Parent Assembly 17.3.2025 - Introducing the Graduated Approach (GA) and Ordinarily Available Inclusive Provision (OAIP)

SEND Leaders Service

School Improvement Service

Salford City Council

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Quick poll!

- Have you heard of the term 'The Graduated Approach'?

- Are you confident that you know what it means in terms of your child's school/setting's special educational needs and/or disabilities processes?

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Graduated Approach: Thrive Model

Information for parent/carers: Salford's Local Offer
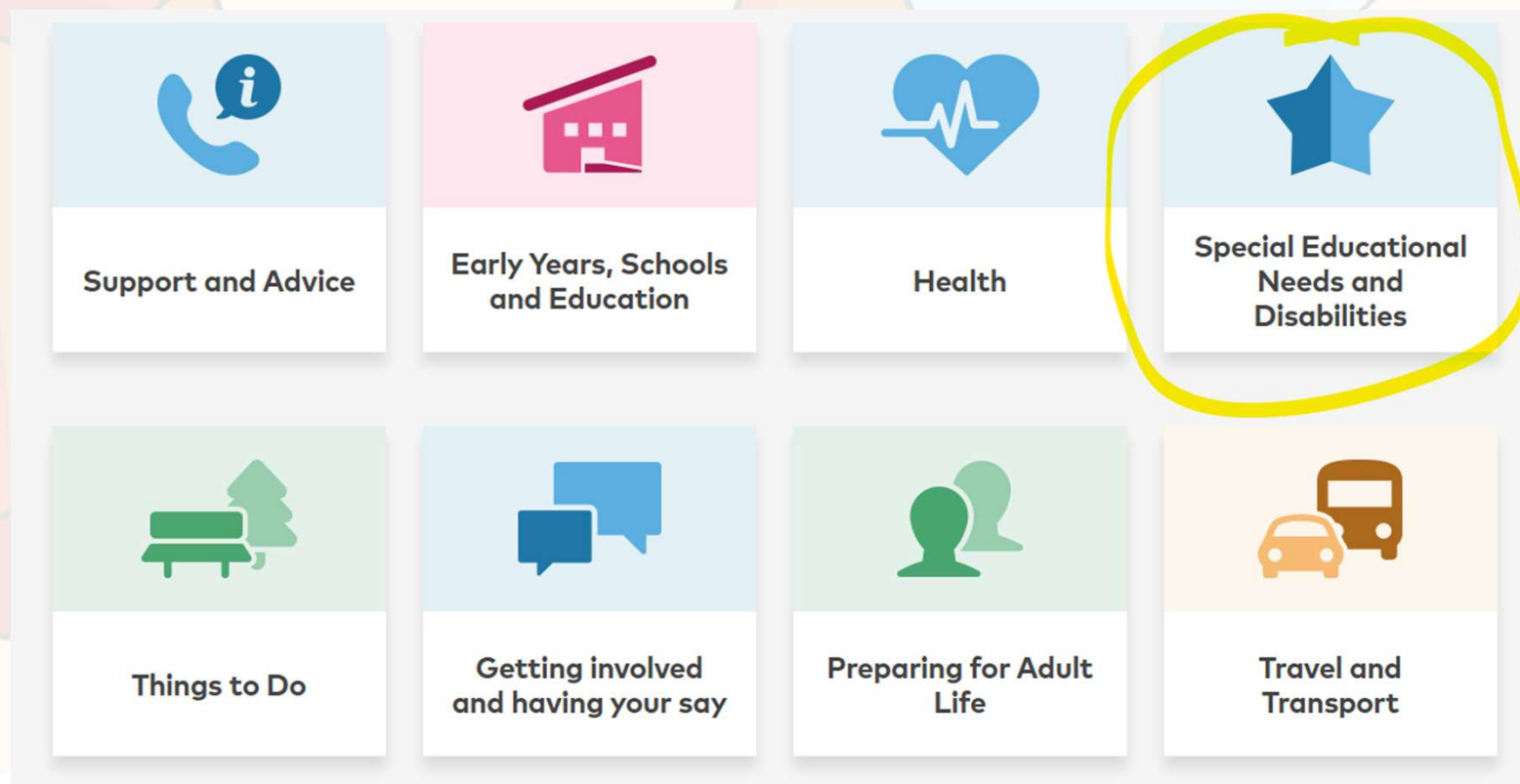
Video for more information

Is there anything that you would like to see on these Local Offer pages that you can't find already or would like to know more about? Please put ideas in the chat or complete Form (link on last slide)

SEN Support in school

Not all children with special educational needs and/or disabilities (SEND) will need an EHCP. Most children and young people with SEND will be supported by schools through Ordinarily Available Inclusive Provision. Your child's school, and any services involved, should be taking a **graduated approach** to meeting a child/young person's special educational needs.

Graduated Approach

Guidance for parents and carers

For information on the Graduated Approach, please see our video below.

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Online resource for schools/settings

The resource is separated in to three parts:

1. Best practice walkthrough
2. Main THRIVE tool
3. Getting risk support

Best practice walkthrough gives an overview of Special Educational Needs (SEN) and the graduated approach. It also provides guidance documents for parents.

The main THRIVE tool is organised by type of need and key stage. The sections cover:

- **Getting advice** (adjustments in the classroom)
- **Getting help** (targeted interventions)
- **Getting more help** (specialist interventions)

Strategies are suggestions and not a tick list and it should be the case that some children just need the first section and others need the first two and others need all three.

Hyperlinks have been included within the document to make it easy to locate information about suggested approaches and interventions. A glossary is included at the end of each key stage, detailing information and costings for each intervention in response to consultation with schools and settings.

The THRIVE model has an additional section about getting risk support and we have included a corresponding section to support schools and settings to manage risk in relation to SEND. It is acknowledged that this is a standalone section that may be used at any point by staff to support with planning around children presenting with risk alongside the graduated approach above. It is in no way a replacement for advice from local safeguarding boards or children mental health pathways.

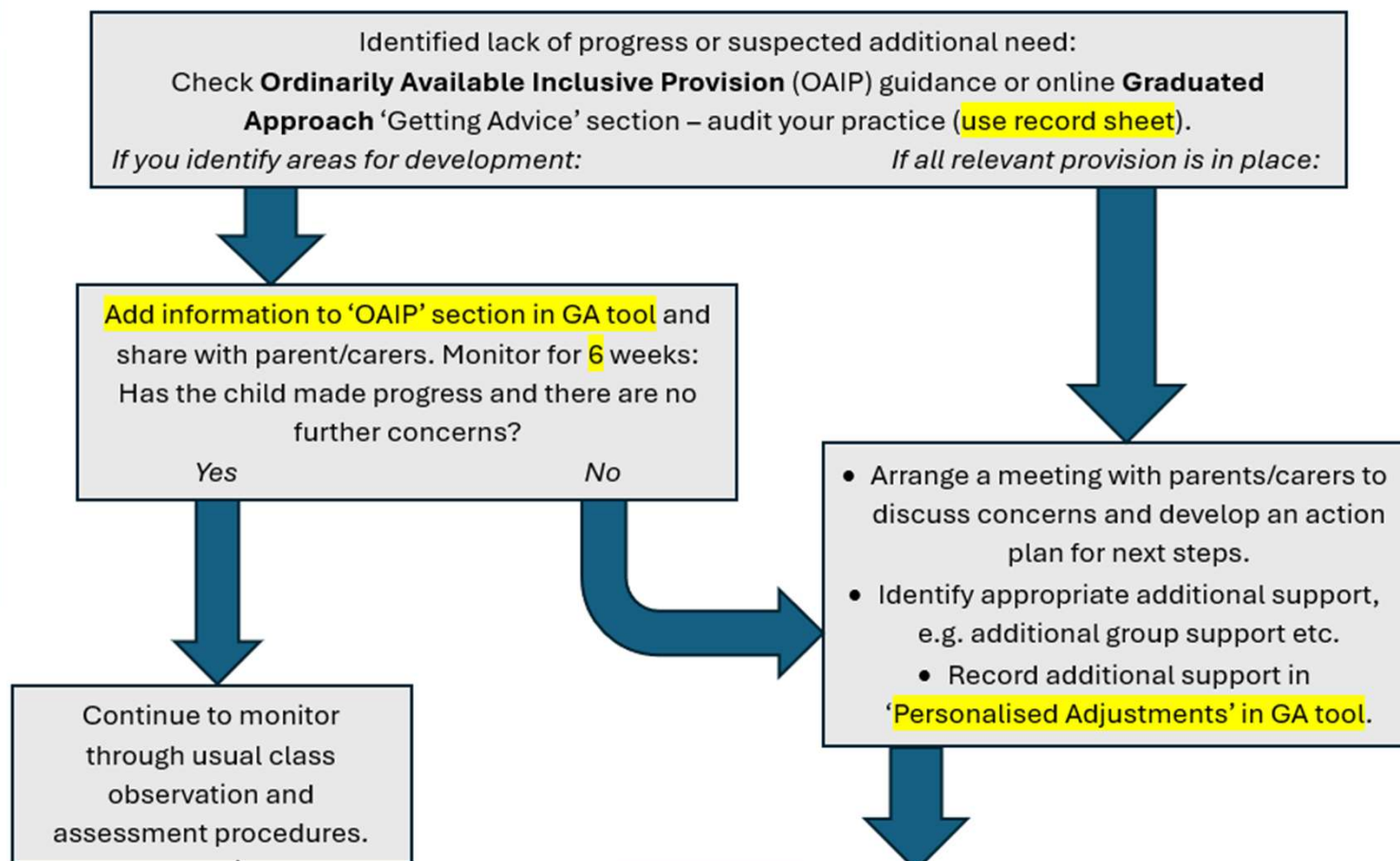| Early years, 0 to 4 years	School age, 5 to 16 years
Post 16	Training

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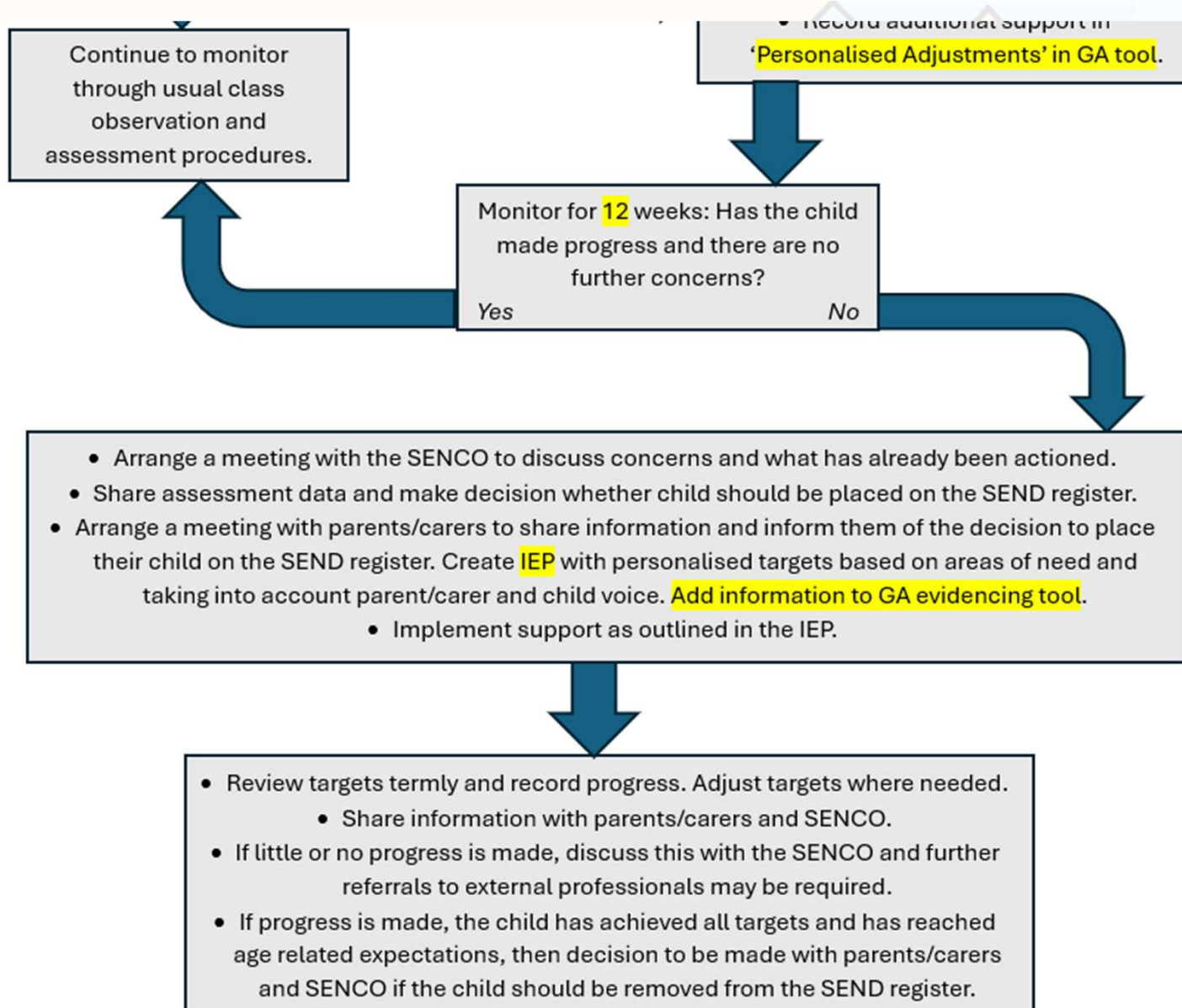Leading Inclusion Together
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SEND Code of Practice: 2015

Special educational provision in schools

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

6.38 In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

6.39 This information gathering should include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents. Schools should also tell children, parents and young people about the local authority's Information, Advice and Support Service.

6.40 Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

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Suggested guidance for following the Graduated Approach in schools/settings

Identified lack of progress or suspected additional need:
Check **Ordinarily Available Inclusive Provision** (OAIP) guidance or online **Graduated Approach** 'Getting Advice' section – audit your practice (use record sheet).

If you identify areas for development: *If all relevant provision is in place:*

Add information to 'OAIP' section in GA tool and share with parent/carers. Monitor for 6 weeks: Has the child made progress and there are no further concerns?

Yes   *No*

Continue to monitor through usual class observation and assessment procedures.

- Arrange a meeting with parents/carers to discuss concerns and develop an action plan for next steps.
- Identify appropriate additional support, e.g. additional group support etc.
- Record additional support in 'Personalised Adjustments' in GA tool.

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Continue to monitor through usual class observation and assessment procedures.

• Record additional support in 'Personalised Adjustments' in GA tool.

Monitor for 12 weeks: Has the child made progress and there are no further concerns?

Yes   No

- Arrange a meeting with the SENCO to discuss concerns and what has already been actioned.
- Share assessment data and make decision whether child should be placed on the SEND register.
- Arrange a meeting with parents/carers to share information and inform them of the decision to place their child on the SEND register. Create IEP with personalised targets based on areas of need and taking into account parent/carer and child voice. Add information to GA evidencing tool.
- Implement support as outlined in the IEP.

- Review targets termly and record progress. Adjust targets where needed.
- Share information with parents/carers and SENCO.
- If little or no progress is made, discuss this with the SENCO and further referrals to external professionals may be required.
- If progress is made, the child has achieved all targets and has reached age related expectations, then decision to be made with parents/carers and SENCO if the child should be removed from the SEND register.

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Ordinarily Available Inclusive Provision (OAIP)

Code of Practice: 2015

- 6.15

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. ==Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.== Such improvements in whole-class provision tend to be more cost effective and sustainable.

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Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan (2023)

4. The foundation for the new nationally consistent SEND and alternative provision system will be new evidenced-based National Standards. Standards will improve early identification of needs and intervention, and set out clear expectations for the types of support that should be ordinarily available in mainstream settings. This will give families and providers clarity, consistency and confidence in the support that is ordinarily available, in order to be responsive to children's needs. With these expectations, and improved mainstream provision, more children and young people will receive the support they need through ordinarily available provision in their local setting. Fewer will therefore need to access support through an Education, Health and Care Plan (EHCP).

OAIP development – timeline

- SEND Leaders identified to develop document for schools and settings.
- Greater Manchester Combined Authority (GMCA) decision to co-produce a borough-wide document.
- Working party set up and all GM LAs invited to contribute.
- Multiple meetings, draft documents developed and focus decided.
- Sent to stakeholders across GM and feedback received for final updates.
- September 2024: pilot year began to collate Salford specific feedback.
- September 2025: 'final' document to be added to Graduated Approach.
- Ongoing updates and amendments where needed.

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Ordinarily Available Inclusive Provision - OAIP

Contents

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Section 1: Expectations of all settings

Partnerships

Expectations of all settings	Strategies
The setting works in partnership with families and learners in decision making.	• There is a focus on building and maintaining relationships between setting, families and the wider community which are respectful, understanding, non-judgmental and supportive. Co-production is central to practice. • Families know who to talk to in settings about their child and are aware of the range of communication channels available for sharing information about their child. • Families are signposted to the local offer and local SEND parent support agencies, where required. This is referenced on the setting's website. • Families are aware of the progress of their child, the support and any individually tailored interventions in place. • The family voice is considered through formal and informal events to seek views in relation to provision in the setting, e.g. learner and family surveys or coffee mornings. • Policies ensure consideration of family context and the range of learners that may have attachment difficulties e.g. adopted, previously Child In Need (CIN), cared for children.
An effective partnership with learners and families is evident through their participation in assessment and review processes.	• Learners are helped constructively to understand their own strengths and areas for development within their learning and to value their achievements, whatever their starting points. • All progress and successes are valued and celebrated. • Feedback is used to collaborate and plan with families, to ensure consistency between the home and setting.
Effective partnerships with professionals.	• Settings work with relevant professionals for information, advice, guidance and implementation, where appropriate.

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OAIP: Examples of classroom adjustments

- Increased font size
- Flexible seating plan / grouping
- Rest / movement breaks
- Table-top writing slopes
- Wobble cushions
- Pre/post teaching (e.g. vocabulary)
- Visual timetable / task planners

- Tactile resources, focus tools, chew resources etc.
- All practical resources available to hand
- Scribes/use of ICT
- Coloured paper / overlays / reading rulers / background
- Arrival slide / set routines

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Next steps for GA and OAIP

- Parent/carer pages for OAIP on Local Offer
- OAIP guidance for schools/settings online
- Further development of GA pages for parent/carers on Local Offer

Any questions?

More feedback