



A guide to the Ordinarily Available Inclusive Practice (OAIP)

Reflections on the OAIP workshops and the ways that this guidance can support you to improve inclusive practice

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I would like to thank everyone across Education, Health, Social Care, and the West Sussex Parent Carer Forum for their exceptional efforts in reviewing the OAIP in the summer term. The workshops couldn't have gone ahead, or been as successful as they were, without those of you who devoted your time to getting this important update right.

Version 3 content has been finalised and formatted for upload onto Tools for Schools. The West Sussex web design team will be working on getting the content online this term. We know how important it is to protect your time, so we've ensured that, when online, the updated version will require fewer clicks to find what you need and will be created in an accessible way.

Inclusive practice is central to all of our work with children and young people, and it's important that SEND specialists and non-SEND specialists are able to access this information and guidance. Version 3 includes a glossary of Inclusion-specific terminology to make the OAIP more accessible to non-SEND specialists and parents/carers.

What started as a revision has morphed into a full-scale reformatting operation. The more workshop discussions took place, the more everyone agreed that neuro-developmental and medical research has moved on a great deal since the original 2019 content. There has also been a great deal of pedagogical research into quality first practice, which has informed updates to section 1 in close partnership with colleagues in the West Sussex Standards and Effectiveness team.

Section 1: 'Quality first teaching' expectations

The quality first teaching expectations and related good practice examples outlined in this section will benefit all children and young people. This includes those with special educational needs and disabilities (SEND), additional needs or those from disadvantaged groups.

This section provides guidance and information on:

- Leadership and management
- Curriculum, teaching and learning
- Assessment and individual planning
- Partnership with children, young people, and parents/carers
- Supporting social and emotional development
- The physical and sensory environment
- Equipment and resources
- Staff skills, training and use of expertise
- Transition and transfer



Section 2: Ordinarily available support for children and young people in mainstream settings

Section 2 describes a range of behaviours that you may notice in a child or young person, along with examples of 'ordinarily available' provision and strategies you may want to try.

For ease of use these have been organised by area of need as shown below:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory, physical and mental needs

Early Years Foundation Stage adaptations of this guidance are also held within the OAIP.

How will the OAIP support you in the future?

I'm currently in the process of ensuring that updates are communicated to education settings and key partners in Health, Social Care, and the Parent Carer Forum. Future work will involve development of a parents/carers guide to the OAIP to show the hard work that educators put into supporting children and young people with SEND in West Sussex. At present, we have evidence to show that many parent carers are not aware of the OAIP and how much support is available in education settings – we are committed to changing this, so that parent carers have access to the information they need and their children receive the best possible support at the right time.

Ordinarily Available Provision (OAP) continues to be an important part of the national SEND and Inclusion landscape, and I'm passionate about the immense impact that this guidance can have on settings and children and young people.

The SEND and Alternative Provision Change Programme includes a strategic focus on the OAIP as a mechanism to start addressing the 'postcode lottery' of provision that was described in the national SEND review and consequent green and white papers (2022). West Sussex is actively working as part of the Southeast Change Programme Partnership on this, and supporting colleagues in other local authorities nationally where OAIP guidance is in an earlier stage of development.

I look forward to keeping you updated as we approach the publication of version 3. My utmost gratitude goes to all who have contributed and continue to be involved in ongoing projects to embed use of the OAIP throughout the County. For more information on the OAIP, please email toolsforschools@westsussex.gov.uk, or visit [our page on Tools for Schools](#).