

Greater Manchester (Stockport)

Ordinarily Available and Inclusive Provision

(GM OAIP) June 2025



Introduction

This document is based on the principles of inclusion and the understanding and belief that by establishing clear expectations, we can offer families and providers clarity, consistency and confidence in the support that should be **ordinarily available** in mainstream settings (DfE, 2023). By creating these expectations, we aim to outline the support that Local Authorities expect to be made available in all Greater Manchester (GM) mainstream schools **(including primary, secondary and post 16)** so that all learners consistently receive high quality, inclusive provision and support, based on need, not according to where they happen to live, or which school they attend. This Ordinarily Available Inclusive Provision document summarises a range of activities, opportunities and strategies considered to be basic good practice to meet a range of additional needs without the need for a formal diagnosis, specialist support or SEN Support. It is based on the belief that the vast majority of children will have their needs met through universal and mainstream services guided by an ethos of best practice and reasonable adjustments (Equality Act, 2010) (Teacher Standards, 2012 Section 5 and Early Careers Framework, 2019 Section 5). This document has been produced by local authorities in Greater Manchester and compliments the Greater Manchester's Ordinarily Available Provision for the Early Years document. It has been developed in collaboration with schools/settings, parents/carers, children and young people (CYP), Neurodiversity in Education (formerly Autism in Schools), Local Authority professionals, GMCA, health professionals and other specialists. It should be read in the context of the SEND Code of Practice (2015), The Equality Act (2010) and guidance from each Local Authority's Local Offer detailing their Graduated Approach to need. **While not an exhaustive list, this document presents a sample of best practice.** School leaders are best placed to consider their individual context and where aspects of this document feel aspirational, leaders should promote the best alternative, including considering which aspects may need to be developed and added to future planning, such as within their 4-year Accessibility Plan.

Expectations of all settings

This page outlines the broad expectations of the OAIP document.

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1) Partnerships

- 1a) The setting works in partnership with parents, carers and learners in decision making.
- 1b) An effective partnership with learners, parents and carers is evident through their participation in assessment and review processes.
- 1c) Effective partnerships with professionals.

2) Ethos and Culture

- 2a) The setting has a clear system for effective pastoral support, and an inclusive ethos and culture that is embedded and shared with stakeholders.
- 2b) The setting recognises, and responds to, the need for pastoral support for learners, bearing in mind a learner's social and emotional needs and other relevant contextual circumstances.
- 2c) Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are value.

4)

Assessment

- 4a) Regular monitoring of learner progress.
- 4b) Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.
- 4c) Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.

3) Environments – Physical and Sensory

- 3a) The physical environment is adapted to meet the needs of learners.
- 3b) Practitioners are aware of sensory processing, hearing and visual needs and issues that may impact on learners.

5) Curriculum, Teaching and Learning

- 5a) Settings should have a broad and balanced curriculum which promotes belonging, identity, confidence, and inclusion for learners, including school trips.
- 5b) The curriculum has been successfully adapted to meet the needs of all learners. It is ambitious and supports the development of skills and knowledge to ensure children and young people are ready for the next phase of their education.
- 5c) Practitioners are aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them. The delivery of curriculum is adapted and ensures access for all learners
- 5d) Practitioners ensure that learners have opportunities to work in different ways e.g. independently, in a variety of small groups, flexible groups and/or in pairs. Individualised and/or small group sessions.
- 5e) Practitioners ensure that collaborative learning and peer support is a feature of lessons and to implement best practice.

6) Communication

- 6a) Learners are supported to understand what is said (comprehension) within the school environment.
- 6b) Learners are supported to express thoughts and ideas (expressive language).
- 6c) Learners are supported to build social communication skills.

7) Staff and Training

- 7a) There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the current learners and workforce development in anticipation of future cohorts.
- 7b) All practitioners, including teaching assistants, make a positive contribution to learner progress.
- 7c) Staff collaborate and have effective links with other relevant outside agencies and specialists.

8) Transitions and Transfers

- 8a) Support is in place for routine and life transitions when required.
- 8b) Procedures are in place for ensuring smooth progression within settings, particularly during all transition phases, including on entry and exit.
- 8c) Procedures are in place for ensuring smooth progression between settings, particularly during all transition phases, e.g. primary to secondary and secondary to post-16.

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