

What is Ordinarily Available Inclusive Provision?

Ordinarily Available Inclusive Provision describes the **inclusive provision and practice** that all Devon schools and settings should provide for **all children and young people**, including those with SEND, from within their own resources, to enable them to attend, engage and thrive in their setting.

The concept of OAIP is “a shift away from a narrow focus on learners’ special educational needs and special needs education as specific provision, towards extending and improving the quality of support for learning that is generally available to all learners”

European Agency for SEN and Inclusive Education



OAIP aims to:

- Embed the recommendations from the **Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan March 2023**.
- Ensure all young people in Devon, including those who may have special educational needs or disabilities, have the right support at the right time and in the right place to help them achieve, aspire and develop well, physically, mentally and academically alongside their friends and peers
Councillor Lois Samuel, the Council's Cabinet Member for SEND Improvement
- Support all children and young people with SEND to thrive in their school or setting.
- Ensure consistency in approach across schools and settings.



Ordinarily Available Inclusive Provision

Ordinarily Available Inclusive Education

- For all children and young people
- Simple adjustments and additions that teachers can make to their practice to enable positive learning environments for all students

Associated language:
Quality first teaching
Adaptive teaching
Universal Provision
Wave 1 support

Ordinarily Available Targeted Support

- May be on the SEND register
- Requires enhanced adaptations and support
- May receive time-specific, targeted interventions
- May require support or advice from external agencies

Associated language:
Additional to and different from interventions
Wave 2 support

Specialist Support

- Individualised and bespoke support
- Usually supported through EHCP
- Multi-agency support



Parents said
“Teachers know
my child and
they belong”.

Parents said, “I can
expect that those
supporting my child will
be open to adapting
things and that we do
that collectively.”

Predictability

Child-centred Communication Relationships

Curiosity **Flexibility**
Responsive Inclusive
Collaboration

Young people
said: Friendships
are as important
as the learning

Parents said “ the
school listens to
me as an expert
on my child”



Devon's Ordinarily Available Inclusive Education Framework



Background



Leadership and culture



Relational Practice



Teaching and learning



Learning environment



Assessment and planning



Staff knowledge, skills,
training and use of expertise



Attendance and belonging



Transitions



Working in partnership with
parents



Working in partnership with
children and young people