

Context

We are a Mainstream Nursery School and Resource Base, educating and supporting children who are 2 -4 years old. We support children with a range of special educational needs and disabilities, both with Resource Base places and with Mainstream places.

Our Focus

We wanted to explore how the OAG could focus the development of our universal communication support throughout our school, particular for children with communication and interaction difference and Autism. We wanted to reflect on what we do already, what is in the OAG and what we could do better. We wanted to increase the confidence of practitioners who have had less focus on supporting SEND as part of their professional journey.

Plan of Action

- Team survey to understand the team's perspective: what they felt worked well, what we could do better and what support they needed.
- Professional discussions with our Communication & Autism Team Teacher.
- Team meeting to share findings from the team survey and action planning.
- Professional development sessions booked and organised from CAT, LLASS and Attention Autism.
- Coaching and mentoring support in practice from our SENCo and Inclusion team to support all staff to use a range of universal strategies.

Impact

- Increased team confidence in using a range of universal strategies to support communication.
- An increase in key workers considering and using a wider range of strategies universally during group time.
- Increased understanding of the graduated approach.
- A culture shift for some members of the team who are now motivated to, and understand the purpose of, attending more professional development opportunities.

Reflections

Although we set out to focus on our communication strategies, what came out of the surveys, professional conversations and reflections, was a deeper insight into how confident the wider team felt about their own skills, knowledge and understanding of SEND identification and support strategies.

Implementation became a vehicle for reflection and the OAG a road map to create confident practitioners.

The team have also reflected on the positive impact, using strategies which are often used for individual/groups of children as a universal strategy, has had on all children.

Next Steps

- Continue to integrate the OAG into our graduated approach as a way of further strengthening our "inclusion by design".
- Further integrating the OAG document into our planning and environment meetings.
- Further integration of the OAG into our observation, monitoring and support schedule.