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# Foreword

We are pleased to introduce the Greater Manchester Ordinarily Available Inclusive Provision (GMOAIP - Tameside) document as a key part of our commitment to improving the experiences and outcomes of children and young people with SEND in Tameside.

This document reflects the values at the heart of our local SEND Strategy—particularly Priority 1: Enabling Inclusion in Education—and supports our ambition to ensure that every child and young person can thrive in a setting that understands and responds to their needs. It provides a clear, consistent framework for inclusive practice across Greater Manchester, helping schools and colleges to deliver high-quality support based on need, not diagnosis or postcode.

The GMOAIP - Tameside has been developed through strong regional collaboration and co-production with families, professionals, and young people. It aligns with our refreshed SEND Strategy, which sets out a bold and ambitious plan for transformation. We are determined to act with urgency, but also with care, compassion, and a shared belief in what is possible when we work together.

As we move forward, we are committed to building a culture of inclusion, transparency, and excellence. The GMOAIP - Tameside underpins the Tameside Graduated Response to Need (which was published in January 2026). Together these documents will support schools and colleges in embedding inclusive practice as part of everyday teaching and learning.

Together, we can ensure that every child and young person in Tameside and across Greater Manchester is supported to reach their full potential.



**Councillor Leanne Feeley**  
Executive Member for  
Children and Families,  
Tameside MBC



**Jill Colbert OBE**  
Director of  
Children's Services,  
Tameside MBC



# Introduction

We are delighted to share with you The Greater Manchester Ordinarily Available Inclusive Practice Toolkit for Tameside (GMOAIP - Tameside) — a practical, ambitious, and forward looking tool designed to strengthen inclusive practice and improve outcomes for children and young people across our region.

In line with the national SEND reform programme, which sets out five core principles—early identification and support, local provision, fair access to resources, effective evidence based practice, and shared accountability across partners—the Toolkit clearly articulates what should be ordinarily available in every mainstream school and college. This means ensuring that support does not depend on a formal diagnosis or specialist services, but instead reflects a universal commitment to timely, accessible, and inclusive provision for every learner.

The Toolkit sets out activities, strategies, and approaches that represent the foundation of good practice in meeting additional needs. It builds on the national aim to shift from a reactive, diagnosis led system to one that is preventative, inclusive, and centred on earlier intervention. The majority of children and young people can have their needs met within universal and mainstream settings, supported by reasonable adjustments grounded in statutory duties and professional standards.

This document has been developed collaboratively by local authorities across Greater Manchester, with contributions from education settings, parents and carers, children and young people, regional networks, health professionals, and specialist practitioners. This shared approach reflects the national priority for genuine partnership between education, health and care services, families, and the wider workforce. It should be read alongside the SEND Code of Practice, each Local Authority's Local Offer, and the relevant Graduated Response to need.

As part of our wider SEND improvement activity across Greater Manchester, Tameside is proud to adopt The Greater Manchester Ordinarily Available Inclusive Practice Toolkit. This directly supports Priority 1: Enabling Inclusion in Education from our updated SEND Strategy and aligns with the expectation that schools are properly resourced and empowered to meet common and predictable needs within their local communities, and the development of a reformed system for learners with SEND. The Toolkit also aligns with the forthcoming Tameside Graduated Response to Need, ensuring coherence with both regional and national frameworks.

By embedding the principles of the SEND reforms—Early, Local, Fair, Effective, and Shared—the Toolkit strengthens our collective commitment to building inclusive, ambitious, and equitable learning environments for all children and young people across Tameside and Greater Manchester.



Following the SEND Local Area Inspection in May 2025, Tameside has responded with energy, collaboration, and determination. Our refreshed SEND Strategy—co-produced with children and young people, families, education providers, the local authority, and NHS partners—sets out a clear and ambitious plan for transformation. At its heart is a commitment to early identification, effective support, and strong partnerships that make a lasting difference.

Our shared vision in Tameside, as outlined in the Children and Young People’s Plan 2023–2026, remains unchanged:

**“We want every child, young person and family to get the help and support they need to succeed as early as possible. Our vision is that children and young people with SEND have the opportunity to be the best they can be and to have choice and control over their support. We want to enable Tameside’s children and young people to have better education, health, and emotional wellbeing outcomes.”**

The GMOAIP - Tameside document supports this vision by providing a consistent framework for inclusive provision across Greater Manchester. Its implementation will be an expectation for all schools/colleges in the region, helping to ensure that every child and young person is supported to reach their full potential.



# Key Benefits of the GMOAIP - Tameside Document

## 1. A Consistent Inclusive Approach

- Establishes a unified strategy across Greater Manchester and Tameside.
- Ensures all children and young people access effective, high-quality support.

## 2. Meeting Diverse Needs

- Promotes a culture of inclusivity and responsiveness.
- Supports the majority of learners within mainstream settings to thrive.

## 3. Preparation for Adulthood

- Focuses on holistic development and lifelong learning.
- Equips learners with the skills and support needed for successful transitions.

## 4. Supporting Education Practitioners

- Provides clarity and confidence for staff in their inclusive practice.
- Offers a foundation for professional development and training.

This document is a vital step forward in creating a more inclusive and equitable education system. By embedding these expectations into our everyday practice, we can ensure that families, schools/

colleges, and services work together with clarity and consistency to meet the needs of all learners.

Together, through the adoption of this framework, we can support every child and young person in Tameside and Greater Manchester to realise their potential and achieve their aspirations.

This document should be used alongside the Tameside Graduated: [Welcome to Tameside's Graduated Approach - Tameside SEND Local Offer](#)

### Key contacts around OAIP are:

Erica Douglas Osborn (Principal EP)  
[erica.douglas-osborn@tameside.gov.uk](mailto:erica.douglas-osborn@tameside.gov.uk)

Catherine Thompson (Deputy Head of SEND)  
[catherine.thompson@tameside.gov.uk](mailto:catherine.thompson@tameside.gov.uk)

Sarah Gower Jones (Primary Improvement Consultant)  
[sarah.gowerjones@tameside.gov.uk](mailto:sarah.gowerjones@tameside.gov.uk)

Information can also be found on the Tameside SEND Local Offer: [Home - Tameside SEND Local Offer](#)





# Section 1

## Expectations of all settings

All educational settings are expected to meet the diverse needs of children and young people through inclusive, high-quality teaching. This includes:

- **Quality First Teaching (QFT):** The foundation of effective learning for all children or young peoples. It involves well-planned lessons, clear routines, and adaptive teaching that responds to individual needs.
- **Universal Strategies and Adaptations:** Many of the approaches used in QFT—such as visual supports, structured environments, and differentiated tasks—are especially helpful for learners with SEND, but they benefit all children or young peoples.
- **Proactive and Responsive Provision:** Staff should anticipate barriers to learning and make adjustments that enable every child and young person to access the curriculum and thrive.
- **Whole-Setting Responsibility:** Meeting the needs of children and young person with SEND is not just the role of specialist staff—it's a shared responsibility across the whole setting.

These practices are not just supportive for children and young people with special educational needs or disabilities—they enhance learning for everyone.



## Partnerships

Expectations of all settings		Strategies
1.1	The setting works in partnership with parents, carers and learners in decision making.	<ul style="list-style-type: none"> <li>• There is a focus on building and maintaining relationships between school/college, families and the wider community which are respectful, understanding, non-judgmental and supportive. Co-production is central to practice.</li> <li>• Families know who to talk to in settings about their child or young person and are aware of the range of communication channels available for sharing information about their child or young person.</li> <li>• Families are signposted to the local offer and local SEND parent/carers support agencies, where required. This is referenced on the school/college's website.</li> <li>• Families are aware of the progress of their child or young person as well as the support and any individually tailored interventions in place.</li> <li>• The family voice is considered through formal and informal events to seek views in relation to provision in the school/college e.g. learner and parent/carers surveys or coffee mornings.</li> <li>• Policies ensure consideration of family context and the range of children or young people that may have attachment difficulties e.g. adopted, previously CIN, cared for children.</li> </ul>
1.2	An effective partnership with learners, parents and carers is evident through their participation in assessment and review processes.	<ul style="list-style-type: none"> <li>• Learners are constructively helped to understand their own strengths and areas for development within their learning and to value their achievements, whatever their starting points.</li> <li>• All progress and successes are valued and celebrated.</li> <li>• Feedback is used to collaborate and plan with families, to ensure consistency between the home and setting.</li> </ul>
1.3	Effective partnerships with professionals.	<ul style="list-style-type: none"> <li>• Settings work with relevant professionals for information, advice, guidance and implementation, where appropriate.</li> </ul>



## Ethos and Culture

Expectations of all settings	Strategies
<p>2.1 The setting has a clear system for effective pastoral support, and an inclusive ethos and culture that is embedded and shared with stakeholders.</p>	<ul style="list-style-type: none"> <li>• Awareness and sensitivity of peers and staff towards difference is raised at a whole setting level.</li> <li>• Focussed work is planned for classes and groups regarding specific needs or conditions where necessary.</li> <li>• All staff need to know about and implement trauma informed practices and relationship-based approaches to behaviour.</li> <li>• Systems are in place which ensure pastoral/safeguarding/SEND/disadvantage leads work collaboratively.</li> <li>• Mechanisms or policies to support learners with attendance barriers are in place. Tameside Local Authority provide support and guidance to Families, Schools and young people through the Educational Psychology service and Tameside Specialist Outreach Service (TSOSS) Universal offer to settings. This support takes the form of online and in-person workshops, group action planning and systemic support.</li> <li>• Policies ensure reasonable adjustment duties have been considered before implementing disciplinary action. Behaviour policies consider reasonable adjustments, in compliance with Equalities Act.</li> <li>• An ethos to ensure staff maintain unconditional positive regard towards all learners, including those who may be under attaining in comparison with their peers.</li> <li>• <b>Awareness of Individual Health Care Plan (IHCP), including medical needs, physical access plan, intimate care plan, Personal Emergency Evacuation Plan and consider when event planning e.g. for trips, if appropriate.</b></li> </ul>



## Ethos and Culture

Expectations of all settings		Strategies
2.2	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.	<ul style="list-style-type: none"><li>• There is a calm and purposeful climate for learning where learners feel they belong, and their contributions are valued. Learners can identify an agreed safe space.</li><li>• Language used in the classroom and all areas of school/college demonstrates unconditional positive regard for learners (e.g. restorative approaches).</li><li>• Settings are emotionally friendly with the use of strategies to consistently promote good self-esteem and boost confidence in supporting behaviour and well-being.</li><li>• Personal, social, health and economic (PSHE) is used to develop wellbeing and resilience. Peer awareness and sensitivity towards difference (including additional needs) are raised at a whole school/college level to develop an inclusive and accessible culture. Work is done with classes and groups regarding specific needs or conditions as appropriate.</li><li>• There should be an awareness that some learners may be potentially more vulnerable to bullying and an appropriate level of support and monitoring is in place. Awareness that those who bully may also be vulnerable and require additional support.</li><li>• Ensure a range of adapted opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time.</li><li>• Monitor learners at breaks and introduce strategies to support peer interactions and consideration of adapted break activities e.g. access to the library.</li><li>• Awareness that all behaviour is a form of communication which may have triggers that can be identified and that this may have been triggered prior to school/college to a lesson earlier e.g. something at home.</li><li>• Avoidance of interrogation, lecturing or promoting shame as these are likely to reinforce the behaviour rather than reduce its likelihood. This may cause camouflaging/masking or learners internalising their needs and if done publicly may invite scapegoating by peers.</li></ul>



## Ethos and Culture

Expectations of all settings	Strategies
<p>2.2 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.</p>	<ul style="list-style-type: none"> <li>• Ensure a focus on what the learner should be doing not what they should not; helping the learner to substitute more acceptable, behaviours.</li> <li>• Model alternative strategies for expressing feelings and having needs met e.g. emotion coaching or zones of regulation, social interaction support and self-belief.</li> <li>• Consider the right intervention at the right time such as, the use of therapeutic stories, puppets and role play, relaxation techniques, growth mindset approaches, focusing on learning rather than outcomes, journalling, worry box, physical activity, team games and green/outdoor spaces to support.</li> <li>• Follow up any absence immediately, before it becomes entrenched, to communicate that the young person is held-in-mind and will be welcomed back.</li> <li>• <b>Regular home school/college contact when/if learner is not in school/college to maintain 'sense of belonging' with peers and school/college community, e.g. hospital stays.</b></li> <li>• Awareness of physical symptoms that are medically unexplained e.g. soiling, stomach pains. Keep a log and analyse patterns or trends to identify triggers. Liaison with school nurse, if appropriate. Some symptoms may be a sign of anxiety or distress.</li> <li>• Ensure opportunities for cooling off (if the learner is dysregulated) before any requests/commands are communicated. e.g. the use of a script, such as - You're obviously upset/angry. Do you need time to sit quietly?</li> <li>• Focus on reducing anxiety/stress and thereby behaviours.</li> <li>• Giving the learner positive attention proactively and regularly before dysregulation begins with distractions rather than consequences.</li> </ul>



## Ethos and Culture

Expectations of all settings		Strategies
2.2	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.	<ul style="list-style-type: none"> <li>• <a href="#">EEF Improving behaviour in schools Report</a></li> <li>• <a href="#">Improving social and emotional learning in primary schools EEF</a></li> <li>• Expectations for the whole school/college community, prompts for learners, staff and parents/carers being clearly visible throughout school/college e.g. with visual prompts.</li> <li>• Forward planning for off-site visits, which may include risk assessments, preliminary visits, transportation, key staff identification in line with the Equality Act.</li> </ul>
2.3	Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.	<ul style="list-style-type: none"> <li>• Trusted adults are used as a point of contact to maintain emotional stability for some learners when appropriate.</li> <li>• Positive and inclusive attitudes, beliefs, practices and culture is encouraged and developed, with staff modelling positive attitudes in the classroom, the wider school/college and society.</li> <li>• Family voice is regularly encouraged using different support systems and is considered and reflected in planning and adaptations, with the voice of the learner.</li> <li>• Opportunities are provided for learners to learn how to use specific tools, such as time-out cards.</li> <li>• A safe space is available for needs that may temporarily support learners e.g. upset due to bereavement.</li> <li>• Consider positive use of the learner's name e.g. "As X said ...".</li> <li>• Consider choice and time options to support learner – including change-of-face, would you like this to be now or later?</li> <li>• Support or check-ins to support motivation and momentum.</li> </ul>



## Physical and Sensory Environment

Expectations of all settings		Strategies
3.1	The physical environment is adapted to meet the needs of learners.	<ul style="list-style-type: none"><li>• The physical aspects of the building and individual learning spaces are accessible. The accessibility plan is on the school/college's website and outlines proactive planning to further improve accessibility and "reasonable adjustments" are made according to individual needs.</li><li>• Classrooms are well-organised and equipped with supportive resources.</li><li>• Environments are communication-friendly to include opportunities for everyone to talk, listen, understand and take part, to support learning and social and emotional development.</li><li>• Consider curriculum specific adaptations e.g. poor acoustics in a hall.</li><li>• The furniture is the appropriate size/height/type for all learners.</li><li>• Personal care facilities/resources ensure dignity, privacy, and safety for all learners.</li><li>• Extra-curricular activities and educational visits are planned to fully include all learners in line with the Equality Act (2010).</li><li>• Learners' views are routinely sought and are used to inform any planning for physical or sensory adaptations that they may require.</li><li>• Signage around the setting is clear and communicated with an accessible approach e.g. symbols, pictures, tactile/braille labels as advised; or bilingual if appropriate.</li><li>• Consider noise and busy social areas e.g. staggered lunches to reduce noise in canteens or staggered class departures to reduce congestion in corridors.</li><li>• Risk assessments and risk-management plan are in place when required.</li></ul>



## Physical and Sensory Environment

Expectations of all settings	Strategies
<p>3.2 Practitioners are aware of sensory processing, hearing and visual needs and issues that may impact on learners</p>	<ul style="list-style-type: none"> <li>• Consideration to the environment to create a calm learning environment e.g. noise levels, room temperature, proximity to other areas, smells, reduced visual clutter/glare, clear labels and contrast between furnishings or signage.</li> <li>• Any necessary hearing technology, or adjustments to the acoustic environment and classroom are in place.</li> <li>• Classroom seating for learners with visual/hearing impairments (or any degree of deafness) is considered: horse-shoe shaped seating arrangement is ideal for focus, visibility of each other, facial expressions and lip patterns to support with listening and attention.</li> <li>• Efforts are made to reduce noise; carpeting, soft furnishing, rubber feet on the bottom of table legs and chair legs, closed doors to the corridor, line toy boxes with soft wipeable fabric, turn off extraneous noise, including fans/ projectors not being used, and background music that is not being actively listened to for a purpose.</li> <li>• Staff are aware of lighting in the room e.g. use of natural light, glare from the board, where staff stand in relation to the light e.g. shadow on mouth for lip-reading. They consider reduction of glare and ensure areas are appropriately illuminated.</li> <li>• Staff ensure good quality print and photocopying is used to ensure clear visual information. They avoid use of glossy paper.</li> <li>• Displays are meaningful and visually accessible to reduce sensory overload.</li> <li>• Learners' sensory needs are known, and they are consulted about their seating arrangements and/or movement breaks.</li> <li>• Left and right-handed learners can use equipment comfortably.</li> </ul>



## Physical and Sensory Environment

Expectations of all settings		Strategies
3.2	Practitioners are aware of sensory processing, hearing and visual needs and issues that may impact on learners	<ul style="list-style-type: none"><li>• Learners who are prescribed glasses and/or hearing aids are encouraged to use aids that are likely to support access to school/college life.</li><li>• Consider access to subtitles or audio-visual material.</li><li>• Consider the use of pale backgrounds and accessible font styles on the whiteboard, avoiding italics or ornate scripts and capitals for whole text.</li><li>• Consideration of flexibility within the uniform policy linked to need.</li></ul>



## Assessment

Expectations of all settings		Strategies
4.1	Regular monitoring of learner progress.	<ul style="list-style-type: none"> <li>Learners' strengths and difficulties are observed, monitored and shared to inform planning and interventions.</li> <li>Formative assessment helps to identify the areas of need in consultation with the learner.</li> <li>Staff are aware of learners' starting points so that progress can be measured.</li> <li>Staff are supported to implement strategies, such as evidence-based interventions, following information gained from assessments.</li> </ul>
4.2	Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.	<ul style="list-style-type: none"> <li>A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners' holistic needs.</li> <li>Staff all know to routinely check with parents/carers about hearing and vision assessments at the start of any exploration of need.</li> <li>Learners have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets.</li> <li>The impact of interventions is routinely evaluated. Alternative approaches are explored to establish whether they result in better outcomes for the learners.</li> <li>Observations and language assessments (for learners with English as an additional language - EAL) are actioned to inform next steps.</li> <li>Feedback encourages the development of metacognitive approaches to teaching and learning so learners can reflect on which strategies have worked for them.</li> </ul>



## Assessment

Expectations of all settings		Strategies
4.3	Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.	<ul style="list-style-type: none"><li>• Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish a learner's normal way of working. Please refer to the relevant exam board guidelines. Arrangements could include: supervised rest breaks, use of a reader / scribe / laptop, extra time, prompts, smaller examination rooms.</li><li>• Adapted resources are used in assessments.</li><li>• The learner and their parents/carers are involved in planning for exam preparation.</li></ul>



## Curriculum, Teaching and Learning

Expectations of all settings	Strategies
<p>5.1 Settings should have a broad and balanced curriculum which promotes belonging, identity, confidence, and inclusion for learners, including school/college trips.</p> <p>The curriculum has 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.</p>	<ul style="list-style-type: none"><li>• The curriculum builds from previous years and prepares for the next phase of learning.</li><li>• Assessment data is used to inform next steps.</li><li>• Planning includes adaptations and reasonable adjustments to support the needs of learners.</li><li>• Adjustment, modifications, and adaptations of the curriculum, to enable all learners to fully access the curriculum and make progress.</li><li>• Whole school/college policies around curriculum areas e.g. Reading/Literacy Strategy considers how the curriculum delivery will be adapted to meet the needs of all learners.</li></ul>



## Curriculum, Teaching and Learning

Expectations of all settings		Strategies
5.2	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.	<ul style="list-style-type: none"><li>• Aspects of adaptive teaching are used according to learner needs e.g. visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards, photos and symbols), particularly during transitions.</li><li>• Staff ensure a clear structure to the day and plan for times of the day that may be more difficult.</li><li>• Tasks are broken down into small manageable steps. These steps are modelled explicitly.</li><li>• Backward chaining – chain parts of the task together (e.g. build the sequence at the last part of the task and working back so the child or young person experiences success and then gradually work back to increase more elements until they can do the entire task).</li><li>• The pace, order and variety of activities are planned to maintain interest and attention of all learners.</li><li>• Staff put in systems to support organisational difficulties e.g. with colour coded books or graphic organisers.</li><li>• Provide additional time to complete tasks, assignments, and communications, if required.</li><li>• Use of manipulatives e.g. CPA (Concrete, Pictorial, Abstract) models and images.</li><li>• Feedback is clearly identified as being key to learning.</li><li>• Consult with learners so they share their perspective.</li><li>• Appropriate support to fully access learning given to learners with English as an additional language.</li><li>• Awareness non-verbal communication (body language).</li><li>• Awareness of an appropriate tone of voice (calm, not too loud).</li></ul>



## Curriculum, Teaching and Learning

Expectations of all settings		Strategies
5.2	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.	<ul style="list-style-type: none"> <li>Strategies to support memory and reduce cognitive load are deployed e.g. task planners; success criteria with visuals; repetition and learner repeating instructions back; practise of recall opportunities; practising retrieval/overlearning; stop and share progress at intervals; mind-mapping; repeated learning to promote fluency and other adaptive teaching methods which consider cognitive load.</li> <li>Consider the use of adaptive teaching techniques – scaffolding, oral and hands-on activities and limiting copying from the board.</li> <li>Identify and celebrate strengths, small steps of success, effort, and participation, including celebrating success in other areas of their life.</li> <li>Emphasis on self-actualisation – activities designed to develop skills which will support independent learner behaviours.</li> <li>Establish learners' interests.</li> <li>Monitor and track to build understanding of any gaps or misconceptions.</li> <li>Have clear expectations regarding behaviours and a clear and consistent response to behaviours.</li> </ul>
5.3	Practitioners use adaptive teaching strategies and cater for different learning needs. Individualised and/or small group planning and programmes where required. Use of steps-to success/goals or similar, to promote independence, scaffold and support learners.	<ul style="list-style-type: none"> <li>Modelling is used to support understanding - gradual release of responsibility allows for guided practice before independent working.</li> <li>Visual/audio demonstrations and visual cues/audio commentary are used.</li> <li>Alternatives to written recordings are used routinely e.g. graphics, charts or tables.</li> <li>Tailor delivery styles according to the learner's needs.</li> <li>Teachers' handwriting on the board and in learners' books is clear and legible.</li> <li>Interactive whiteboard is used to effectively promote engagement and scaffold the lesson.</li> <li>IT is used to support learning where appropriate, e.g. the use of visualisers.</li> <li>Study skills are explicitly taught.</li> </ul>



## Curriculum, Teaching and Learning

Expectations of all settings		Strategies
5.3	Practitioners use adaptive teaching strategies and cater for different learning needs. Individualised and/or small group planning and programmes where required. Use of steps-to success/goals or similar, to promote independence, scaffold and support learners.	<ul style="list-style-type: none"> <li>• Homework is adapted appropriately for learners. Learners have access to homework clubs, or additional support with homework.</li> <li>• Use of timers so learners know the comfortable amount of time to focus.</li> <li>• Ask learners to repeat back what they are going to do, when appropriate.</li> <li>• Effective use of, and a range of, open-ended questions.</li> <li>• Access to positive communication role models.</li> <li>• Good listening rules are displayed, modelled, and regularly referred to, rephrasing pertinent comments made by other learners.</li> <li>• Use of high-picture books, e-books and audio books and a range of texts.</li> <li>• Consider techniques - storytelling, choice boards, real-life experiences, sentence starters/graphic-organisers, where appropriate.</li> <li>• Teaching includes multisensory methods and practical activities.</li> <li>• Metacognitive approaches support self-reflective learner behaviours</li> </ul>
5.4	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.	<ul style="list-style-type: none"> <li>• Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately adapted resources.</li> <li>• Seating plans and flexible groupings take account of individual needs and routinely provide opportunities for access to positive role-models, peer support, mixed-ability groups, structured opportunities for conversation and sharing of ideas to promote independent learning.</li> <li>• Use of additional adults is planned to maximise learning and independence.</li> </ul>





## Communication with all Learners

Expectations of all settings		Strategies
6.1	<p>Teaching is delivered with the use of language in either a verbal or written form, so it is essential that teaching staff are aware of the speech and language skills of their children or young peoples.</p> <p>It is estimated that in parts of Greater Manchester up to 34% have some degree of speech and language needs which will impact on their ability to learn but often these children or young people remain unidentified and unsupported.</p>	<ul style="list-style-type: none"> <li>• Staff have an awareness of each learner's communication abilities to enable the effective delivery of support and/or scaffold where required.</li> <li>• Understand that the profile for every child or young person is different and their needs may change over time.</li> <li>• Create a communication friendly environment which might include clear spoken modelling of the type of language they would want to hear; supporting learners to ask key questions to facilitate thinking and learning; extending and expanding on what learners say and introducing and explaining new words for learning and specific subject areas.</li> </ul>
6.2	<p>Learners are supported to understand what is said (comprehension) within the school/college environment.</p>	<ul style="list-style-type: none"> <li>• Staff ensure the language used is at an appropriate developmental level.</li> <li>• All staff to be aware of the expected language milestones for learners and how to use this to inform practice.</li> <li>• Use a learner's name first to engage their attention before talking to and giving an instruction. Give eye contact to support (if appropriate).</li> <li>• Provide clear and simple instructions, repeated, simplified and accompanied with visual cues.</li> <li>• Instructions are broken down into manageable chunks and shared in linear order.</li> </ul>



## Communication with all Learners

Expectations of all settings		Strategies
6.2	Learners are supported to understand what is said (comprehension) within the school/college environment.	<ul style="list-style-type: none"><li>• Allow time for the learner to process and respond and allow additional take-up time to process information, if required (10 second rule)</li><li>• Emphasise key words.</li><li>• Approaches and tools provide an additional method of communicating e.g. use of ICT, symbols, pictures, alternatives to written recording, e.g. verbal descriptions/drama.</li><li>• Use photographs and/or symbols to promote and support routines, for example: washing hands, getting ready for PE. (stage appropriate).</li><li>• Displays are used to support learning. Key messages and vocabulary are displayed with visuals - pre-taught and post-taught for new topics e.g. working walls, word walls or vocab mats and labels.</li><li>• Promote a speak-out culture, where learners are encouraged to say when they don't understand or to indicate in some discrete way that they need help (cards on desk).</li><li>• Provide clear strategies and expectations around listening/being prepared to learn; these are displayed, taught, modelled and regularly reinforced.</li><li>• Adapt delivery to include all learners in the learning process.</li><li>• Give detailed explanations and examples of jargon and technical language to aid learning. Using literal language (avoiding idioms, sarcasm, and figures of speech unless being taught within curriculum content).</li><li>• Use a structured approach for tasks and activities with a clear beginning middle and end.</li><li>• Use targeted questioning to confirm, consolidate, and deepen understanding</li><li>• Pre-teach new vocabulary.</li><li>• Use visuals and multisensory approaches to maximise learners' understanding of new ideas and concepts.</li><li>• For older learners, teach and encourage self-support strategies to help them to remember and follow instructions (e.g. chunking, visualisation, silent repetition, use of a written checklist).</li></ul>



## Communication with all Learners

Expectations of all settings	Strategies
6.3 Learners are supported to express thoughts and ideas (expressive language).	<ul style="list-style-type: none"><li>• Respond and indicate that you value all attempts at communication. Learners who are reluctant to contribute to discussions are supported to do so.</li><li>• When learners use single words, repeat and expand the sentence to model more sophisticated language. This point aims to the development of language (not cognitive) by increasing the range of language.</li><li>• Provide opportunities for communication throughout the school/college day in a range of lessons, including opportunities for discussion around books and narratives.</li><li>• Teach how to use formal and informal language in a variety of social situations and offer opportunities to practise their use.</li><li>• Teach and model the use of standard English.</li><li>• Model language positively through reflecting back correct speech rather than correcting it.</li><li>• Language is scaffolded and modelled to help learners develop the skills needed to articulate their views.</li><li>• Create lessons where learners do most of the talking to develop their ability to communicate.</li><li>• Choose texts to support the development of language and vocabulary.</li><li>• Non-verbal communication is taught and encouraged as a way for learners to express their thoughts, views, and feelings.</li><li>• Teach how to structure and transfer imaginative and creative ideas onto the page or to articulate them verbally.</li><li>• Use phonological awareness activities (e.g. this could include letter and sounds phase 1) to secure understanding of listening skills, oral blending, rhyme and alliteration.</li></ul>



## Communication with all Learners

Expectations of all settings		Strategies
6.4	Learners are supported to build social communication skills.	<ul style="list-style-type: none"><li>• Teach how to interact and respond in a variety of social situations.</li><li>• Use group work flexibly to encourage and promote social interaction and independence by providing opportunities to develop social skills (the ability to listen, speak, negotiate, take turns), for example: paired work, small groups, large groups.</li><li>• Create a safe space where relationships can develop, and communication skills built.</li></ul>



## Resources

Expectations of all settings		Strategies
7.1	Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support, is reviewed.	<ul style="list-style-type: none"> <li>All learners have easy access to resources that they require to support their learning, promote independence and reduce stigma.</li> <li>Adapted physical resources are available to promote independence e.g. different size balls in sport/physical education.</li> <li>Resources are available to ensure dignity, privacy, and safety for all learners.</li> </ul>
7.2	Specific resources and strategies are provided to overcome potential barriers to learning.  Increased use of ICT resources	<ul style="list-style-type: none"> <li>Concrete apparatus and adapted resources are available for those learners who require it.</li> <li>Assisted technology (that is up to date) is used to support and to promote independent learning e.g. iPad, laptop, Chrome book, text to speech or speech to text technology and voice recorders.</li> <li>Use of bilingual texts for learners, where suitable.</li> <li>Colour coded maps to support navigation e.g. different subjects in different colours.</li> <li>For curriculum access, e.g. work chairs, appropriate height or specialist seating, adjustable height tables, accessible kitchen, adapted cookery equipment, appropriate electronic technology for recording.</li> </ul>
7.3	Resources and guidance that would universally support many learners.	<p><b>Inclusive Practice Expectations</b></p> <ul style="list-style-type: none"> <li>All staff are expected to be fully inclusive, adapting the environment and curriculum through reasonable adjustments, including to the behaviour policy.</li> <li>High-quality teaching (HQT) strategies must be demonstrated, with adaptive teaching and resource adaptation as required.</li> <li>Curriculum planning, delivery, and resources should be adapted where needed, with targeted high-quality teaching and additional interventions to promote access and engagement.</li> </ul>



## Resources

Expectations of all settings		Strategies
7.3	Resources and guidance that would universally support many learners.	<p><b>Learning Environment</b></p> <ul style="list-style-type: none"><li>• Resources are clear, uncluttered, and labelled with both text and symbols/pictures.</li><li>• Print size and font are appropriate; solid-coloured or matt paper is used to reduce visual glare.</li><li>• Clear, predictable routines and strategic placement of resources support independence.</li><li>• Individual workstations are available when needed.</li><li>• Visual timetables and visual supports are consistently used to aid understanding and communication.</li></ul> <p><b>Teaching &amp; Learning Strategies</b></p> <ul style="list-style-type: none"><li>• Use of multi-sensory strategies (sight, touch, smell, hearing) and opportunities for overlearning through repetition.</li><li>• Pre-teaching and post-teaching of key concepts and vocabulary using multi-sensory approaches (e.g., rhymes, songs).</li><li>• Alternative methods of teaching, learning, and recording, including low-level assistive technology.</li><li>• Personalised strategies tailored to individual child or young persons' needs.</li><li>• Support for learning at an appropriate level, including scaffolding and differentiated resources.</li><li>• Cross-curricular focus on strengthening underlying skills: working memory, sequencing, decoding, reading comprehension, fluency, and numeracy.</li></ul>



## Resources

Expectations of all settings		Strategies
7.3	Resources and guidance that would universally support many learners.	<p><b>Resources &amp; Tools</b></p> <ul style="list-style-type: none"><li>• Access to a range of texts at different reading levels.</li><li>• Use of highlighters to identify key sounds, words, or answers.</li><li>• Availability of supportive resources such as:<ul style="list-style-type: none"><li>• Maths manipulatives, word banks, phonics mats, mnemonics, success criteria with visuals</li><li>• Overlays, graphic organisers, storyboards, mind maps</li><li>• Sloped boards, magnification tools, tablets, pencil grips</li><li>• Timetable squares, number lines, wobble cushions, fidget toys, sensory aids, ear defenders</li></ul></li></ul> <p><b>Behaviour &amp; Relational Approaches</b></p> <ul style="list-style-type: none"><li>• Use of relational approaches including:<ul style="list-style-type: none"><li>• Positive framing</li><li>• Clear, consistent boundaries</li><li>• Catching learners being good</li><li>• RIP (Repair, Invest, Protect) and PIP (Proximity, Interest, Praise)</li></ul></li></ul> <p><b>Assessment &amp; Evaluation</b></p> <ul style="list-style-type: none"><li>• Use of appropriate assessment and evaluation tools.</li><li>• Assessment cycles follow the plan-do-assess-review model.</li><li>• Access arrangements are robust and consistently considered.</li></ul>

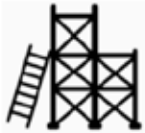



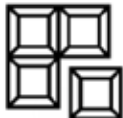


## Resources

Expectations of all settings		Strategies
7.3	Resources and guidance that would universally support many learners.	<b>Additional Support</b> <ul style="list-style-type: none"><li>• Assistance with recording or alternative methods of recording.</li><li>• Individual adult mediation at task start and regular check-ins.</li><li>• Individualised motivational strategies and mentoring.</li><li>• Organisational support such as weekly check-ins, meet and greets, and scaffolds.</li><li>• Adaptation of timetables to allow for pre- and post-teaching.</li><li>• Staff access to intervention-specific training.</li></ul>



**Use of evidence-based teaching practices as below:**

<p><b>Front Loading instructions</b></p>	<p>"Without talking, I'd like you to write down three things..."                  "By putting your hand up in the air, I'd like you to tell me..."                  "Without calling out, can anyone tell me..."                  "Without turning to your neighbour, get your purple pen out..."                  "I don't want to hear anyone calling out their answer as we start marking..."</p>	<p><b>Emotion Coaching and therapeutic language</b></p>	<p><b>Behaviours</b></p> <p>PACE-Playfulness, acceptance, curiosity and empathy                  Connection before correction                  Rupture and repair                  Not Time out, have time in</p> <p><b>Things you may say</b></p> <p>I wonder..... if Luke is feeling sleepy today.                  I can see you all seem anxious about this task...                  Sometimes when I've had a fall out with my friend I can be a little distracted and grumpy. Its ok, its natural.</p>
<p><b>Scaffolding</b></p>  <p><b>Scaffolding discussion</b></p> 	<p>'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required e.g. Writing frames, partially completed examples, knowledge organisers, essay prompts, bookmarks, structure strips, sentence starters can all be useful.</p> <p>Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising                  Using visual aids and concrete examples promotes discussion and links in learning.</p>	<p><b>Peer to Peer Support for learning</b></p> 	<p>Reciprocal peer tutoring, in which learners alternate between the role of tutor and tutee.</p>
<p><b>Show-me boards</b></p> 	<p>Set the question with a goal &amp; timeframe. Build in thinking time. Signal: '3-2-1 show-me' and ask students to hold up their boards as long as you need to scan and probe their responses.</p>	<p><b>Introduce new learning by chunking (cognition)</b></p> 	<p>Deliver concepts in 'bitesize' segments, so that pupils can concentrate for short bursts of time. Chunking the task will support pupils with SEND - this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.</p>



## Staff and Staff Training

Expectations of all settings		Strategies
8.1	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.	<ul style="list-style-type: none"> <li>• Senior leaders, including governors, demonstrate the highest aspirations for all learners.</li> <li>• There is a planned programme of ongoing CPD for the whole setting and individual teams and departments. This may be delivered by those with lived experience, if possible.</li> <li>• Effective planning informs training needs for future cohorts.</li> <li>• Whole school/college approaches are taken to support consistency.</li> </ul>
8.2	All staff, including teaching assistants, make a positive contribution to learner progress.	<ul style="list-style-type: none"> <li>• Additional adults are deployed proactively in the classroom and their impact on the learner is monitored carefully to ensure progress is supported. They are used to support independence rather than create dependence.</li> <li>• Planning between adults to ensures additional adults have a shared understanding of the objectives and desired outcomes of input and tasks they are supporting.</li> <li>• Strategies used in interventions are integrated into class teaching so that learners can sustain progress.</li> <li>• There is investment in staff training for all staff including induction programmes.</li> </ul>
8.3	Staff collaborate and have effective links with other relevant outside agencies and specialists.	<ul style="list-style-type: none"> <li>• Practitioners know when to refer for extra support or advice. The setting is aware of, and regularly communicates with, any other professionals who are involved with learners and develop a collaborative approach, e.g. education, health and social care.</li> <li>• Advice received from other professionals is communicated, implemented and used to inform teaching and learning.</li> <li>• Where specific decisions to involve outside agencies in casework are made; this will be in partnership with families.</li> </ul>



## Transitions and Transfer

Expectations of all settings	Strategies
<p>9.1 Support is in place for routine and life transitions when required.</p> <p>Transitions include, but are not limited to-</p> <ul style="list-style-type: none"> <li>• moving around t</li> <li>• preparing for weekends, the start of holidays and beginning of term;</li> <li>• moving from lesson to lesson;</li> <li>• changing from structured to unstructured times;</li> <li>• moving from break to lesson times;</li> <li>• moving from one activity to the next within a lesson;</li> <li>• changes of staff-permanent and temporary;</li> <li>• special events: visitors, visits, celebrations;</li> <li>• life events: birth of a sibling, change in parenting arrangements e.g. change in parents'/carers' relationship status, loss and bereavement or contact visits;</li> <li>• puberty.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are aware of those who will need additional support for all or most transitions and plan for these transitions.</li> <li>• Visual timetables/schedules are used, events are removed or ticked off when finished.</li> <li>• Where appropriate, timers are used to show learners how long they must work for/ how long they have to finish.</li> <li>• Plans are made for untimetabled events, such as alarms.</li> <li>• Additional preparation and nurturing approaches are in place for tricky transition times for learners, if required, which could include unstructured times and strategies to support, e.g. early lunch pass.</li> <li>• Staff positioned in key points, to support, at transitional times.</li> <li>• Appropriate visuals/signage are visible around school/college to indicate staff in different departments or pastoral staff.</li> <li>• Use of first, then, next... or Now (you are doing this) and Next (you are going to be doing that) boards.</li> </ul>



## Transitions and Transfer

Expectations of all settings		Strategies
9.2	Procedures are in place for ensuring smooth progression within settings, particularly during all transition phases, including on entry and exit.	<ul style="list-style-type: none"> <li>Information is actively sought and shared about learners to support successful transitions and manage change both within the school/college and beyond.</li> <li>Information is shared with parents and carers, other colleagues within the setting and receiving or previous settings as required.</li> <li>Practitioners are aware of learners who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/ classroom with a familiar trusted adult, creating social stories.</li> </ul>
9.3	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.	<ul style="list-style-type: none"> <li>The Gatsby Benchmarks (a framework of eight career guidance standards) are used to provide learners with the best possible careers education, information, advice and guidance. Settings consider transitions within their careers plans in meeting the Gatsby Benchmarks. Schools have a careers leader and careers governor to strategically plan for careers, including transitions to future destinations.</li> <li>Consider transitional support such as taster days, additional visits or inductions, photos of new setting and key staff, travel training, buddy from new settings, additional visits in summer holidays/ quieter times for vulnerable learners.</li> <li>Allow time to become familiar with environments.</li> <li>Opportunities for supporting transitional objects to bring to school/college.</li> <li>Best practice is shared within the school/colleges and with other settings, where suitable e.g. Year 6 to year 7 transitions.</li> <li>Schools use the GM Transitions Framework (Person-Centred Planning for Progression) to support transitions from keys stage 3 to 4 and key stages 4 to 5. This can be published on their website demonstrating their commitment to best practice aiming to foster inclusivity, equity, and individual growth for all learners.</li> </ul>



## Locality Resources and Support (Including health)

Further information about Tameside resources and support services can be found here:

Educational Support: Education - [Tameside SEND Local Offer](#)

Health Services: [Health & Wellbeing - Tameside SEND Local Offer](#)

Social Care: [Social Care - Tameside SEND Local Offer](#)



# Section 2

## Support beyond Ordinarily Available Inclusive Provision

According to Section 20 of the Children and Families Act (CAFA) 2014, a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision is defined as “educational provision that is additional to or different from that which is normally on offer to their peers of the same age” CAFA (Section 20:2014).

As such, if the expected level of ordinarily, inclusive provision is effectively in place within your setting and learners continue to have unmet needs and/or are making inadequate progress, despite high quality teaching targeted at their areas of need, the SENCO (or other professionals supporting them) will be able to work alongside teaching staff to provide information, advice and guidance on further additional support beyond what is ordinarily available for all learners. This may include a discussion about whether SEN support is required, as outlined in the Code of Practice (DfE/Department of Health - DoH, 2015).

A learner’s difficulties or disabilities may be related to a wide range of needs but will sit within the following four broad areas of need, as set out in the SEND Code of Practice (2015):

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and/or Physical needs.

If it is agreed that Special Educational Provision is required, this will be designed through the process of assessing the needs of a learner and then providing appropriate support to meet these needs. This system should follow four stages, often referred to as Assess, Plan, Do and Review (APDR) - the graduated approach – which covers all ages and stages of education from early years to post-16.

Communication with your setting’s SENCO (and/or other professionals who support them), will be able to guide you how to support children and young people’s needs beyond ordinarily available inclusive provision.



## Role of the SENCO (special educational needs coordinator)

All mainstream schools/colleges (including Academies and Free Schools) must have a qualified teacher designated as the SENCO.

The SENCO will work closely with staff, parents/carers and other appropriate professionals, to lead SEN provision across the school/college, including ensuring teachers deliver high quality provision to improve outcomes for learners with special educational needs (SEN). Key responsibilities of the SENCO are outlined in Section 6.90 of the Code of Practice (2015).

On 22 April 2024, the Department for Education amended the Special Educational Needs and Disability (SEND) regulations, and a new National Professional Qualification (NPQ) was introduced as the new mandatory qualification for SENCOs. A three-year window to complete the mandatory qualification upon taking up a SENCO post remains in place.

**The following information is to support in understanding the four broad areas of need, as set out in the SEND Code of Practice (2015).**

## Communication and Interaction

**This provision should be in addition to the expectations in section one which is for all children or young people.**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child or young person with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.



## Approaches and Strategies

Whole school/college awareness and understanding of communication and interaction needs.

Learners will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities.

Delivery of task may need to be adapted.

Aspects of structured pre or post teaching might be helpful.

Staff are skilled in adjusting the pace and order of activities to maintain interest and attention

## Resources, Advice and Consultation Available

- Tameside Graduated Approach: [Welcome to Tameside's Graduated Approach - Tameside SEND Local Offer](#)
- Education Psychology Team (EP): [Education Psychology Service - Information for Parents - Tameside MBC](#)
- Tameside Specialist Outreach Support Service (TSOSS): [Pupil Support Service - Tameside SEND Local Offer](#)
- Tameside Hearing Impaired Service: [Hearing Impairment - Tameside SEND Local Offer](#)
- Tameside Visual Impairment Service: [Children's Vision Impairment Team - Tameside MBC](#)
- Speech and Language Therapy Service (ISCAN SALT): [Integrated Service for Children with Additional Needs \(ISCAN\) :: Tameside Children and Young People](#); Resource library: [Speech and Language Therapy Resource Library :: Tameside Children and Young People](#)
- Child and Adolescent Mental Health Services (CAMHS): [Tameside and Glossop CAMHS :: Pennine Care NHS Foundation Trust](#)
- Multi Agency Assessment Team (MAAT – Autism Diagnosis Pathway): [Autism and ADHD Pathway - Tameside SEND Local Offer](#)





## Approaches and Strategies

Appropriate adaptations to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other learners.

Arrangements to support the use and delivery of approaches/materials for learners with Specific Learning Difficulties (SpLD) which may include multi-sensory teaching strategies, a focus on phonological awareness, motor skills programme

Effective use of IT equipment to support learning

TAs are trained and skilled in supporting learners with general and specific learning difficulties

## Resources, Advice and Consultation Available

- Tameside Graduated Approach: [Welcome to Tameside's Graduated Approach - Tameside SEND Local Offer](#)
- Education Psychology Team (EP): [Education Psychology Service - Information for Parents - Tameside MBC](#)
- Tameside Specialist Outreach Support Service (TSOSS): [Pupil Support Service - Tameside SEND Local Offer](#)
- Speech and Language Therapy Service (ISCAN SALT): [Integrated Service for Children with Additional Needs \(ISCAN\) :: Tameside Children and Young People](#); Resource library: [Speech and Language Therapy Resource Library :: Tameside Children and Young People](#)
- Child and Adolescent Mental Health Services (CAMHS): [Tameside and Glossop CAMHS :: Pennine Care NHS Foundation Trust](#)
- Ensure hearing and sight tests are up to date
- Use of Early Help Assessment: [Assessment - Tameside MBC](#)





## Approaches and Strategies

Settings should assess SEMH to help staff understand barriers to learning. Learning needs should also be reviewed using a school/college's own screening or assessment tools or external advice to ensure that any SEMH needs, or behavioural difficulties are not caused by an unmet learning need or communication difficulty.

Use of whole school/college approaches to promote wellbeing and resilience with an emphasis on attuned relationships, growth mindset and a solution focus where possible.

A behaviour policy underpinned by a clear ethos and values.

Use of Restorative Approaches to build, maintain and repair relationships.

Anti-bullying work.

Identification of key adult to build positive and trusting relationship.  
Use of social stories.

Small group or 1 to 1 work with ELSA / Learning Mentor or equivalent.

Support available for staff working with learners with SEMH via group or individual supervision or debrief sessions.

Emphasis on choice rather than control and "take up time" to respond to choose whenever possible.

Use of distraction techniques and giving responsibility.

## Resources, Advice and Consultation Available

- Tameside Graduated Approach: [Welcome to Tameside's Graduated Approach - Tameside SEND Local Offer](#)
- Emotionally Friendly Settings: [Home | Emotionally Friendly Settings](#)
- Use of Early Help Assessment: [Assessment - Tameside MBC](#)
- Consultation with the MASH (Multi Agency Safeguarding Hub)
- Education Psychology Team (EP): [Education Psychology Service - Information for Parents - Tameside MBC](#)
- Tameside Specialist Outreach Support Service (TSOSS): [Pupil Support Service - Tameside SEND Local Offer](#)
- Tameside Young People's Mental Health Support Team - [Tameside young people's mental health support team :: Pennine Care NHS Foundation Trust](#)
- Child and Adolescent Mental Health Services (CAMHS): [Tameside and Glossop CAMHS :: Pennine Care NHS Foundation Trust](#)
- Speech and Language Therapy Service (ISCAN SALT): [Integrated Service for Children with Additional Needs \(ISCAN\) :: Tameside Children and Young People](#); Resource library: [Speech and Language Therapy Resource Library :: Tameside Children and Young People](#)
- Barriers to Education - resource to support everyone working to reduce barriers to education: [Welcome to Barriers to Education](#)
- Schools Nursing Service: [School Nursing :: Tameside Children and Young People](#)
- Use of Early Help Assessment: [Assessment - Tameside MBC](#)



Approaches and Strategies	Resources, Advice and Consultation Available
<p>Explicitly teaching de-escalation and self-management strategies.</p> <p>Use of PSHE, Circle time and curriculum approaches to explicitly teach rules and routines, build self-esteem, and develop social and emotional skills to all learners.</p> <p>Use of Nurture Groups.</p> <p>Developing attachment aware strategies.</p> <p>Emotionally Based School Avoidance strategies considered and used as appropriate to support consistent full-time attendance.</p>	



## Sensory and/or Physical Needs

**This provision should be in addition to the expectations in section one which is for all children or young people.**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.



Approaches and Strategies	Resources, Advice and Consultation Available
<p>All staff are aware of individual learners' sensory/ physical disability and implications in all teaching and learning environments.</p> <p>Favourable seating arrangements are identified.</p> <p>Staff are aware that for some learners, a sensory or physical disability could impact on their language and social interaction.</p> <p>Staff should encourage learners to wear appropriate sensory equipment and use physical aids. Staff should ensure that all learners have understood all instructions.</p>	<ul style="list-style-type: none"> <li>• Tameside Graduated Approach: <a href="#">Welcome to Tameside's Graduated Approach - Tameside SEND Local Offer</a></li> <li>• Tameside Hearing Impaired Service: <a href="#">Hearing Impairment - Tameside SEND Local Offer</a></li> <li>• Tameside Visual Impairment Service: <a href="#">Children's Vision Impairment Team - Tameside MBC</a></li> <li>• Education Psychology Team (EP): <a href="#">Education Psychology Service - Information for Parents - Tameside MBC</a></li> <li>• Tameside Specialist Outreach Support Services (TSOSS): <a href="#">Pupil Support Service - Tameside SEND Local Offer</a></li> <li>• Portage: <a href="#">Tameside Portage Service - Tameside MBC</a></li> <li>• Occupational Therapy Service (ISCAN): <a href="#">Integrated Service for Children with Additional Needs (ISCAN) :: Tameside Children and Young People</a></li> <li>• Speech and Language Therapy Service (ISCAN SALT): <a href="#">Integrated Service for Children with Additional Needs (ISCAN) :: Tameside Children and Young People</a>; Resource library: <a href="#">Speech and Language Therapy Resource Library :: Tameside Children and Young People</a></li> <li>• Physiotherapy Service (ISCAN): <a href="#">Integrated Service for Children with Additional Needs (ISCAN) :: Tameside Children and Young People</a></li> <li>• Children with Disabilities Team (CWD): <a href="#">CWD - Tameside MBC</a></li> <li>• School Nursing Service: School Nursing :: <a href="#">Tameside Children and Young People</a></li> <li>• Multi Agency Assessment Team (MAAT – Autism Diagnosis Pathway) and ADHD Pathway: <a href="#">Autism and ADHD Pathway - Tameside SEND Local Offer</a></li> <li>• Use of Early Help Assessment: <a href="#">Assessment - Tameside MBC</a></li> </ul>



## Resources that support OAIP in Tameside

Name	Information	Link
EEF: The Five-a-day approach	Set of five core practices that can support all children or young people, including those with SEND.	<a href="#">educationendowmentfoundation-the-five-a-day-approach</a>
Metacognition	Explaining metacognition	<a href="#">What is metacognition and how can it help you? - BBC Bitesize</a>
Speech and Language UK	Information about creating a supportive communication-friendly environment	<a href="#">Creating a communication supportive environment</a>
EFF – Education Endowment Foundation	This guidance is applicable to primary and secondary school settings. It is hoped that most of the guidance will be useful for class teachers, while all should be relevant to senior leaders who are considering school behaviour policies and approaches	<a href="#">EEF Improving behaviour in schools Report</a> <a href="#">Improving social and emotional learning in primary schools EEF</a>



## Appendix 1: Glossary

Word or Acronym	Definition
Adaptive teaching	Adapting the delivery of the curriculum – both in the moment and through lesson design planning, prior to the lesson. (Teacher Standards, 2012 Section 5 and Early Career Framework, 2019 Section 5)
CIN	Children in Need
CPD	Continued professional development
CYP	Children and young people
EP	Educational Psychologist
Families	Reference to parents, carers and children and young people
Graduated approach	Increasing level of support given to learners if they are struggling with aspects of school/college and/or learning.
ICT	Information and communications technology
LA	Local authority
Learners	Children and young people learning within a setting.
Local offer	Each LA has their own local offer which aims to bring together useful information across education, health and social care within one website. You can find information, advice and guidance and a range of local service providers who support children and young people with <b>Special Educational Needs and Disabilities (SEND)</b> .



## Appendix 1: Glossary

Word or Acronym	Definition
OT	Occupational therapist
Provision	What is provided for a learner in the educational setting in terms of learning, environment and pastoral support.
PSHE	Personal, social, health and economic education
Reasonable adjustments	The legal obligation that schools/colleges must make to ensure that learners with additional needs are not at a disadvantage. (Equality Act 2010)
Scaffolding	Sometimes described as – I do. We do. You do. A way of modelling and learning a new concept or skills by teacher demonstration and gradual withdrawal of support as the learner gains confidence and skills.
Setting	School, college or educational provider
Quality First Teaching	A focus on high quality and inclusive teaching for every learner in a classroom.



## Appendix 2 - GMOAIP - Tameside Case Study of Inclusive Schooling



### Inclusive Education Case Study

Greater Manchester case studies from schools and colleges will be used to share excellent practice on a pan-GM level to help support a more consistent and supportive approach in inclusive education.

An individual approaches should be taken when completing each case study and educational settings should use this template to focus on areas that have been impactful to them.

<b>School/College Name</b>	
<b>Local Authority</b>	
<b>Please outline some of the measures your school/college has taken to become more inclusive.</b>	
<b>Please provide a short summary to share the impact of your school/college's inclusive approach. Impacts could include – changes to behaviour/relationship policies and procedures, including impacts of this on reduced suspensions and exclusions; improvements in attendance; SENDCO capacity changes, adapted curriculum, staff training or changes in whole school/college approaches to inclusive practice, children and young person voice (lived experience), parent or carer voice (lived experience), outcomes (including academic and holistic), shared leadership of SEN; individual stories (please anonymise)</b>	

<p><b>Has your school/college been part of the ND in Education programme (formerly Autism in Schools or PINS)?</b></p> <p><b>If so, how has this supported improved inclusive practice?</b></p>	
<p><b>Does your school/college use the Ordinarily Available and Inclusive Provision (OAIP) document?</b></p> <p><b>If so, how has this supported improved inclusive practice?</b></p>	
<p><b>Does your school/college adopt the GM Transitions Framework?</b></p> <p><b>If so, how has this supported improved inclusive practice?</b></p>	
<p><b>Is your school/college part of any other programme that supports inclusion?</b></p> <p><b>If so, how has this supported improved inclusive practice?</b></p>	
<p><b>Add any comments about how your local authority has supported your school/college with your inclusive practice.</b></p>	

## Appendix 3 - GMOAIP - Tameside Full audit Tool

The GMOAIP - Tameside Full Audit Tool (Appendix 3) is a comprehensive self-evaluation resource designed to support school/colleges and settings in reviewing their inclusive practice in line with the Ordinarily Available Inclusive Practice (OAIP) framework.

This Excel-based tool enables leaders, SENDCos, and staff to reflect systematically on the extent to which inclusive strategies are embedded across their provision. It is structured around key domains of inclusive practice, including:

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### 1) Partnerships

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

### 2) Ethos and Culture

- 2.1) The setting has a clear system for effective pastoral support, and an inclusive ethos and culture that is embedded and shared with stakeholders.
- 2.2) 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.
- 2.3) Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are value.

### 4)

#### Assessment

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

### 3) Environments – Physical and Sensory

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

### 5) Curriculum, Teaching and Learning

- 5.1) Settings should have a broad and balanced curriculum which promotes belonging, identity, confidence, and inclusion for learners, including school trips.
- 5.2) 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.
- 5.3) Practitioners use adaptive teaching strategies and cater for different learning needs. Individualised and/or small group planning and programmes where required. Use of steps-to success/goals or similar, to promote independence, scaffold and support learners.
- 5.4) 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.
- 5.5) Practitioners ensure that collaborative learning and peer support is a feature of lessons and to implement best practice.

### 6) Communication

- 6.1) Teaching is delivered with the use of language in either a verbal or written form, so it is essential that teaching staff are aware of the speech and language skills of their pupils.
- 6.2) Learners are supported to understand what is said (comprehension) within the school environment.
- 6.3) Learners are supported to express thoughts and ideas (expressive language).
- 6.4) Learners are supported to build social communication skills.

### 7) Resources

- 7.1) Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support, is reviewed.
- 7.2) Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of ICT resources.
- 7.3) Resources and guidance that would universally support many learners.

### 8) Staff and Training

- 8.1) 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.
- 8.2) All practitioners, including teaching assistants, make a positive contribution to learner progress.
- 8.3) Staff collaborate and have effective links with other relevant outside agencies and specialists.

### 9) Transitions and Transfers

- 9.1) Support is in place for routine and life transitions when required.
- 9.2) Procedures are in place for ensuring smooth progression within settings, particularly during all transition phases, including on entry and exit.
- 9.3) 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.