

OAG Section two: Scenario's for using the guidance

The group were asked to share their ideas around how they might use the OAG to support in a number of scenarios i.e.:

- To support wider whole school development?
- To support Early Career teachers?
- To support more experienced staff who may be resistant to change?
- To support groups of Teaching Assistants?
- To support strategic conversations with SLT?
- To support different departments in secondary schools?
- To support conversations with parents?
- To support discussions with the SEND Governor for your school?

Scenario 1: How might you use the OAG to support wider whole school development?

- How to guide a whole school approach; extra support - every teacher is a teacher of SEN support.
- Complement existing systems - evaluate whether targeted is ordinarily available.
- Highlight training needs.
- Detailed comprehensive list of available to all children.
- SEND is a whole team approach - guidance promotes.
- Strong universal approach before exhausting other resources.
- Tool for signposting resources - areas of need
- Clarification of expectations.
- As a new SENCO, using as an audit to look at what else could be put into place.
- Training - discuss inclusive school practice, universal provision. Use as a guide for training but then something to take away with people after training.
- Training - knowing when to refer to others.
- To ensure consistency across classes - highlight strategies that have worked for a pupil and share for transition.
- Use for subject leaders and governors - good doc to come back to keep consistent. Good for feedback that is consistent across subject leaders.
- Can we use this to support schools within our local areas? Peer support and to support in identifying areas more positive in or to develop.
- To evidence provision in place and to support in the next steps within the classroom and for transition.
- Support in financial planning - where is the notional budget being spent?
- Celebrate what we are doing well.
- To support in conversations with teachers - guidance for QFT and to support practise in class.
- To provide ideas and plan next steps e.g. training, resources, strategies to try.
- Supporting financial conversation within Leadership, parents, LA.
- To baseline and provide a starting point for provision and strategies being covered.
- Celebration for some staff - "look at all the things that you are doing!"
- Staff meeting - sharing certain points with staff.
- Using it when working with outside agencies - to see what we could be doing in our setting.
- Share with SLT to clarify expectations.
- Identify training needs.
- Make it available to/accessible by all staff.
- Gives staff something to refer back to, so something to go back to, not having to ask SENCO for support, this provides a concrete reference document for all staff to refer to.

- Bespoke training for TA's about how they can plan and support the children, especially when working with 1:1 specific children. Supports TA development/cpd.
- Provides framework/scaffold for what needs to be in place. And I like that it is person centred.
- Probably use it as a self-audit to pinpoint our strengths and weaknesses.
- To inform the SENCO Action Plan and share with Governors.
- I would use the guidance to work on as a whole school to develop consistency across the school.
- Staff can use as a first port of call before speaking to SENDCo.
- Use it to empower staff in understanding what the individual children's needs are and how the barriers to learning can be removed.
- Consistency of support between teachers/TAs in different year groups - some staff are brilliant, but others may need more support.
- Choose an area and work towards - place on SDP, action plans, performance management.
- Developing consistent principals that all teachers follow whilst still retaining their own teaching style.
- Teachers can see what should be available.
- Identify areas of strength and areas of development.
- I already started producing something like this for staff at my school relating to areas of need - this has saved me time!
- Forms part of graduated approach and evidence.
- Teachers and TAs in the class can see what should be available to all children.
- Developing whole school approach.

Scenario 2: How might you use the OAG to support Early Career teachers?

- This would work well in conjunction with the ECT framework - use by mentor to support with individual children.
- Good to support modelling with ECT rather than just giving the documents. Breaks down into specifics that can be focused on.
- Taking particular pupils and using them as a 'case study' to plan adaptive teaching methods.
- Consider choosing areas which align with school SIP and focus on identifying and developing their knowledge and skills. Could RAG rate their levels of knowledge in each area.
- Audit of need and understanding around supporting SEND, which could lead to CPD opportunities.
- Signpost to appropriate links and advice.
- Link to teacher standards which they are required to meet and recognise the provision that has already been put in place.
- Signpost to the document so that they can draw on that information and help them write their assess, plan, do and review targets.
- Robust transition, sharing what works to enable that CYP.
- Guidance around expectations in classrooms i.e. visual timetables etc
- It can lead to a discussion around the differences between SEND and inclusion.
- Sharing the document, identifying good practise. Look at strategies and provision and how can adapt own approaches.
- Consider the use of additional adults, how they are working in the class, with CYP. All members of staff have a referral form to submit to SENDCO when they are concerned about a child. Document is headed with the four main areas of need. All have a SEND folder.
- Where there is a bespoke programme will share the document as part of this programme.
- Used by mentors with ECT as part of supporting planning.
- Currently use a flow chart with teachers, what to try first before asking for additional support advice from SENCO. Add the OAG information as part of the flow chart.

- ECT may need some individual support to understand and use the OAG. Through mentoring time.
- Use as an audit tool to see what help needs to be put into place to help the ECT. Inform future training.
- During CPD sessions across school always have an element of SEND. As part of these could flag up any relevant sections of the OAG.
- Reference guidance document - direct people to this before they come to speak to the SENCO to help inform future conversation.
- Use the OAG when completing SSPP review with ECT to help them structure their responses as to what strategies they are currently using.
- Edukey - pupil passport - use the OAG to inform this section.

Scenario 3: How might you use the OAG to support more experienced staff who may be resistant to change?

- I don't think teachers have enough knowledge and training around SEN. Teachers also don't always have the time to support children with SEN children in a specialised way.
- Great to highlight what we are putting in place in relation to progress. If expected progress isn't being made this can be used to try new strategies etc.
- I think initially HTs and DHTs need to have a real understanding of what this contains and what it needs.
- Experienced teachers could use it for target setting and appropriate provision in order to write target plans or one page profile.
- Would be really useful in professional conversations and PPMs.
- An extended version of QFT which can only benefit the children. Maybe some strategies that have not been thought of.
- Get them to give their thoughts on the document and feedback to SENCO - recognise their experience
- Start with using INSET time and have small groups use document to audit.
- Start with inset.
- Leaders could use it with experienced members of staff to model some of the ideas on the OAG.
- As an audit of their practice. Like a checklist and something they can use over time to reflect on their own classrooms. This will support those conversations.
- Used as a strength-based approach to identifying where things are working well and are helping kids to make progress.
- Use it when pairing up staff to coach each other and share what's working / not working.

Scenario 4: How might you use the OAG to support groups of Teaching Assistants?

- Sharing the document with staff and TAs will help to identify need and signpost to support required. Useful for all staff.
- Concrete ideas for support staff. Use for support plans and Assess Plan Do Review
- It will help as part of the graduated approach to identify provision required and monitor progress.
- Whole school staff training, setting shared outcomes for supporting SEND.
- Staff to be familiar with OAG before coming to SENCo.
- The links to resources will be useful in one place.
- Support to identify needs across staff.
- TA/Support Staff: good knowledge of the children's needs and important they are involved.
- Refresh for all staff with added support through links and ideas.
- ECT induction, seeing it in action and increase knowledge of how SEND provision works.

- Adding this to the SDP.
- OAG is everyone doing it.
- Setting expectations for parents on what their CYP should be receiving in schools, empower them to know what to look for in school settings and when choosing a school at transition.
- Parent conversations: explaining the graduated approach and QFT (provision in school and needs can be met).

Scenario 5: How might you use the OAG to support strategic conversations with SLT?

- Use with link governor to help them to understand what they should be seeing. Helps them to provide meaningful challenge.
- Useful for SENCos who are not on SLT to promote what is needed - having it in a document is good for backing up the voice of the SENCo.
- To support with the school's SIP and SEF.
- Use during pupil progress meetings for starting points for conversations.
- To support and develop provision mapping.
- To support reflective practice following lesson observations or learning walks.
- To support staff training.
- Getting all stakeholders involved in initially carrying out an audit.
- Suggest that this is used as a self- audit tool by teaching staff.
- Use as a framework- share with SLT- action plan, beginning with an audit.
- Identify training needs by using OAG as an audit tool.
- support with budgeting.
- Use to share with governors to support with understanding and strategic conversations.
- Support with performance management setting etc.

Scenario 6: How might you use the OAG to support different departments in secondary schools?

- Break it down into subject areas and pick examples - general advice and then give specific example relevant to that subject area (e.g. experiments for science).
- Sharing information via pupil profiles to make it specific to the individual pupil and easily accessible.
- Find a way to ensure it is not seen as an additional piece of work.
- Linking in with the teaching and learning lead so there is a shared understanding.
- Embedded as part of the whole school approach so that all departments understand the expectations and there is a consistent approach.
- In local area networks or MATs where SENCOs from primary and secondary meet, putting this on the agenda to unpick in smaller groups.
- Think about having a SEN lead in every department to support embedding and then feeding back to SENCO - to share the responsibility.
- Needs to be made accessible in a smaller step way - trickle it in so that staff don't feel overwhelmed. Need to ensure it makes a difference for the teacher and the child.
- Similar strategies used at primary and then at secondary to support transitions.
- Providing a series of strategies that can be used across all departments to establish a core offer.
- Matching strategies to curriculum of subject in a bespoke way that supports our SEND students e.g. visual timeline for History.
- Recognise and celebrate student strengths in departments as well as difficulties.
- Ensure all staff understand how individual needs may present and how they can be supported e.g supporting a student to regulate emotions before requesting additional support.

- Working with specific departments on bespoke strategies that they could use to make their subject more accessible e.g. simplified text, graphic novels, audio books in English.
- Encouraging staff to share things that have worked well with particular pupils or groups of pupils.
- Similar strategies used at primary and then at secondary to support transitions - secondary schools do not always have the same level of TA staffing as primary.
- Ensure staff use guide as their first 'go to' port of call.
- Similar strategies used at primary and then at secondary to support transitions - secondary schools do not always have the same access to support staff like primary schools do.
- Share successful strategies for individual students via a pupil profile.
- Establishing a culture of everyone working together to support students with SEND. Shared understanding that all teachers are responsible for ensuring learning is accessible.
- Consistent approaches across departments.

Scenario 7: How might you use the OAG to support conversations with parents?

- Good to share with parents to help them understand what they can expect without needing additional resources (e.g. EHCP, 1:1 support).
- To share expectations of level of support with parents and what that may look like dependent on their child's needs.
- Give parents potential support strategies they could use also.
- Using a person-centred tool.
- Show what provision is available and possible within mainstream.
- You could share the links for additional support with them for example for the Autism websites.
- To reassure parents that this is how children are supported.
- Share all the amazing stuff we do!
- Joined up approach for school and home.
- You could share the strategies during annual reviews.
- Show parents how provision is being put in place and how it links to the bigger picture of support.
- transparency between parents and school.
- New parents who have been told that 'we are the school for children with SEND'! Share what is OA at all schools!
- Share strategies during coffee mornings and drop in sessions.
- CAT worker talking to parents.
- share with parents what should be OA from schools, LAs and outside agencies.
- Sharing the links to resources with parents so they can support, and to discuss parents' role and how they can support.
- When it is embedded in school, then we can share it as part of our school offer and what their child can expect in the classroom. Also, include it as part of the SEND Policy.
- Help parents to see and understand needs of pupils, where they are not accepting of their needs.
- Help parents understand the graduated approach, what is reasonable expectations for support when to involve an outside agency. Discussions around co-production.
- Early Identification - Discussions with parents about their child's needs. where parents may not see the difficulties at home and to help them understand their needs.
- Need to consider how to make the OA accessible to parents with own needs or English not being their spoken language.

Scenario 8: How might you use the OAG to support discussions with the SEND Governor for your school?

- Use it to commission some spend for provision lacking in the school.
- It be used to structure our conversations, making sure we cover areas required and supporting the governor to understand what areas need to be cover.
- This would give them an overview of the different needs and how this might be presented in school. It gives them a better understanding and how they can support the SENCo moving forward.
- Support and justify the actions/decisions made to provide support for cyp.
- Identify training needs for both staff and feedback to wider governing body.
- Auditing tool for refence as to what 'should be delivered'. Also, reference tool for what should have been delivered prior to assessment.
- Very consistent approach across the city in all settings to refer to and understand.
- Empower and supports SENCO when working with SLT in schools.
- Holding the people/approaches to account for what should be delivered.
- Helpful to support the conversations around what's already in place in your school - audit of what is available and what isn't - feed into school improvement planning.
- Use it to support conversations around getting funding (especially if linking to school improvement).
- Centres around L & M - training for Governors and SEND is everyone's responsibility.
- Help focus the conversation on expectations from the LA and inform governors.
- OFSTED - keeping Governors on board and informed with a consistent message (and across the whole school). Document helps establish shared principles.