Bradley Barton Primary School

Ordinarily Available Inclusive Provision (OAIP)

Working together to support every child to attend, engage and thrive

What is OAIP?

- Ordinarily Available Inclusive Provision (OAIP) describes the inclusive support all mainstream schools should provide for children, including those with SEND.
- It ensures children can access learning, feel included and make progress within school.
- OAIP is based on the principle: ‘helpful to all, harmful to none and crucial for some.’



What is OAIP?


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 recieve 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

The Graduated Approach



- We use the Assess, Plan, Do, Review cycle to identify and support needs.
- Support is regularly reviewed to ensure it is effective.
- Some children may receive targeted interventions or additional personalised provision.

Ordinarily available targeted framework



The Targeted Support Framework (TSF) sets out the expected targeted provision which should be made ordinarily available in mainstream schools and settings for children and young people who may have additional needs, including special educational needs.

The targeted support framework is structured around the four areas of need in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social Emotional and Mental Health and
- Sensory and Physical needs.

Communication & Interaction



For example-

- Visual timetables, now/next boards and communication aids.
- Clear and consistent language used by adults.
- Support for speech, language and social communication needs.
- Structured opportunities for interaction and turn-taking.
- Whole class sensory breaks
- A clear structure to the day and learning environment

Cognition & Learning



For example-

- Adapted learning tasks and scaffolded activities.
- Chunked instructions and repetition to support understanding.
- Use of practical resources and visual learning tools.
- Opportunities to develop independence and confidence.

Social, Emotional & Mental Health (SEMH)



For example-

- Support for emotional regulation and wellbeing.
- Trusted adults, check-ins and nurture approaches.
- Calm spaces and sensory regulation strategies.
- Restorative conversations and positive behaviour support.
- Clear and consistent routines.

Sensory & Physical Needs



For example-

- Movement breaks and sensory strategies available throughout the day.
- Consideration of noise, lighting and classroom environment.
- Adapted resources or seating where appropriate.
- Support to ensure children can access all areas of school life.
- Allow additional time.

Thank You

- Thank you for taking the time to learn more about OAIP at Bradley Barton Primary School.
- If you would like further information, please contact the school or speak to the SENDCo.

Support and resources for parents

OAIP
https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/#oaief

Targeted Framework
https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/targeted/

Cognition and Learning-
Spelling
https://www.devon.gov.uk/children-families-education/send-local-offer/types-of-send/cognition-and-learning/dyslexia/how-can-i-help-my-child-with-spelling/
Support for Dyslexia
https://www.devon.gov.uk/support-schools-settings/send/areas-of-need/cognition-and-learning/devon-spld/dyslexia-guides/emotional-support-for-dyslexic-students/
Pencil grips
https://childrenandfamilyhealthdevon.nhs.uk/resources/pencil-grips-tips-and-advice/
Co-ordination
https://edwebcontent.ed.ac.uk/sites/default/files/atoms/files/epic_dcd_parents.pdf

Communication and Interaction -
Speech and language
-https://speechandlanguage.org.uk/help-for-families/ages-and-stages/
https://www.afasic.org.uk/wp-content/uploads/2022/07/3._Speech_1.pdf
https://www.dldandme.co.uk/what-is-dld
https://stamma.org/get-help/parents/help-if-child-stammers?gad_source=1&gclid=EAIaIQobChMIzr-lg87ZiQMVpY5QBh1j_zJxEAAYASAAEgLe2_D_BwE
https://childrenandfamilyhealthdevon.nhs.uk/resources/selective-mutism-information-for-parents-and-carers/
OT
https://childrenandfamilyhealthdevon.nhs.uk/our-pathways/physical-and-sensory/occupational-therapy-workshops/
Autism
https://childrenandfamilyhealthdevon.nhs.uk/resources/autism-and-sensory-processing/
Sensory processing
https://cerebra.org.uk/wp-content/uploads/2020/04/sensory-processing-low-res.pdf

SEMH-
EBSA
https://www.devon.gov.uk/children-families-education/education/attendance-and-inclusion/ebsa/
Family hubs
https://www.devon.gov.uk/children-families-education/child-family-support/family-support/family-hubs/
School Nurse
https://www.devon.gov.uk/children-families-education/child-family-support/health/public-health-nursing-school-nursing/
ADHD
https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/adhd/

Sensory and Physical needs
Visually impaored
SEND vision impairment advice and guidance for parents
Vision impairments signposting guide
Re/Habilitation Officer for Visually Impaired Children Service (ROVICS)