

Ordinarily Available Provision (OAP) Workshop 1 – Summary

What do we mean by Ordinarily Available Provision?

Based on the workshop discussions, participants defined OAP as:

- Provision that everyone can access regardless of need
- Minimum expected standards of inclusive practice and adaptive teaching available in all settings
- High quality support, resources, and provision for all pupils
- Not dependent on location, school type, or other factors - addressing the "postcode lottery"
- Beyond minimal compliance - going above basic requirements
- Available for everyone, not just something considered "additional to and different from"
- What young people, parents, and carers can expect as standard
- A foundation that comes before the graduated response - it's universal provision for every child

The key distinction made was that OAP is what should be ordinarily available for **all children**, not just those identified as having special educational needs.

Agreed Shared Principles and Language

Key Principles Identified:

1. **Universal Access:** OAP should be available to all children, regardless of need
2. **Consistency:** Same offer across all Cornwall schools - no postcode lottery
3. **Quality First Teaching:** High-quality teaching from qualified teachers as a non-negotiable
4. **Can-Do Attitude:** Especially important in the current climate
5. **Co-production:** Involving all stakeholders - schools, parents, carers, children, and young people
6. **Clarity and Explicitness:** Finding the balance between too much detail and bare minimum
7. **Realistic and Manageable:** Won't cost significantly more money; must be achievable
8. **Benefits All:** Provision that benefits all children, not just SEND pupils
9. **Foundation Before Graduated Response:** OAP comes before specialized interventions
10. **Shared Accountability:** Agreement across all agencies and services

Language Considerations:

- Discussion about whether to call it "Ordinarily Available Provision" or "Ordinarily Available Inclusive Practice"
- Need for shared vocabulary across the county
- Importance of making language accessible to all audiences

Boundaries of OAP vs Specialist Educational Provision

What is OAP (Universal for All):

- Access to a qualified teacher - not being left solely with teaching assistants
- Adaptive teaching and differentiation
- Visual supports in all classrooms for all learners
- Movement breaks and regulation opportunities built into the curriculum
- Access to sensory spaces (universal access)
- General equipment: wobble cushions, fidget tools available to anyone
- Low sensory classrooms with practical examples
- Quality first teaching

- Inclusive curriculum accessible to all
- Sense of belonging: policies, uniform, relational approach
- Environment and resource organisation
- Scaffolding in teaching and learning

What is Specialist Provision (Additional and Different):

- Individual sensory spaces that are for specific children only
- Bespoke interventions tailored to specific needs
- Detailed, personalized visual systems beyond universal visuals
- Access to specialist services (e.g., SALT, OT)
- One-to-one support beyond what's universally available

The Boundary:

The key distinction raised: Universal sensory space access vs. a dedicated sensory space for specific children. OAP provides access to regulation tools and spaces for all, while specialist provision might include an exclusive space or highly tailored resources.

Alignment to the Graduated Response

Key Points Raised:

- OAP is the foundation that comes BEFORE the graduated response
- The current graduated response already exists in statutory guidance, but it wasn't explicit enough about what schools should be doing universally
- The 2015 Code of Practice finding: It wasn't explicit enough, leading to variation in practice across schools
- OAP establishes what ALL children should receive BEFORE we move into:
 - Universal provision (OAP)
 - Then: Assess → Plan → Do → Review (graduated approach)
 - Then: SEN Support
 - Then: Education, Health and Care Plans (EHCPs)

Relationship:

OAP is not about replacing the graduated response but establishing a clear baseline of what should be universally available before targeted interventions begin. It ensures consistency in the starting point across all Cornwall schools.

Agreed Definition of OAP

While still being refined through the workshops, the emerging definition is: Ordinarily Available Provision is the universal, high-quality, inclusive teaching practice and provision that every child has a right to access in any Cornwall school, regardless of their needs, location, or school type. It represents the foundation of inclusive education that comes before any specialised or targeted interventions, ensuring consistency, equity, and a sense of belonging for all learners.

Agreed Design Principles

Principles for the OAP Framework:

1. Inclusive: Benefits all children, not just those with SEND
2. Universal: Available in every Cornwall school
3. Realistic: Manageable and achievable with current resources
4. Consistent: Same baseline expectations across the county
5. Explicit: Clear enough to guide practice but not overly prescriptive
6. Accessible: Easy to find (two-click rule) and use
7. Practical: Contains tangible examples of implementation
8. Evidence-based: Built on what's already working well in Cornwall schools
9. Regularly reviewed: Living document that evolves with needs (annually or biennially)

10. Co-constructed: Developed with input from all stakeholders

Audience Considerations:

The framework should serve multiple audiences:

- Parents and carers: To know what they can expect
- Educational practitioners: As guidance on what minimum expectations
- Pupils: To know what they can expect (predictability)
- Everyone: Transparency and shared understanding

Potential for different dimensions (different phases – Early Years – Further education) or versions for different audiences while maintaining one core framework.

Confirmed Scope of the OAP Guide

Coverage:

Age Range: Early Years through to Post-16

Phase-Specific Considerations:

- Needs to look different across phases (early years, primary, secondary, post-16)
- Examples should be phase-appropriate
- Transitions between phases highlighted as crucial

Areas to be Covered:

1. **Quality First Teaching**
 - Access to qualified teachers
 - Adaptive teaching
 - Differentiation
 - Scaffolding
2. **Environment**
 - Classroom organization
 - Low sensory options
 - Regulation spaces
 - Safe spaces
3. **Curriculum**
 - Accessibility for all
 - Inclusive design
4. **Relationships and Belonging**
 - Relational approach
 - Sense of belonging
 - Policies (e.g., uniform)
 - Voice of the child
5. **Resources and Equipment**
 - Technology access
 - Sensory tools
 - Visual supports
 - Movement aids
6. **Communication**
 - With parents and carers
 - Consistent language
 - Clear expectations
7. **External Services and Support**
 - Access to hubs
 - Directory of provision
 - KPIs for service response times
 - Essential training/meetings for SENCOs

8. Assessment and Progress

- How to measure success and impact
- Performance indicators
- Engagement measures

Format Considerations:

- Broken down by the four areas of SEND (Communication & Interaction, Cognition & Learning, Social Emotional & Mental Health, Sensory & Physical)
- Phase-specific sections
- Not just a document but potentially multiple dimensions (professional guidance, parent information, pupil-friendly version)

Common Inconsistencies and Pressure Points Identified

Inconsistencies:

1. Postcode Lottery: Significant variation in what's offered depending on which school a child attends
2. Technology Access: Some schools have iPads for all; others have very limited technology
3. Access to Teachers: Some children with high needs not consistently taught by qualified teachers
4. Service Access: Inconsistent knowledge of what services are available ("you don't know what you don't know")
5. No Definitive Directory: Lack of a comprehensive list of available provisions and services
6. Response Times: Inconsistent turnaround times from external services
7. Understanding of OAP: Different interpretations of what constitutes "ordinarily available" vs. "specialist"
8. Measuring Impact: Inconsistent approaches to measuring success, particularly for SEND provision
9. Transitions: Primary to secondary transition identified as a particular challenge
10. Communication: Varied quality of relationships and communication with parents/carers

Pressure Points:

1. Financial Constraints: Schools' budgets are very tight - any provision must be cost-effective
2. Resource Limitations: Balancing what should be provided against what's affordable
3. Reasonable Adjustments: What seems reasonable to one person may not to another - need for clarity
4. Secondary School Readiness: Tension between supporting Year 6 pupils and preparing them for secondary
5. Solo Practice: SENCOs in maintained schools can feel isolated without MAT support structures
6. Buy-In: Getting commitment from senior leaders, MAT CEOs, and all staff levels
7. Training and Dissemination: Ensuring all staff understand and implement OAP
8. One-Size-Fits-All Challenge: Making provision universal while recognizing individual needs
9. Compliance vs. Excellence: Moving beyond minimal compliance to genuine quality
10. Workload: Adding OAP expectations without overloading already stretched staff

Core Principles of OAP

Foundational Principles:

1. Every Child's Right: OAP represents what every child has a right to expect in education
2. Quality First Teaching is Non-Negotiable: All children deserve to be taught by qualified teachers
3. Universal Benefit: Strategies and provisions should benefit all learners, not just those with identified needs
4. Predictability and Consistency: Children, families, and staff should know what to expect
5. Sense of Belonging: Every child should feel valued, heard, and that they belong
6. Equity Over Equality: Same baseline offer across Cornwall, delivered appropriately for context
7. Proactive Not Reactive: Building provision in from the start rather than waiting for needs to emerge
8. Relationships Matter: Relational approach at the heart of inclusive practice
9. Curriculum Access: The curriculum should be accessible to all learners through inclusive design
10. Shared Responsibility: Whole-school approach with buy-in at all levels

Implementation Principles:

1. Evidence-Based: Built on existing good practice across Cornwall
2. Manageable: Must be realistic within current constraints
3. Explicit but Flexible: Clear expectations with room for context-appropriate delivery
4. Living Document: Regularly reviewed and updated
5. Co-Constructed: Developed with all stakeholders
6. Findable and Accessible: Easy to locate and use (two-click rule)
7. Accountability: Shared commitment and responsibility
8. Support for Implementation: Training, examples, and ongoing support
9. Measurable: Clear ways to assess impact and success
10. Linked to Wider Frameworks: Connects to teaching frameworks and other guidance

Next Steps (from Workshop 1)

1. Homework: Participants to audit what is already ordinarily available in their settings/MATs
2. Workshop 2: Map existing provisions by area of need and phase, identify gaps and duplications
3. Workshop 3: Draft framework based on stakeholder feedback, broken down by SEND areas and phases
4. Workshop 4: Conference format - wider consultation on first draft
5. Phase 2: Testing in settings
6. Phase 3: Refinement and rollout with implementation plan

The working party will continue to refine these definitions, principles, and scope throughout the workshop series.