

Inclusive education

https://northumberlandeducation.co.uk/send-and-inclusion/

Mike Finlay

Northumberland Inclusive Education Services

www.northumberland.gov.uk

Ordinarily Available Provision Guidance



northumberlandeducation.co.uk/send-and-inclusion



Contents

8	M	
	1	
V		

Foreword by the Director of Education	2
Foreword by the Head of Inclusive Education	4
Introduction	5
Our Key Principles	
Context	
The 'Best Endeavours' Duty	
The Equality Act 2010	
Overview of guidance	
Ordinarily Available Provision	
Provision above what is ordinarily available	
Section One: Inclusive Practice - Expectations of all schools	8
Section One: Inclusive Practice - Expectations of all schools	
Recognising strengths	
Recognising strengths The voice of the learner and partnership with parents and carers	9 9
Recognising strengths	9 9 10
Recognising strengths	9 10 11 12
Recognising strengths The voice of the learner and partnership with parents and carers Aspirational goals The physical and sensory environment Personal development Curriculum Staff skills and training	9 10 11 12 13
Recognising strengths The voice of the learner and partnership with parents and carers Aspirational goals The physical and sensory environment. Personal development Curriculum	9 10 11 12 13

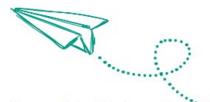
Section Two: Providing support for learners within the properties of need	16
The Assess, Plan, Do, Review Cycle and the Graduated Approach	
Behaviours resulting from unmet needs	18
Communication & Interaction	. 19
Cognition & Learning	.22
Social, Emotional and Mental Health (SEMH)	26
Sensory and/or physical needs	31
Autism	36
Specific Learning Difference (SpLD)	.44
Further guidance	45





Section One: Inclusive Practice





This section is intended to support all schools and settings to plan, put in place and reflect on their effective and inclusive provision for all learners. This is important if learners are going to be able to attend a school as close to home as possible and make good progress with all aspects of their learning.

Northumberland Local Authority and educational settings will:

Recognise and celebrate the strengths, abilities and interests of all learners Put the voice of the learner and their family at the centre of planning Work together to agree and achieve aspirational goals which are important to the learner Be flexible to develop and deliver a physical environment that effectively meets the needs of all learners

Ensure that there
is a strong focus on
effective provision which
supports learners'
personal development
and promotes
wellbeing

Be flexible to develop and deliver a curriculum that effectively meets the needs of and responds to all learners

Ensure that staff
are well trained in
and supported to
reflect on the effective
teaching of learners
with SEND

Seek, record, share and implement advice from professionals

Work together to ensure effective transition between stages of learning and into adulthood











Each learner's provision will be made up of a range of support, strategies and interventions that will be regularly monitored, reviewed and evaluated to inform next steps (the Assess, Plan, Do, Review Cycle).

Provision and support put in place often does not remain the same over time. During this process, understanding of what is needed and what works best is developed and for some learners, more support is put in place to ensure that they are able to be included and make progress across the curriculum. This is called *The Graduated Approach*.





Support for SENCos

Lead SENCOs

Lead SENCOs are a SENCO's point of contact for:

- Peer support
- General queries relating to SEND, including offering advice and guidance on statutory /LA processes (such as support service requests, EHCPs and annual review)
- · Signposting support
- Providing new SENCo support
- Training support and sharing best practice
- · Ofsted preparation and information sharing
- A link to Northumberland's SEND teams as appropriate.

SEND Advisors

3 SEND Advisors have been appointed to support:

- In implementing the Ordinarily Available Provision
 Guidance
- In ensuring inclusive culture, supported by effective strategies and practice, for learners with an EHCP
- In developing, delivering and evidencing effective cycles of support
- In using evidence from cycles of support to create and submit a COSA
- Where a COSA has been declined.

Opportunity to ask questions...



Thought of a question after the session?

Contact: mike.finlay@northumberland.gov.uk

