

07 December 2020

Dear Colleague,

SEND and Inclusion Strategy Update: 'Tools for Schools and Settings', and the use of the Ordinarily Available Inclusive Practice guide in Early Years.

I am writing to update you on the progress of an additional Early Years Foundation Stage resource, that has been developed as part of the SEND and Inclusion strategy.

Over the last two terms, 40 people from the early years sector from across West Sussex have been involved in reviewing the use of the current 'Ordinarily Available Inclusive Practice (OAIP) guide for use in Early Years Foundation Stage. The groups included senior leaders, reception class teachers, special educational needs co-ordinators and local authority representatives. We would like to offer our sincere thanks to everyone who has been involved.

In response to early years feedback the following actions are being proposed.

Section 1, It has been recognised that much of this quality first teaching part of the Ordinarily Available Inclusive Practice (OAIP) guide is relevant to all age phases. Small additions will be made to include Early Years specific terminology. The changes will be made to the online version for the start of the spring term.

Section 2, the strategy section, will be broadened to include an early years annexe which will contain more tailored approaches that can be made to meet the individual needs of a child in the early years. These tailored approaches can be put into place without the provider needing to request additional funding or an Education, Health and Care Plan. This Early Years annex will again be available online by January 2021, on the [Tools for schools and education settings website](#).

During the spring and summer terms of 2021, we will be asking West Sussex early years schools and settings to pilot this document. We are keen to hear your views on what works well, how the resources could be used to make the biggest impact and how they can be improved further.

A series of free online information sessions to find out the use of the OAIP in Early Years will be held on:

- 11th January - 10-11 am

<https://www.eventbrite.co.uk/e/information-session-annex-early-years-ordinarily-available-practice-guide-tickets-131332471959>

- 11th January - 1.30-2.30pm

<https://www.eventbrite.co.uk/e/information-session-annex-early-years-ordinarily-available-practice-guide-tickets-131337336509>

- 12th January - 4-5 pm

<https://www.eventbrite.co.uk/e/information-session-annex-early-years-ordinarily-available-practice-guide-tickets-131338449839>

- 12th January - 7.30-8.30pm

<https://www.eventbrite.co.uk/e/information-session-annex-early-years-ordinarily-available-practice-guide-tickets-131339908201>

Please book your place at an information session through Eventbrite, using the links above.

The session will also be recorded so you are able to share it with your staff.

We will be seeking your views during the pilot period. Please see below for an overview of these resources.

Further information on the SEND and Inclusion Strategy and its delivery plan can be found on The Local Offer.

If you would like further information on any of these three resources please contact us at Toolsforschools@westsussex.gov.uk.

Yours sincerely

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Ordinarily Available Inclusive Practice – a mainstream guide

The aim of the Ordinarily Available Inclusive Practice (OAIP) guide is to help every member of staff in mainstream schools and settings to understand the types of everyday support and adaptations that can be made as part of normal teaching practice. Please note that the term 'ordinarily available' originates from the SEN Code of Practice and refers to the support that mainstream schools or settings should be able to 'ordinarily' provide through their agreed funding and resource arrangements.

The OAIP is organised into two main sections:

Section 1: describes examples of 'reasonable adjustments' that can be made through 'quality first teaching', **this section is relevant for all schools and early years settings.**

Section 2: provides examples of more tailored approaches that can be made to meet the individual needs of children or young person.

Section 2 Early Years Annex: Specific examples of more tailored approaches that can be made to meet the individual needs of children in early years. This will be available on the "Tools for Schools and Settings" website.

Tools for Schools and Settings website

The concept of our 'Tools for schools' website was developed by schools and education settings through the task and finish groups as part of a request to have quicker access to reliable and useful information to support those with additional needs. The website is organised into the following 4 main areas:

Inclusion: Inclusion framework; inclusive practice and disadvantaged groups

SEND toolkit: Ordinarily available inclusive provision; The 'assess, plan, do, review' cycle; SEND roles and responsibilities; additional SEND strategies, information and links.

Child's journey: Transition; person centred planning; voice of child / parent; home school partnership; journey to independence.

Team around the school: Teams that support schools and settings; training and development, locality and area support, news and views.

To enable users to easily return to useful information, the website also contains a 'Pin Board' feature to enable you to mark pages you want to refer back to quickly. Tools for Schools and Settings is being developed in partnership with Future Gov, the [West Sussex Local Offer](#) provider. This allows the general public to access the content, as families may also find some of the information on the website useful. The plan is to continue to develop the site with schools, education settings and partners from health, social care and education to create the 'go-to' resource for staff – this will include a view on the current working title 'Tools for Schools'.

Inclusion Framework – a whole school self-evaluation tool.

The aim of our West Sussex Inclusion Framework is to facilitate useful and constructive discussions to highlight good practice and inform whole school and setting development. The Inclusion Framework is designed to be used flexibly, in a way that is relevant to a school or setting and will best support its development journey. The framework is also aligned to the Ofsted Education Inspection Framework and we hope it will prove a powerful tool to support colleagues at any stage in their inspection cycle.

The framework is organised into 4 main areas, or aspects:

Aspect 1: The environment, culture and ethos

Aspect 2: Leadership

Aspect 3: Personal development, wellbeing and welfare

Aspect 4: Quality of education