Ordinarily Available and Inclusive Provision at Wellacre

This document is based on the principles of inclusion and the belief that by setting out clear expectations, we can provide our community with clarity, consistency and confidence in the support that is ordinarily available in our mainstream setting.

Ordinarily Available and Inclusive Provision summarises a range of activities, opportunities and strategies considered as basic good practice to meet a range of additional needs without the need for a formal diagnosis, specialist support or SEN Support, with the belief that the vast majority of children will have their needs met by universal and mainstream services through an ethos of best practice and reasonable adjustments **(Equality Act, 2010) (Teacher Standards, 2012 Section 5 and Early Careers Framework, 2019 Section 5).**

The expectations are drawn from the Greater Manchester **Ordinarily Available and Inclusive Provision** document (September 2024) and adapted to reflect the principles of **Quality First Teaching at Wellacre; a focus on high quality and inclusive teaching for every student in all classrooms.**

Partnerships

- We work in partnership with parents, carers and students in decision making.
- There is a focus on building and maintaining relationships between school, 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 about their child and are aware of the communication channels available for sharing information about their child.
- Families are signposted to the local offer and local SEND parent support agencies. This is on the Wellacre website.
- Families are aware of the progress of their child as well as the support and any individually tailored provisions and interventions in place, along with their child's Pupil Passport if they have one.
- The voice of parents and carers is considered through formal and informal events to seek views in relation to provision in the school e.g surveys, reviews, progress meetings and Inclusion drop-ins.
- An effective partnership with students, parents and carers is evident through their participation in meetings and review processes.
- Students are constructively helped to understand their own strengths and areas for development within their learning and to value their achievements, whatever their starting points.
- Progress and achievements are recognised and valued.
- We work with relevant professionals for information, advice, guidance and implementation, where appropriate.

Ethos and Culture

- We have a clear system for effective pastoral support, and an inclusive ethos and culture that is embedded and shared with stakeholders.

- Focussed work is planned for classes and groups regarding specific needs or conditions where necessary.
- We are committed to supporting a growing understanding and implementation of relational approaches to behaviour across school.
- Systems are in place which ensure pastoral, safeguarding and SEND Leads work collaboratively.
- Mechanisms to support students with attendance barriers are in place.
- Behaviour policies consider reasonable adjustments, in compliance with the Equalities Act.
- There is awareness of Individual Health Care Plans (IHCP), including medical needs, physical needs and Personal Emergency Evacuation Plans.
- We recognise, and respond to, the need for pastoral support for students, bearing in mind a student's social and emotional needs.
- There is a calm and purposeful climate for learning where students feel they belong, and their contributions are valued. Students can identify an agreed safe space and a Trusted Adult.
- We use strategies to promote good self-esteem and boost confidence in supporting behaviour and well-being.
- The RESPECT curriculum (PSHE) is used to develop wellbeing and support resilience, one of our school values. Peer awareness and sensitivity towards difference (including additional needs) are raised at a whole school level to develop an inclusive and accessible culture. Work is done with classes and groups regarding specific needs or conditions as appropriate.
- There is an awareness that some students may be potentially more vulnerable to bullying and an appropriate level of support and monitoring is in place. There is an awareness that those who are involved may also be vulnerable and require additional support.
- We have support for social and emotional development e.g. the Buddy Bench.
- Students are supported at breaks in their peer interactions and consideration of adapted break activities e.g. Lego Club and Games Clubs .
- We consider the right intervention at the right time such as, the use of social stories, focusing on learning rather than outcomes, physical activity, woodland walks, Sensory Garden, looking after the chickens, Forest School The Hub, The Hive and The Haven spaces to support.
- We make use of research to inform policy and practice, for example EEF reports on Improving behaviour in schools and The Deployment of Teaching Assistants
- Expectations for the whole school community, prompts for students, staff and parents being clearly visible throughout school e.g. storyboards to support Transition and the Student manifesto.
- Forward planning for off-site visits, which may include risk assessments, preliminary visits, transportation and key staff identification in line with the Equality Act.
- Students feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.
- Trusted adults are used as a point of contact to maintain emotional stability for some students when appropriate.
- Positive and inclusive attitudes, beliefs, practices and culture is encouraged and developed, with staff modelling positive attitudes in the classroom, the wider school and society.
- Opportunities are provided for students to learn how to use specific tools, such as step-outs.
- A safe space, The Hub, is available for needs that may require temporary support e.g. a student being upset due to bereavement.

Physical and Sensory Environment

- The physical aspects of the building and individual learning spaces are accessible. The Accessibility Plan is on the school's website and outlines proactive planning to further improve accessibility and "reasonable adjustments" are made according to individual needs.
- Classrooms are well-organised and equipped with supportive resources.
- Environments are communication friendly to include opportunities for everyone to talk, listen, understand and take part in order to support learning and social and emotional development.
- Extra-curricular activities and educational visits are planned to fully include all students in line with the Equality Act (2010).
- Students' views are routinely sought and are used to inform any planning for physical or sensory adaptations that they may require.
- Risk assessments and risk-management plans are in place when required.
- Practitioners are aware of sensory needs and issues that may impact on students. This includes Catering Staff in the school canteens.

- Consideration to the environment to create a calm learning environment e.g. noise levels, reduced visual clutter, clear labels for equipment, classroom ‘kits’ for each desk, muted paint and de-cluttered displays to reduce sensory overload.
- Classroom seating for students with visual/hearing impairments is considered.
- Staff are aware of lighting in the room e.g. use of natural light, glare from the board.
- Staff ensure they use buff paper and avoid black ink on whiteboards to support dyslexic students.
- Students’ sensory needs are known, and they are consulted about their seating arrangements.
- Students who are prescribed glasses and/or hearing aids are encouraged to use aids that are likely to support access to school life.
- There is consideration of flexibility within the uniform policy linked to specific needs.

Assessment

- Students’ progress is regularly monitored. Their strengths and difficulties are observed, monitored and shared to inform planning and interventions.
- Formative assessment helps to identify the areas of need in consultation with the student.
- Staff are aware of students’ starting points so that progress can be measured.
- Staff are supported to implement strategies, such as evidence-based interventions, following information gained from assessments.
- Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in policy.
- A wide range of assessment strategies and tools are used to ensure a thorough understanding of students’ needs.
- Students have regular opportunities to evaluate their own performance.
- The impact of interventions is routinely evaluated.
- Language assessments, for students with EAL, are utilised to inform next steps.
- Feedback encourages the development of metacognitive approaches to teaching and learning so students can reflect on which strategies have worked for them.
- Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and public examinations.
- We make adaptations to assessment arrangements as part of everyday practice. This is used to establish a learner’s normal way of working and might include:supervised rest breaks, use of a reader/ scribe / laptop, extra time, prompts, smaller examination rooms from Y10.

Curriculum, Teaching and Learning

- Wellacre has a broad and balanced curriculum which promotes belonging, identity, confidence, and inclusion for students, including access to enrichment, Co-Curricular and school trips.The curriculum builds from previous years and prepares for the next phase of learning.
- The curriculum has been successfully adapted to meet the needs of all students. It is ambitious and supports the acquisition and application of knowledge to ensure students are ready for the next phase of their education.
- Assessment data is used to inform next steps.
- Planning includes adaptations and reasonable adjustments to support the needs of students e.g limiting copying from the board.
- Whole school policies around curriculum areas e.g.the Literacy strategy, considers how curriculum delivery will be adapted to meet the needs of all students.
- Practitioners are aware of the additional needs of their students via Pupil Passports and the Inclusion bulletin. They understand the nature and impact of these and how to respond to them.
- Aspects of adaptive teaching are used according to learner needs e.g. clear concise instructions with written or visual prompts.
- Tasks are broken down into small manageable steps. These steps are modelled explicitly.
- The pace, order and variety of activities are planned to maintain interest and attention of all students.
- Staff put in systems to support organisational difficulties e.g. routines for the distribution and collection of resources.
- Staff provide additional time to complete assignments so all students have the opportunity to ‘show what they know’.
- Feedback is clearly identified as being key to learning.
- Awareness of non-verbal communication (body language).
- Awareness of an appropriate tone of voice (calm, not too loud).

- Strategies to support memory and reduce cognitive load are deployed e.g. repetition, practising retrievals; repeated learning to promote fluency and other adaptive teaching methods which consider cognitive load.
- Monitor and track to build understanding of any gaps or misconceptions.
- Have clear expectations regarding behaviours and a clear and consistent response to behaviours.
- Modelling is used to support understanding - gradual release of responsibility allows for guided practice before independent working.
- Teachers' modelling on the board and in students' books is clear and legible.The use of visualisers supports effective modelling.
- Independent Study skills are explicitly taught alongside metacognitive strategies which promote student independence.
- Homework/Independent learning is adapted appropriately for students. Students have access to homework clubs and additional support with homework three nights a week after school. The library is open every break time and access to the library and IT resources are available each lunchtime.
- Use of timers so students know the comfortable amount of time to focus.
- Seating plans and flexible groupings take account of individual needs and routinely provide opportunities for access to positive role-models and peer support.
- Use of additional adults is planned to maximise learning and independence.
- Strategies are used to build and maintain positive relationships.

Communication with all Students

- We understand that the profile for every student is different and their needs may change over time.
- Students are supported to understand what is said within the school environment.
- Policies and school norms are over narrated to support students' understanding in meeting expectations and experiencing success.
- Staff ensure the language used is at an appropriate developmental level and provide clear and simple instructions; repeated, simplified and accompanied with visual cues if appropriate.
- Instructions are broken down into manageable chunks and shared in linear order. We allow time for the learner to process and respond and allow additional take-up time to process information, if required.
- We emphasise key words and provide clear strategies and expectations around listening/being prepared to learn; these are displayed, taught, modelled and regularly reinforced.
- We adapt delivery to include all Students in the learning process; using a structured approach for tasks and activities with a clear beginning, middle and end.
- We teach and encourage self-support strategies to help them to remember and follow instructions (e.g. chunking, visualisation, silent repetition, use of a written checklist).
- Students are supported to express thoughts and ideas (expressive language).
- We show that we value all attempts at communication. Students who are reluctant to contribute to discussions are supported to do so. When students use single words we encourage them to 'say it better'.
- We provide opportunities for communication throughout the school day in a range of lessons, including opportunities for discussion around books and narratives.
- We teach how to use formal and informal language in a variety of social situations and offer opportunities to practise their use.
- We teach how to interact and respond in a variety of social situations.
- We teach and model the use of standard English.
- Students are supported to build social communication skills.

Resources

- Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support, is reviewed.
- Adapted physical resources are available to promote independence e.g. different size balls in PE.
- Resources and spaces are available to ensure dignity, privacy, and safety for all students.
- Specific resources and strategies are provided to overcome potential barriers to learning.
- For curriculum access, e.g. work chairs, appropriate height or specialist seating, adjustable height tables, accessible kitchen, adapted cookery equipment, appropriate electronic technology for recording.
- Resources are clear and uncluttered, labelled using text and symbols/pictures. Print size and font is appropriate.
- Individual workstations are available in The Hub when required to support learning.

- Access to a range of inclusive and diverse texts in the school library.
- Access to resources such as manipulatives, pencil grips, timetable squares, number lines, wobble cushions, fidget tools or sensory aids, ear defenders or plugs.
- Accessible transport for trips.

Staff and Staff Training

- There is a plan for ongoing Continuing Professional Development (CPD) in relation to the needs of the current students and workforce development in anticipation of future cohorts.
- Senior leaders, including governors, demonstrate the highest aspirations for all students.
- There is a planned programme of ongoing CPD for the whole setting and individual teams and departments.
- Effective planning informs training needs for future cohorts.
- Whole school approaches are taken to support consistency.
- All staff, including Inclusion Assistants, make a positive contribution to student progress.
- Additional adults are deployed judiciously in the classroom. They are used to support independence and co-regulation rather than create dependence.
- There is investment in staff training for all staff including induction programmes.
- Staff collaborate and have effective links with other relevant outside agencies and specialists.
- Staff know when to refer for extra support or advice. The setting is aware of, and regularly communicates with, any other professionals who are involved with students and develop a collaborative approach, e.g. education, health and social care.
- Advice received from other professionals is communicated, implemented and used to inform teaching and learning.
- Where specific decisions to involve outside agencies are made; this will be in partnership with families.

Transitions and Transfer

- Staff are aware of those who will need additional support for all or most transitions and plan for these transitions.
- Where appropriate, visual timetables/schedules are used, events and tasks may be removed or ticked off when finished.
- Where appropriate, timers are used to show students how long they must work for/ how long they have to finish.
- Plans are made for untimetabled events, such as alarms.
- Additional preparation and nurturing approaches are in place for tricky transition times for students, if required, which could include unstructured times.There are strategies in place to support students, e.g. early lunch pass, early movement pass.
- Staff positioned in key points, to support, at transition times.
- Information is actively sought and shared about Students to support successful transitions and manage change both within the school and beyond.
- Information is shared with parents and carers, other colleagues within the setting and receiving or previous settings as required.
- Staff are outside to meet and greet students every morning, There is a visible and supportive presence on the drive, the gate and at bus stops every evening.
- Practitioners are aware of students who need additional support while transitions and adjustments are made, e.g. Enhanced transition visits to us with a familiar trusted adult, creating social stories.
- Procedures are in place for ensuring smooth progression between settings, particularly during all transition phases, e.g. primary to secondary and secondary to post-16.
- The eight Gatsby benchmarks are used to provide students with the best possible careers education, information, advice and guidance. We consider transitions within careers plans in meeting the Gatsby benchmarks. We have a Careers Leader and Careers link governor to strategically plan for careers, including transitions to future destinations.
- We have strong transitional support in taster days, additional visits and tours, induction evening, Transition booklets, designated area of the school website, photos of our setting and key staff, safer travel training, a Summer School and a Nurture Form to support vulnerable students.
- We allow time for students to become familiar with the environment in their movement around the school.