

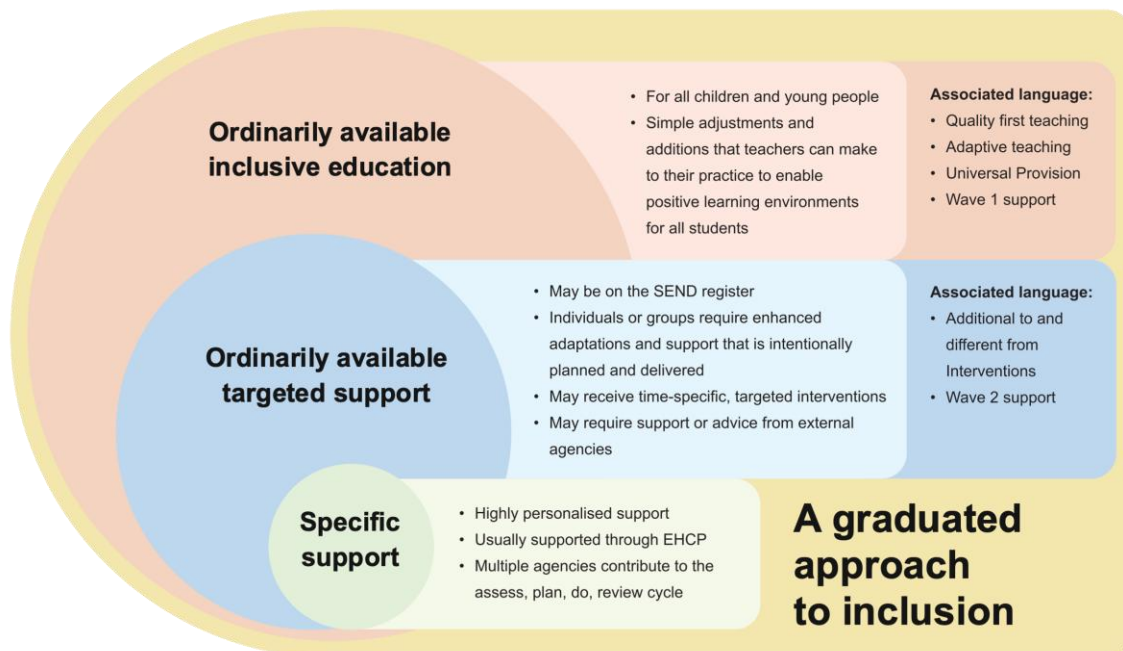


# Ordinarily Available Inclusive Provision (OAIP)

*School and classroom  
practice that is helpful to  
all, harmful to none and  
crucial for some.*

Ordinarily Available Inclusive Provision (OAIP) describes the inclusive provision and practice that all Devon schools should be able to provide for all children including those with SEND, from within their own resources. This will support all children and young people to attend, engage and thrive in their educational setting.

Devon’s Ordinarily Available Inclusive Education Framework can be found [here](#).



*Image: Devon County Council*

The South Hams Federation’s OAIP sets out the expectations and experiences a child attending one of our settings will receive as part of our everyday provision.

This guide is not exhaustive but describes some examples of the inclusive provision, reasonable adjustments and high-quality teaching strategies and provision that is available to all children across the whole setting community.

## Assessment and Planning

Expectation: Schools have an inclusive approach to assessment and planning that considers all aspects of progress including academic, social and emotional development, alongside a holistic understanding of individuals.

Expectation: Class teachers make daily, ongoing formative assessments of learning and progress for all pupils and use this to plan meaningful adaptations to teaching.

Expectation: Teachers give high quality feedback to all pupils using different forms depending on needs.

Expectation: Assessment of learning (summative assessments or national standardised test) is relevant and a meaningful for all pupils and appropriate reasonable adjustments are made for those who require them.

### Our Provision:

#### THE PRINCIPLES OF INSTRUCTION

**TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION**

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

**HOW**

- DAILY REVIEW**  
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatically recall from working memory for automatic storage and retrieval.
- NEW MATERIAL IN SMALL STEPS**  
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when that step is mastered.
- ASK QUESTIONS**  
The most successful teachers spend more than half the class time teaching, administering and asking questions. Questions allow the teacher to determine how well the material is learned.
- PROVIDE MODELS**  
Students need cognitive support to help them learn how to do a task. Modeling, worked examples, and coaching thinking out loud help clarify the specific steps involved.
- GUIDE STUDENT PRACTICE**  
Students need additional time to explore, elaborate and summarize new material in order to learn to learn long-term memory. More successful teachers build more time for this.
- CHECK STUDENT UNDERSTANDING**  
Less successful teachers merely ask "Are there any questions?" No questions are an indicator of no questions. Often, by contrast, more successful teachers check in all students.
- OBTAIN HIGH SUCCESS RATE**  
A success rate of around 80% has been found to be optimal, allowing students are learning and also being challenged. Some learners struggle to reach this level by practice.
- SCAFFOLDS FOR DIFFICULT TASKS**  
Scaffolds are temporary supports for student learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.
- INDEPENDENT PRACTICE**  
Independent practice produces "retention" — a necessary process for new material to be recalled automatically. This requires the reactivation of automatic working memory.
- WEEKLY & MONTHLY REVIEW**  
The effort involved in encoding newly learned material results in a long-term memory. And the more this happens, the more it is the more new material is added to knowledge.

Considering educational research we have made the decision to encapsulate a pedagogical approach that is based on the Rosenshine principles. We use WalkThrus as well as coaching and monitoring through Step Lab to ensure high standards are maintained

As a Federation, our steering groups support developments in each of the schools. Federation curriculum leaders have carefully planned for their curriculum areas and quality assured resources to support high quality

teaching and learning. Each subject is carefully sequenced to include the substantive and disciplinary knowledge with clear end points to ensure standards are maintained. To continue to reinforce expectations we monitor across the federation within year groups.

We use a range of ways to evidence learning through pupils discussions, assessments and reflections to help monitor pupil progress.

A range of schemes have been carefully selected to underpin the curriculum planning e.g. Little Wandle, NCETM, Bookwrites, United Curriculum, Language Angels, Charranga/IO pieces, Access Art, PSHE association.



### Assessment for learning

- A range of assessment for learning techniques are used in all classrooms, these include
- Thumbs up, thumbs down
- Individual whiteboards
- Targeted questioning
- Probing questions
- Recording in books
- Think, pair, share
- Mini plenaries to check for understanding throughout each lesson



High quality feedback is given in a range of ways including live marking by both teachers and teaching assistants to capture learning in the moment as well as verbal and peer feedback.

Pupil progress meetings identify those learners who are at risk of falling behind and reasonable adjustments and interventions are planned for those who require them.

Termly summative assessments are recorded, followed by a meeting with SLT (Senior Leadership Team) to interrogate assessment information and plan for the following term.

## ACCESS ARRANGEMENTS

25% Extra Time

Prompter

Sign Language Interpreter

Scribe

Extra Large Print

Reading Ruler

Coloured Overlays

Bi-Lingual Dictionary

Adaptations and reasonable adjustments to assessments e.g. alternative time, quiet area, reader, extra time, scribe.

Wider successes and achievements are celebrated daily in the classroom and through weekly assemblies. Adults

communicate and celebrate all aspects of a child's progress: e.g. working independently, resilience, social and emotional development, learning a new skill, building in confidence.

The PSHE and RHE curriculum is planned to meet the needs of our pupils in developing their social and emotional skills and plans are adjusted and flexible to suit each cohort.



Opportunities for pupils to revisit learning for repeated practice where needed: pre/post teaching, Times Tables Rockstars, Times Table fluency and Little Wandle Rapid Catch up.

Assessments shared with parents though parents evening and end of year reports.

## Teaching and Learning

*Expectation: There is an agreed whole school approach to teaching and learning that is underpinned by an inclusive pedagogy and practice. A range of high-quality teaching strategies and approaches are used flexibly to meet the needs of all students.*

*Expectation: The curriculum is designed to be accessible, relevant and meaningful for all students. The curriculum is designed to give all learners the opportunity to work in different ways, including in different pairs, groups and independently, based on strengths, needs and content.*

*Expectation: There are high expectations for all pupils, regardless of their starting points and any challenges they may face. Teachers understand the needs of the learners in their classroom and specifically plan and adapt their lessons accordingly.*

*Expectation: Teachers support all pupils to work towards independence by providing support and scaffolding as required.*

### **Our Provision:**

Our curriculum is designed to meet the needs and aspirations of all children in the class.

We provide opportunities for pupils to work in different ways such as whole class learning, in groups, in pairs and independently to support children's oracy skills.

We have a shared pedagogical approach to teaching and learning. This is to ensure consistency across all classes and to help reduce cognitive load. We use small steps to learning within all lessons such

as I do, we do, you to scaffold and model the learning and to help develop independence.



A range of teaching strategies are used to engage all pupils. We use active learning to support children's thinking and problem solving skills to increase participation and collaborative learning opportunities.

A focus on oracy and vocabulary in every lesson considering the development of tier 2 and 3 vocabulary.

To support individual CPD and coach staff we use Steplab. A range of high quality teaching strategies and approaches are observed and next steps given in order to maintain high- quality teaching that is consistent across all classes. Steplab allows teachers to receive feedback that is underpinned by inclusive pedagogy and practice through the Rosenshine principles.

Staff are given opportunities to share good practice across schools and settings. There are weekly whole federation staff meetings as well as planned peer lesson studies where teachers are given the opportunity to plan, teach and feedback in rotation over the course of an academic year. Federation curriculum leaders offer support and professional development to teaching staff to ensure high expectations are maintained and consistency is evident across all schools.

Well planned tasks to enable success for all with adaptations and alternative ways of recording: graphic organisers, text to speech, speech to text, qr codes, manipulatives, stem sentences, task planners, sound buttons, widgeits.

Teachers understand the needs of the individuals in their class and appropriately plan using scaffolds, multi-sensory approaches and adaptations to support learners. Support is gradually reduced to build independence following the EEF five a day approach. These include: scaffolding, explicit teaching, cognitive and metacognitive strategies flexible grouping and technology such as screen mirroring and speech to text.



Steering group days where senior leadership team, subject leaders, SENDCO's and Governors carry out joint learning walks across the

schools to monitor, review and plan next steps for teaching and learning.

Teachers and leaders collaborate on whole school approaches to teaching and learning, where non-negotiables are agreed to ensure consistent strategies are being used to meet the needs of all learners. These non-negotiables are reviewed and updated to reflect flexibility and the differing needs of the learners in our schools.

To support pupils we provide safe learning environments where children are willing to have a go, take risks and learn from their errors.

All teaching assistants are skilled to support children through regular CPD opportunities. Everyone is treated as a valued member of the team where positive relationships are built to help support all pupils.



Teaching is underpinned by continuous assessment for learning and regular summative assessments. Interventions are planned using assessments and strategies to remove potential barriers across the curriculum.

We have a planned Personal Development curriculum alongside our taught curriculum to ensure all children are able to assess memorable experiences and children's interests.





## Learning Environment

*Expectation: The physical environment is adapted to meet the needs of all children and young people in order to maximise learning and development for all pupils.*

*Expectation: Learning environments are accessible, inclusive and create a sense of belonging and safety.*

Task Planner		
1	 Count the square	<input type="radio"/>
2	 Mark it off	<input type="radio"/>
3	$3+1+2=$ Add them up	<input type="radio"/>
4	 Add the unit of measure	<input type="radio"/>

Organisational resources are available to all learners these include:

- task boards
- checklists
- modelled examples
- physical resources
- widgets symbols for labels and visual aids
- consistent phonics resources
- visual timetables

Teachers creatively adapt learning to meet pupils needs through break out and regulation spaces, reading areas, whole class carpet areas and the use of 5 point scales. Those accessing the breakout and regulation spaces are able to access lanyards to show that permission has been given and other adults can support them during this time.



Classroom layouts are adapted based on the needs of the children within the cohort; these areas create a sense of belonging and safety.

Toilets and changing areas are private and available for all.

Children are encouraged to access resources within the learning environment independently. Teachers ensure that resources are clearly labelled so that children can make decisions about the materials that they can use.



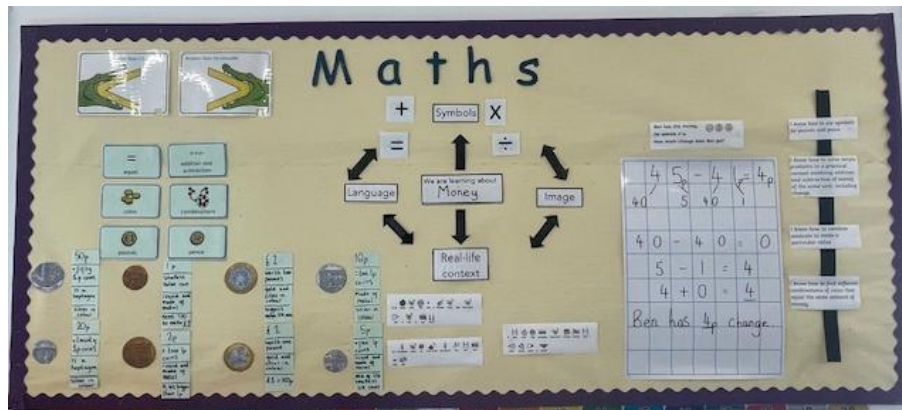
Self regulation areas are available for all pupils. We have quiet areas so that children can manage their own behaviour and aspects of their learning within a safe area.

We utilise our school grounds and areas for sensory support such as a sensory garden, forest school areas and a poly tunnel to help children self-regulate and learn within various calming

environments.

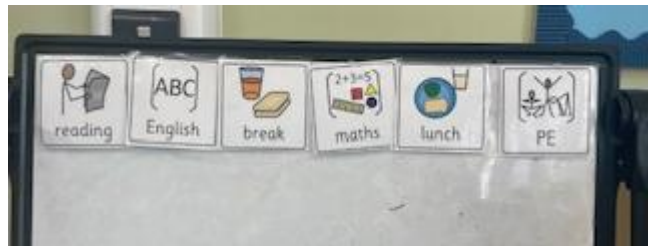
Classroom environments provide the appropriate level of stimulation without being distracting or overwhelming. Calm, pastel backgrounds

on all displays with visuals/ key vocabulary and all information easily accessible.



Interactive whiteboards use cream/pastel backgrounds with consistent font and reduced visual clutter.

Prominent visual timetable at eye level and regularly referred to throughout the day.



Displays represent diverse communities and celebrate success.

Consistent routines in all year groups including shared expectations for behaviour in assembly, movement around the school, ready routines, respectful roles and positive relationships with adaptations in place to ensure all can join in whole school events.

## Staff Knowledge, skills, training and use of expertise

Expectation: schools have a clearly planned CPD programme for all staff which includes a focus on SEND and inclusion and is informed by the current needs of their cohort.



*Expectation: Staff are intentionally curious and use a holistic approach to understanding a child's needs. They have knowledge of child development and consider the impact of broader social and environmental factors.*

### **Our Provision:**

Clearly planned bespoke cycle of CPD for all staff.

Insets planned for whole staff development and contextualised to respond to current needs and buy in professionals to deliver training based on what has been identified.

Clear induction process for new staff.

Training opportunities include: National College, EY training, EEF, DCC, Swift, Whole education.

Steering group leaders develop strategic planning and practices across the federation to support all teachers.

External reviews of practice to support SEF: Whole school reviews, behaviour and attitudes reviews, safeguarding audits, EY visits, Little Wandle drop in visits, NCETM -developing reasoning.

Federation curriculum leaders share expertise and support developing subject knowledge to support curriculum delivery.

Curriculum leader training days with external professionals reviewing and reflecting on provision and providing up-to-date CPD.

Federation planned curriculum broken down into medium term plans and weekly lesson plans.

SEND and Safeguarding weekly updates delivered to all staff members including OMG documents.



Moderation meetings held internally and externally across the curriculum areas.

**Safeguarding Team**

Coaching, mentoring and peer lesson studies implemented through Steplab.

Staff are professionally curious and use holistic approaches to understand and support the needs in the school.



SENDCos share knowledge, plans, registers and resources regularly and work in partnership with staff, children and parents to communicate current needs.

**Leadership and Culture**



Expectation: Leaders promote positive relationships across all parts of the school community and lead by example so there is a strong partnership ethos.

Expectation: Leaders are committed to educating all children and young people in their community so that all children are known, belong and feel valued.

Expectation: There is a culture of being inclusive and breaking down potential barriers in all aspects of school life so that children thrive and achieve. The school culture celebrates neurodiversity.

All leaders know the pupils, parents and staff well.

Consistent application of school policies. Reasonable adjustment made to policies to meet the needs of all pupils e.g. Behaviour policy, attendance policy, curriculum policy.

Planned curriculum with a consistent mastery implementation using pedagogical approaches.

Constant evaluation of teaching, data and assessments leading to regular updates and improvements to meet the needs of all learners.

Clear cycle of monitoring using: step lab, peer observations, book looks.

Teaching staff work collaboratively across the school and federation.

Federation subject leaders take on the responsibility for leading their subject across the schools.

The steering group meets regularly to strategically plan, review and lead their areas.

Aspiration for all children with consideration put into the curriculum to plan pathways for the future: PD curriculum inclusive trips, career afternoons, PSHE.

Leaders are visible to all: walking the classrooms, meeting with parents, and working within the school community. Our Open-door policy ensures that we always make time to communicate with families.

Leaders have positive relationships and keep good communication with all stakeholders about inclusive provision.

Leaders are role models to other staff members. They model good practice and shared expectations.

Every leader is a leader of SEND and every teacher is a teacher of SEND.



### Opportunities for student leadership:

- pupil council
- Eco council
- Reading ambassadors
- Sports council
- Mental health ambassadors
- Play leaders
- Civic award (Y6)

### Opportunities for staff voice:

- Staff surveys: wellbeing survey, TA survey, Diversity and inclusion survey
- INSET - share feedback and review together
- Staff governor





## Relational Practice

Expectation: Leaders and class teachers explicitly model positive relationships and ensure that all children and young people have a sense of belonging in school.

Expectation: Teachers know their children's needs well. They understand their children's behaviour and provide support to pastoral, emotional and additional needs.

They have the skills to build relationships, teach and regulate behaviour, manage conflict and repair breakdowns

Policies and systems reflect relational practice: Behaviour policy updated to focus on restorative approach to behaviour. All teachers have a clear understanding of expectations and boundaries.

Teachers model restorative language and conversations in their practice and are used to support and repair relationships and any other upsets.

Regular CPD and whole staff training to update, remind staff on approaches adopted and used in school: restorative conversations, PACE, PIPS.

Teachers use a range of strategies to ensure children feel safe, cared for and held in mind:

- Teachers greet children on the door each morning.
- clear co-constructed boundaries.
- Predictability of routines.
- management of the environment
- regular breaks or access to quiet/sensory areas if needed.
- Show interest in their life outside the classroom: sports, hobbies, family, achievements.
- Positive touch, eye contact, warm facial expressions, gestures.
- Discreet check ins
- Validate emotions
- Every lesson

Activities that support and foster connections are built into the curriculum: trips/visits, forest school, residentials, play times, movement/sensory breaks, circle time.

All staff have a good understanding of a pupil's context: X factor sheets detailing individual history, pastoral register.

Inclusive and positive learning environments with designated space for children who need time out/regulation break.

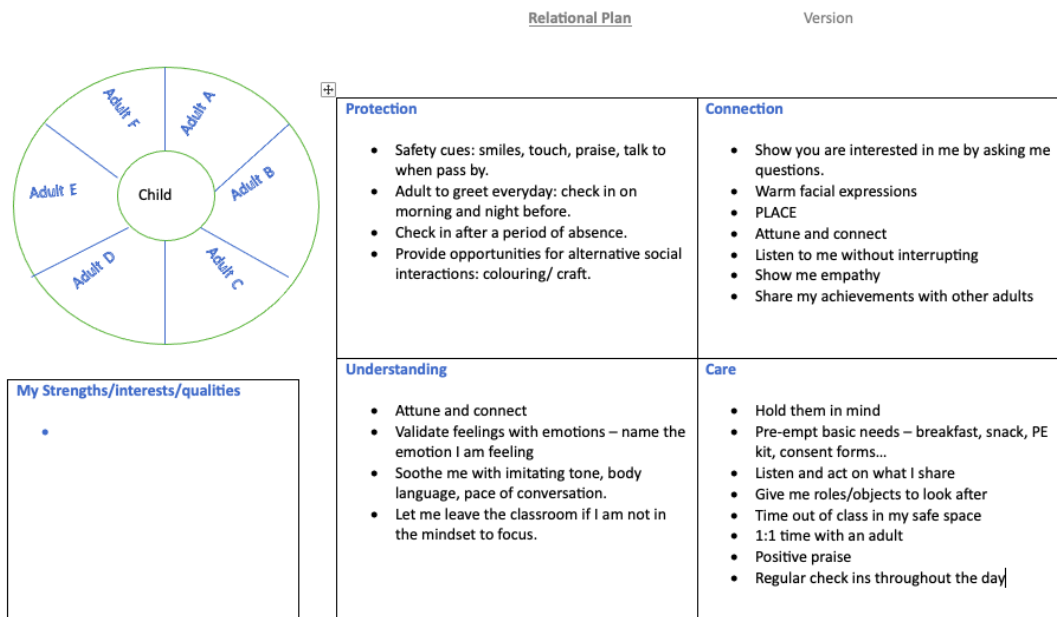


School values are modelled by all adults.

Celebration of positive actions. Clear reward systems for individuals and class.

Spiritual, Moral, social and cultural (SMSC) development mapped out through the curriculum.

Whole school relational approaches. Individual co-regulation and relational plans for children who need it.



(Whole school relational approach)

## Attendance and Belonging

Expectation: There is a culture of professional curiosity about changes in attendance at the earliest stages.

Expectation: Parents and pupils are seen as partners in good attendance and are engaged in conversations early on.

Whole school training on attendance which clarifies each staff member's role.

An established culture of community: whole school family.

- Celebrate successes together
- Open afternoons
- Regular performances/celebrations
- School events: sports days, fairs
- Parent evenings
- Open door policy
- Teachers greet pupils each morning

Early identification of attendance declines through weekly monitoring.

1/2 termly attendance letters which offer and signpost support.

Senior leaders have attended Devon EBSA training and will put in support using Attend Framework and will work with families and professionals to write attendance/reintegration action plans.

Reasonable adjustments put in place to support pupil's attendance: soft starts, key adults, relational plans, access to outside agencies support e.g. art therapy/eco therapy, SEMH team.



Open channels of communication kept during times of absence.

Access to Early Help support if families need additional support.

External providers used to support families: breakfast/after school clubs, forest school, Achieve for all, peripatetic teachers.



## Working in partnership with parents and carers

Expectation: Parents carers are welcomed and cared for as part of the school community.

Expectation: Parent carers are valued and included as part of the school community.

Expectation: Communication with parent carers is effective.

Expectation: Schools work in partnership with parent carers.

Collaborative approach: schools recognise the strengths of parents and carers in a child's development.

Staff are visible and approachable on the gate and at classrooms at the beginning and the end of the day.

Clear lines of communication:

- Google classroom
- Website
- Curriculum letters
- Open afternoons
- Transition booklets
- Meet the teacher meetings
- Parents evening
- Newsletters
- Facebook

Year 3 Summer Term 2024 Curriculum Overview	
<p><b>English</b></p> <p>This term, we will be learning about a short film clip called 'The Lucky Dip' alongside a lovely book called 'Voices in the Park' by Anthony Browne. We will learn about film techniques and compare these with writer's techniques. We will end the unit writing the story of the film from one character's point of view.</p> <p>This will be followed by a fiction book called 'Cinderella of the Nile' which we will use as inspiration for writing our own version of Cinderella. We will continue to develop children's literacy skills and support them to improve their punctuation, sentence structure and handwriting. There will be daily handwriting and spelling practice and a set of spellings to learn each week, given on Friday and assessed the following Friday.</p>	<p><b>Reading</b></p> <p>We will have daily whole class reading sessions focusing on the skills needed to become fluent and confident readers, including vocabulary, inference, prediction, explaining, retrieving, summarising and sequencing stories. We will continue to read 'Stig of the Dump' in class and then move on to 'The Wild Robot'.</p> <p><i>We ask you to support your child's learning by listening to him/her read every night and talking about the book they are reading. We would also recommend that you enjoy reading a longer, high-quality text to your child.</i></p>
<p><b>Maths</b></p> <p>Initially, our focus for this term will be a short unit on column subtraction. This will be followed by a unit on fractions - first unit fraction and then non-unit fractions. Finally, we will move on to two short units on shape and then time.</p> <p><i>It is important that children practise their number bonds and times tables regularly to support their learning in class. Please encourage them to log on to TTRockstars and Numbats to do this. Our times tables practice in school will begin with square times tables and then move on to 5x table.</i></p>	<p><b>Science</b></p> <p>In Science, we will support children to develop key scientific skills through hands-on, investigative sessions. We will be studying two topics this term 'Plants'.</p> <p><b>R.E</b></p> <p>This term we will continue our learning on the beliefs of Christianity exploring what the Kingdom of God is and how this links to Pentecost.</p> <p>After half term, we will move on to a final unit on how and why people mark the significant events of life.</p>

Safeguarding and safety information shared regularly with parents.

Honesty and trust is built through regular communication and difficult conversations are shared in a safe and sensitive way.

Policies are shared via the website.

Early Career Teachers (ECT) and new staff receive training on how to build positive relationships with parents and carers.

Tapestry is used for Early years pupils to share information.

Weekly updates of phonics and reading.

Positive links with the PTFA and joint projects to support the raising of funds for the school.

Parent and carer surveys are conducted to ascertain views and contribute to updating and improving practice.



Parental workshops offered each year: Early Years, Phonics, Reading, Maths and Online Safety.

Early Help offered to families who require additional support: DIAS, signposting, regular meetings, courses and external professional support.

Regular meetings and reviews for children with SEND.

## Working in partnership with children and young people

Expectation: Children and young people's views will be actively sought and responded to, in decisions that are made which affect them.

Expectation: Schools and settings will have systems in place where all children and young people will be able to make positive contributions to school life, through having opportunities to actively participate.

A safe environment is created for all pupils to develop a sense of belonging where they trust the adults to support them and meet all of their needs.

All staff know children by name and take time to listen, understand and act on the things pupils share with them.

Holistic approach to learning through a pedagogical approach to support all learners.

Weekly forest school sessions. Every year group receive a half term session of outside education.

Opportunities for school leadership e.g. school council, eco council, PE leaders. Professional meetings are held and pupils get the opportunity to plan and implement their ideas.



Building of cultural capital and a planned Personal development curriculum

- Visits and visitors
- Y6 singing paddles
- KS2 sailing
- Career afternoons
- KS2 residentials

A range of school clubs on offer each half term.



Children hold high expectations of themselves, staff and other children. Clear learning behaviours which are modelled and supported by staff.

Community Links:

- Volunteer readers
- Church services/assemblies
- Youth for Christ

Celebration assembly every week that celebrates inside and outside of school achievements.

The PSHE curriculum is used to support contextual issues and includes circle time so children can share and support each other.

Pupil voice is gathered through curriculum monitoring and pupil surveys and acted upon by leaders.

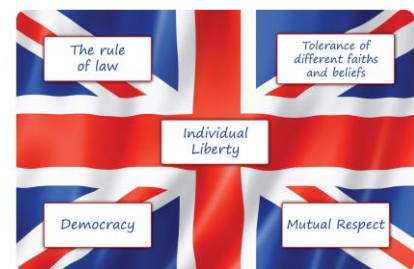


Respect for each other is developed through school and British Values: celebrating all beliefs and characteristics.

Opportunities to attend federation events: e.g. netball, cross country, gym and dance, rounders and tag rugby.



## BRITISH VALUES





## Transitions

*Expectation: Every transition counts. Support is in place for routine and life transitions.*

*Expectation: Procedures are in place to ensure smooth progression through settings and during transition phases, including on entry and exit*

Clear procedures are in place to ensure smooth transitions for all pupils at each step of their school journey.

Transition booklets are produced at the start of each academic year which provide information on staff members, classroom location and key areas of the school.

Year transition meetings are held between staff to hand over important information to the new teachers.

Whole class X Factor sheets detail children's personal needs and life transitions to support staff awareness of those pupils who may need additional support.

Additional support is in place for those pupils who may need it:

- Enhanced transitions
- Visual timetables
- Checklists
- Now, next and then boards
- Reward charts
- Soft starts

Pupils take part in transition meetings with their new class teacher in the Summer term.

Visits are made by staff to pre-school to get to know children entering the setting.

Parents workshops and meetings held before transition for new Reception children.



.....One Page Profile. DOB:.....

Attach Photo	<b>What people like about me:</b> <small>(A chance for them to reflect on how others see them and focus on their good points)</small>
<b>The best way to communicate with me:</b> <small>(voice, non-verbal, stem...)</small>	<b>Things I love:</b> <small>(Interests, hobbies, school subjects, family, pets, friends...)</small>
<b>I find it difficult....</b> <small>(friends, knowledge, communication...)</small>	
<b>The best way to support me:</b> <small>(resources, key adults, safe space, my triggers, my cues...)</small>	

My SEN Support Plan    My EHCP    My Care Plan    My PEP    My Risk Management Plan    My Basal Profile

going.

Curriculum planned to support learners to access KS3 curriculum and homework is gradually increased to prepare pupils for secondary transition.

SEND One Page Profiles and ILPs are updated regularly to ensure information is clearly shared with new staff members.

Communication with parents about changes to the staff team are made as soon as possible: temporary or permanent changes.

Parents evening in the Autumn term is focused on reviewing and sharing information on how the transition to their new year group has been