
- How this can support children with fine motor needs
- Practical suggestions on how to set it up
- Video explainers for suggested activities

Watch



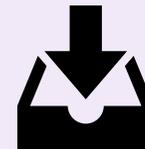
Video

Download



Photos

Download



Information Leaflet

Supporting children who are dysregulated

Gilbertstone Primary School

What is this showcase about?

The senior leadership team share their approach to developing personalised, strengths-based plans for children who are dysregulated or presenting with behaviour-related needs

Expect to see...

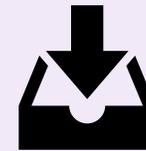
- Why the school decided they needed to update their plans
- The school's approach to change and the impact it is having
- A template plan that you can use

Download



Change story document

Download



Model Plan Template

Supporting children who are dysregulated

Gilbertstone Primary School

Summary and Background

We have developed a SEND Management Plan template designed to support staff in meeting the needs of pupils with SEND who experience dysregulation. These episodes can result in lesson disruption and behaviours that may pose safety concerns for the pupil, their peers, and staff. The SEND Management Plan is intended to run alongside existing EHCPs and SSPPs.

The school has seen an increase in pupils who are dysregulated or presenting behaviour-related needs. Many of these pupils have a neurodiverse diagnosis or are currently on the assessment pathway, with some holding EHCPs or SSPPs. Previously, behaviour frameworks and behaviour plans were used to support these pupils; however, these often focused on behaviour change through unrealistic targets and timescales. This approach contributed to a cycle of frustration and disengagement for both pupils and parents.

Our Focus

To create support plans that are:

- Personalised
- Strengths-based
- Co-produced with staff, families, and pupils
- Focused on identifying barriers to learning
- Flexible working documents
- Anchored in clear, achievable outcomes

Plan of Action

- Establish joint leadership: SLT and the SENCO have shared ownership of the vision and implementation.
- Identify vulnerable pupils: Use the pyramid of need to prioritise support for the most vulnerable learners.
- Adapt existing behaviour plans: Transition to a longer-term SEND Management Plan that emphasises support, reasonable adjustments, and the OAG principles.
- Align with EHCPs and SSPPs: Use these documents to frame both short-term and long-term goals.
- Clarify the purpose of strategies: Clearly document the rationale behind each support strategy to help staff understand why each reasonable adjustment is necessary.
- Co-production: Involve staff with drawing up plans

Impact

- Shift in ethos: Staff increasingly view dysregulation as a SEND need rather than a behavioural issue, reducing negative associations.
- Improved graduated approach: Plans provide clear evidence of assess-plan-do-review cycles.
- Greater clarity: Staff benefit from clearly documented support strategies and the rationale behind them.

Reflections and Next Steps

- Share plans with external agencies to gather professional feedback and validation.
- Strengthen parental involvement in the creation and review of plans.
- Targeted CPD and utilise external specialists to further support staff in consistent implementation.
- Use plans to support transition between year groups and phases to ensure continuity of support.
- Review Progress and impact on child

SEND management plan

Student name	Child A		
Date	25/11/25	Plan number	1
Context	Increase in Child A's dysregulation – spitting, kicking, hitting. Child A has the potential to access many aspects of the Y1 curriculum but due to her frequent dysregulation is finding this a challenge.		
Objective of plan:	Support Child A in accessing the curriculum and making progress. To support Child A in meeting her EHCP targets To reduce the incidents of unsafe behaviours through regulation strategies. To break the cycle of dysregulation.		
SEND need	EHCP Communication and interaction		
Diagnosis / Referrals	ASC, Global Development Delay, fluctuating Mild conductive hearing loss gross motor delay, low muscle tone and hypermobility in her joints		
Agencies involved	Beacon, CAT, Educational Psychologist		
RRRP	Yes		

Review	May 2026
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Overview of Barriers to Learning
Child A's autism needs mean that she has difficulty understanding/ following instructions and understanding social situations. Transitions from one activity to another are difficult for her to manage. Child A struggles to turn take.
Her speech and language development means she has difficulty understanding and communicating. This can present as dysregulation e.g. spitting, biting, refusals, shouting
Her physical needs include fluctuating hearing loss, low muscle tone and hypermobility.

Outcomes to work towards	
To spend 5 minutes on each activity on the daily Y1 timetable once the adult has explained and modelled the task. This can be followed by a rest break. Now and Next to be used.	End of Y1
For Child A to recognise some preferred visual strategies to help her with her emotions	End of Y1
For Child A accept emotional regulation strategies when offered by adults, and is beginning to choose her own calming methods, supported by visual aids.	End of KS1
For Child A to consistently choose to take part in non-preferred activities, led by the adult, to extend my access to a broad and balance curriculum and enhance my experience of new concepts	End of KS1

Support	Purpose
1:1 support from an allocated adult for the start of each activity	To get Child A on task with her activities
Non preferred core curriculum tasks can be completed in an area with less distractions	To remove distractions so Child A can focus on the adult directed task for short times
Planned rest breaks offered and led by Child A's needs during PE lessons. Access to a sensory area The use of the phrase "rest break" with Child A	To reduce demands For sensory break
Use of sensory tent	for regulation
Use of Now and Next board (for a minimum of 5 minutes for the Now section)	To motivate in completing tasks, structure for the session, indicate rest break
Firebreaks (initiated by teacher when Child A shows signs of escalating behaviour) e.g. distractions away from the <u>class room</u> environment, completing a job	To support Child A with emotional regulation
Doh Disco session daily (5 minutes)	To strengthen muscle tone, follow instructions, concentration
Use of I-moves	To support Child A in getting a movement break between lessons alongside her peers
Opportunities to access forest school with EYFS	To reduce the demands of the Y1 curriculum
OT group x2 week for 30 minutes	Opportunities to get physical movement, to follow instructions in a small group. To provide access to sensory circuits to meet sensory needs.
Access to own resources (stationary)	To allow Child A to complete work without having to share resources
Fixed seating plan at table and carpet space	To support Child A with knowing her place in the classroom and keeping a predictable place for her.
Home time arrangement – get her things from the cloakroom first.	To support sensory needs so she isn't overcrowded
Line order – at front	To support transition
Set partner for PE (allocated in the morning for the afternoon lesson)	To reduce the triggers of not getting her demands met
Fidget bag – selection of fidget toys and colouring activities	To support sensory needs and regulation
Visual Timetable	Whole class strategy but supports Child A in being prepared and know about changes
Carefully planned group work	To carefully consider the adapted curriculum to suit Child A's need
Access to continuous provision	To allow Child A to have some choice in activities with age related activities and an alternative way to capture her work/progress
Use of social stories (<u>spitting</u> , hitting, kicking) – daily with TA prior to unstructured times	To support Child A in understanding social interactions
1:1 support at lunchtimes – get lunch 5 minutes before the class with a chosen partner	To avoid Child A having to wait for too long

Date of Parent Meeting	7/1/26
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Search...



Ordinarily Available Guidance

In Birmingham, we want every child and young person to belong, be understood, and thrive.

Our shared commitment is to recognise strengths, interests, and potential and to create welcoming learning environments that are inclusive, nurturing, and ambitious for all.

Education settings across Birmingham work together so that every child and young person can participate, feel safe, and achieve their full potential. We know that understanding each learner's strengths and needs, and planning well-coordinated support, leads to the best outcomes for all our children and young people.

The Ordinarily Available Guidance (OAG) helps all schools and education settings maintain high-quality, inclusive practice. It provides a clear, shared expectation of what we do every day to create inclusive classrooms and learning environments.



www.localofferbirmingham.co.uk/online-ordinarily-available-guidance

Using the OAG across schools and settings

Key Considerations around

1. Section one as strategic lead and,
2. Section Two with staff in the classroom

What approaches have you used/could you use to further develop clear and inclusive expectations in your school?

What else would be useful for you in your strategic role to support this?

Overall Presentation:

- Layout
- accessibility
- language

BIRMINGHAM'S INCLUSION CHARTER FRAMEWORK

Belong. Matter. Thrive. Inclusion for Everyone, Every Day.

What do I need? To proactively identify needs and respond effectively.

Where can I go? To find support to resources and expertise.

How can I access? To city wide training for continuous improvement.

Championing what works Celebrating inclusive practices, sharing what works citywide.



Ordinarily Available Guidance (OAG)



Inclusive Pathway (Alternative Provision)



Curriculum Pathways



Medical Needs



Transition



Special Educational Needs (SEND)



Autism-friendly

BELONG
MATTER
THRIVE



Framework for Intervention (SEMH Toolkit)



Attendance

...and more windows on the way...

This will continue to grow in response to need.



Safeguarding



Safeguarding



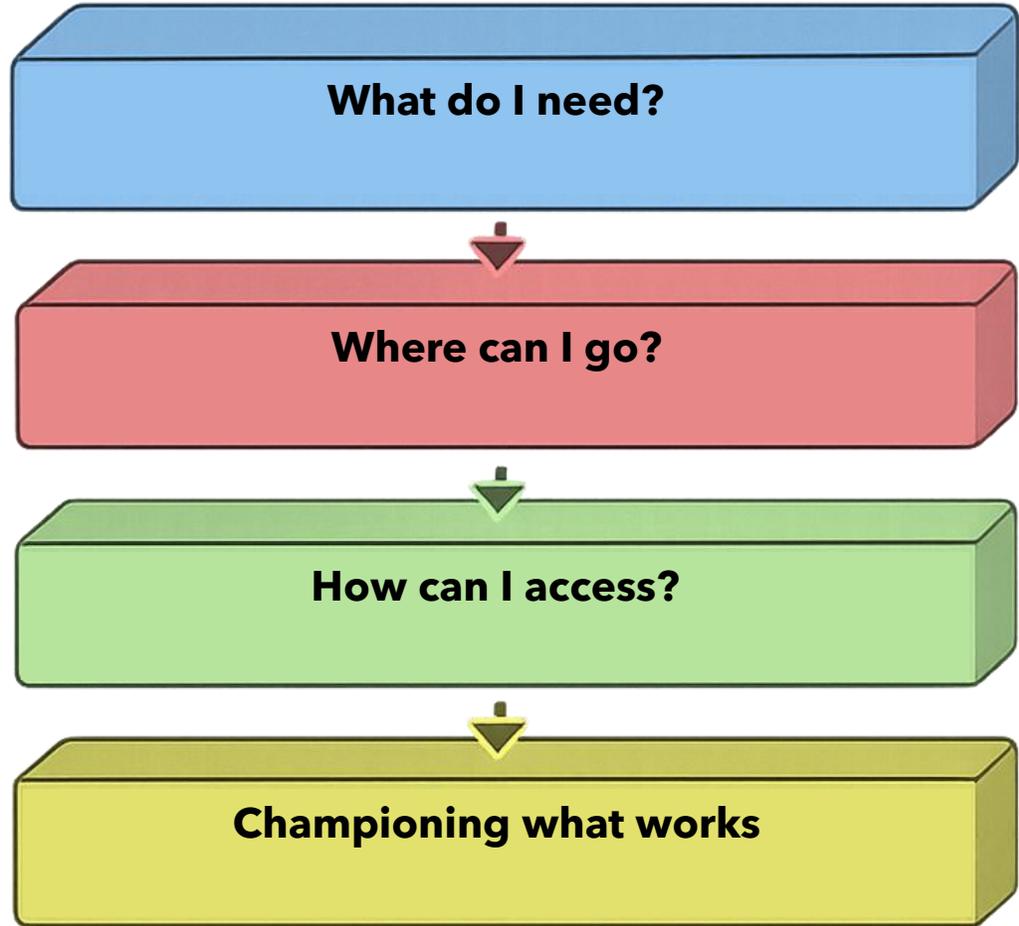
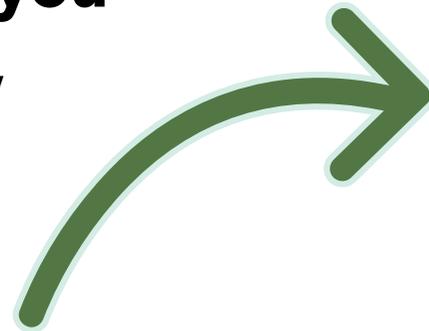
WELCOME
Belong. Matter. Thrive.

BIRMINGHAM
CHILDREN &
YOUNG PEOPLE'S
PARTNERSHIP

Birmingham
City Council

Digital Platform

What happens when you click the 'Attendance' window?



Support to manage Medical Needs in Mainstream Schools

Meeting the increasing range of needs of Children and Young People.

Statutory Duties and National Guidance



Under **Section 100 of the Children and Families Act 2014**, governing bodies of maintained schools, academies, and pupil referral units must make arrangements to support pupils with medical conditions.



The **Department for Education's statutory guidance "Supporting Pupils with Medical Conditions" (2014, updated 2017)** sets out clear expectations for schools, including the development of individual healthcare plans (IHPs), staff training, and safe administration of medicines.



Additionally, the **Equality Act 2010** and the **SEND Code of Practice** require schools to make reasonable adjustments to ensure pupils with health or personal care needs are not disadvantaged.

Send Reform: Putting Children and Young People First

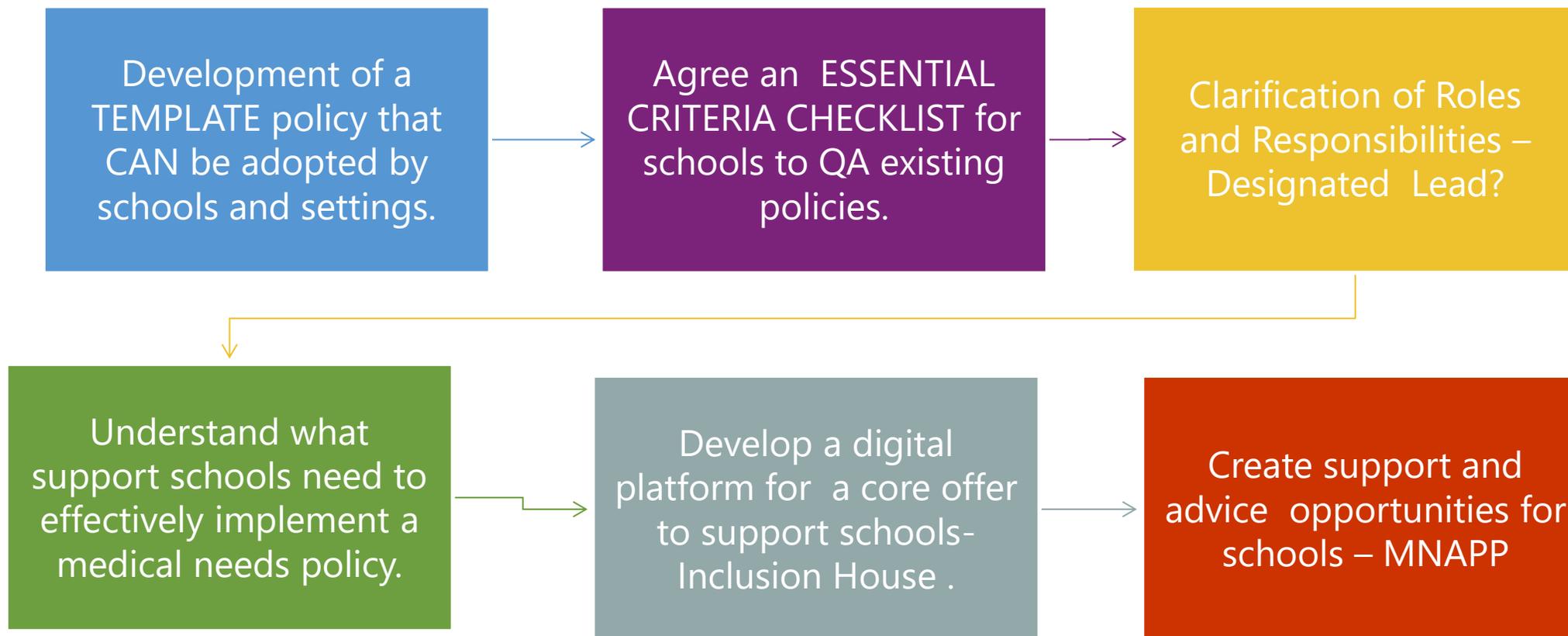
'We will also update the Ofsted and Care Quality Commission (CQC) Area SEND inspection framework to align to the clarified statutory roles that local authorities and Integrated Care Boards (ICBs) will have in relation to children and young people with SEND.' p100

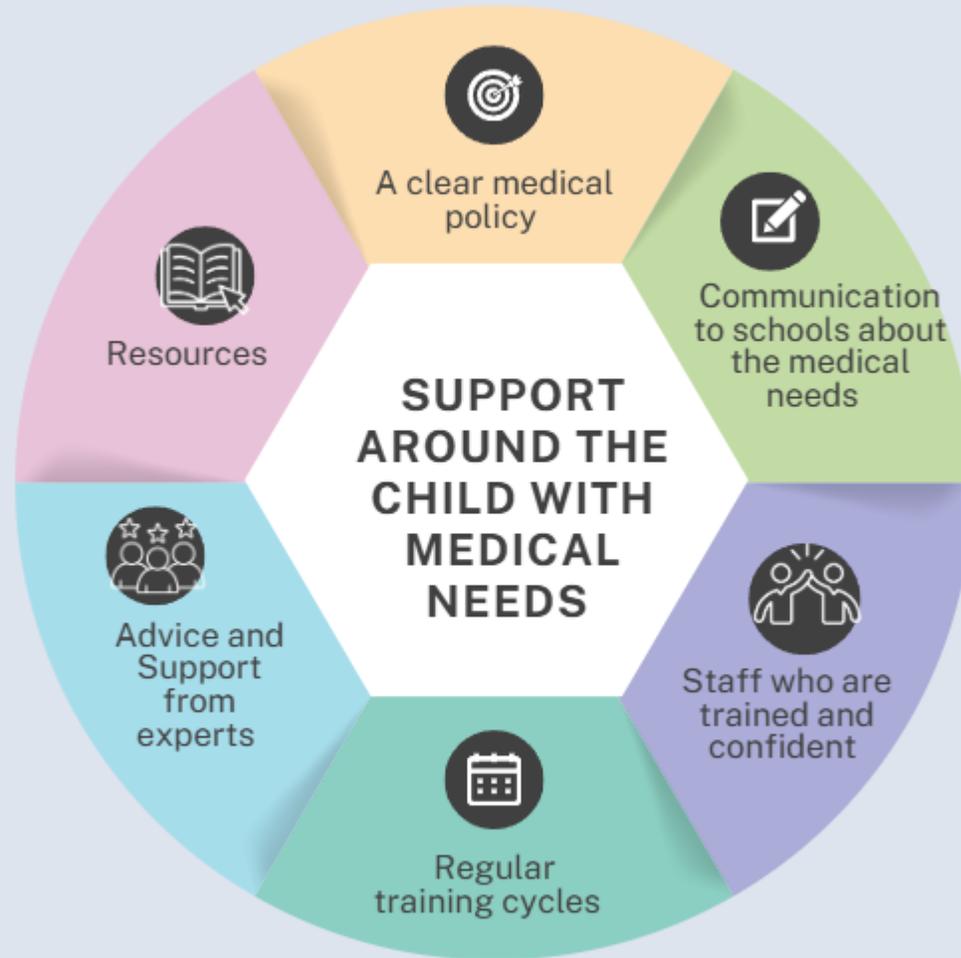
Ofsted and CQC will continue to inspect the role of education, health and social care partners responsible for the planning, commissioning and delivery of arrangements for children and young people with SEND in the local area.

DfE and DHSC will publish joint guidance confirming how healthcare professionals can delegate the delivery of healthcare tasks to staff in schools, colleges and early years settings. It will seek to confirm the responsibility and accountability for the delivery of healthcare tasks where delegated to staff in schools.

Ofsted and CQC will also explore the introduction of a report card for Area SEND inspection to help the inspectorates report on inclusion and other evaluation areas relating to SEND across an area, to provide a consistent approach across local area partnerships.

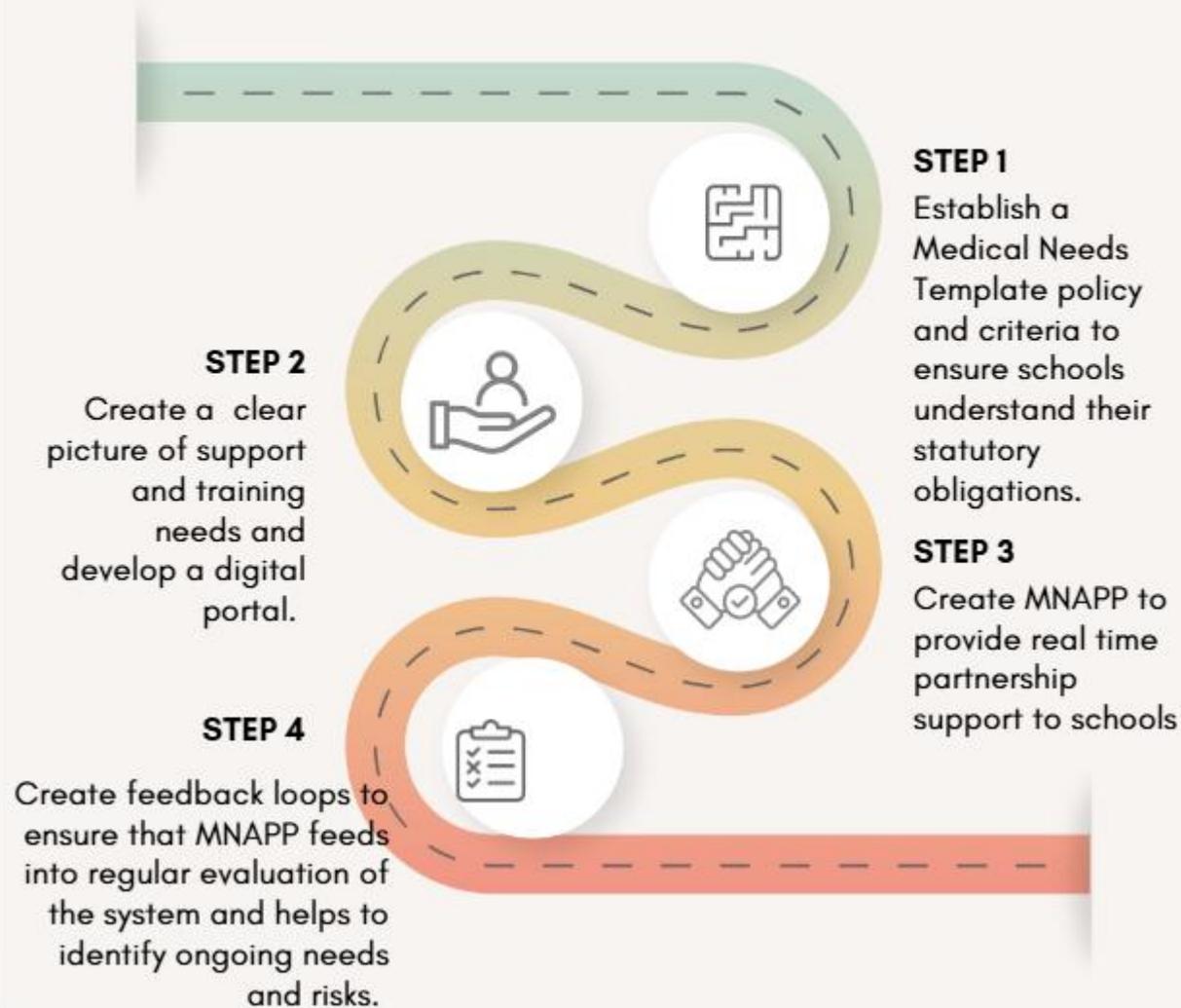
Support from the Local Area Partnership





Local Area Partnership plan to support CYP with Medical Needs in Schools and settings

Support for Pupils with Medical Needs- Establishing MNAPP



Draft policy template on
local offer – Spring

Training portal – Summer

Creation of MNAPP-
Autumn

Feedback survey

[SENCO briefing Medical Needs Survey](#)

Please share your views using the link to the short survey.

Please get in touch if you wish to be part of the working group.

