

Using The OAG In Your School - Information for School Leaders

The Ordinarily Available Guidance (OAG) helps schools and education settings maintain high-quality, inclusive practice. It provides a clear, shared expectation of what we do every day to create inclusive classrooms and learning environments. It supports whole-school expectations for inclusive practice and day-to-day inclusive teaching and support, enabling staff to respond to children and young people's strengths and needs and to create welcoming learning environments that are inclusive, nurturing and ambitious for all.

Section One - Expectations for Inclusive Practice in All Settings

Section One sets out the whole-school expectations for inclusive practice that all education settings in Birmingham are expected to have in place for all children and young people, including those with SEND. The section is structured around 10 key principles that describe what strong, inclusive practice looks like across a setting.

Use Section One to:

- Reflect on what inclusive practice looks like across your setting
- Review how welcoming environments are created and maintained
- Consider how strengths, interests and potential are recognised and supported
- Support whole-school learning, development and induction
- Guide professional conversations in meetings and reviews

Leaders and governors can use the 10 key principles to reflect on what is working well and identify next steps.

Section Two - Support for the Four Broad Areas of Need

Section Two supports teachers and support staff with day-to-day inclusive practice. It is organised around the broad areas of need in the SEND Code of Practice and describes what we might see and what we can do to support learning and participation.

The strategies reflect ordinarily available provision within mainstream settings and can be used flexibly, recognising that children and young people may have needs across more than one area.

Use Section Two to:

- Support staff in recognising children's strengths and needs
- Respond to 'what we might see' with strategies to support learning and participation
- Guide professional conversations about teaching and support
- Strengthen collaboration with parent carers and partner professionals

Section Two supports day-to-day inclusive teaching and learning and helps staff respond confidently and consistently.