

# **Bury's Ordinarily Available Inclusive Provision for Early Years Providers**



## **Welcome**

**Presented by  
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# **Bury's Ordinarily Available Inclusive Provision for Early Years Providers**

This draft guidance is the 'Bury' version of Greater Manchester's (GM) Ordinarily Available Inclusive Provision for Early Years Providers.

This was developed by the Greater Manchester Combined Authority (GMCA) SEND Community of Practice group.

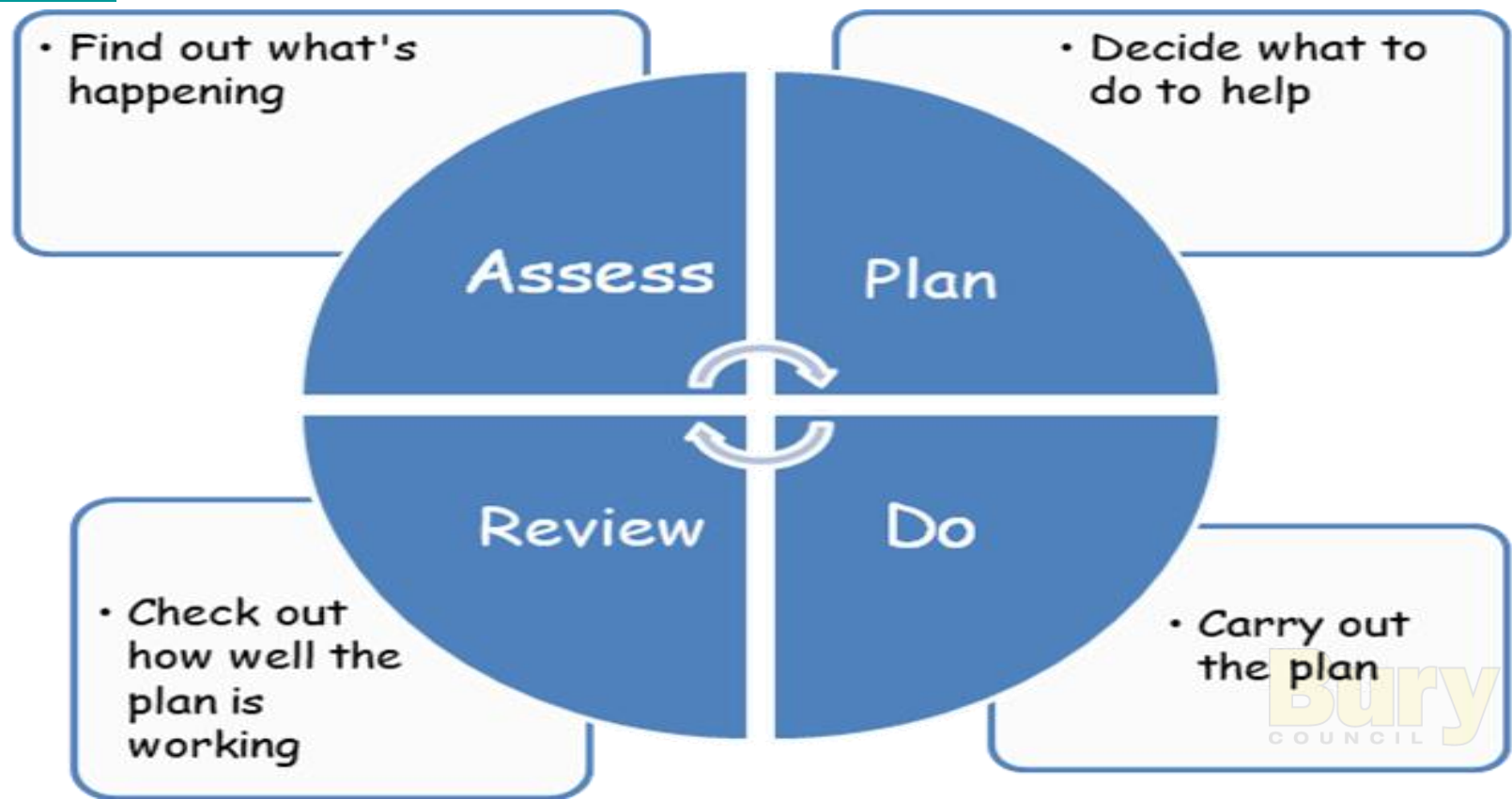
The group comprised of early years specialists from across the 10 GM localities

# What is Ordinarily Available Inclusive Provision?

- It is expected that most children will have their needs met by universal and mainstream services through an ethos of best practice and reasonable adjustments in line with the SEND Code of Practice (DfE Jan 2015: para 6:15)
- The Ordinarily Available Inclusive Provision document describes what is available as part of basic good practice in the setting. The overarching approach is one of inclusion: a good Early Years practitioner teaches a child from wherever they are on their developmental journey, and this includes those who may have additional needs.
- The range of activities, opportunities and strategies that are offered as basic good practice to meet a range of additional needs without the need for a formal diagnosis or specialist support.
- 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that ordinarily available to pupils of the same age.' (SEND Code of Practice, 2015)

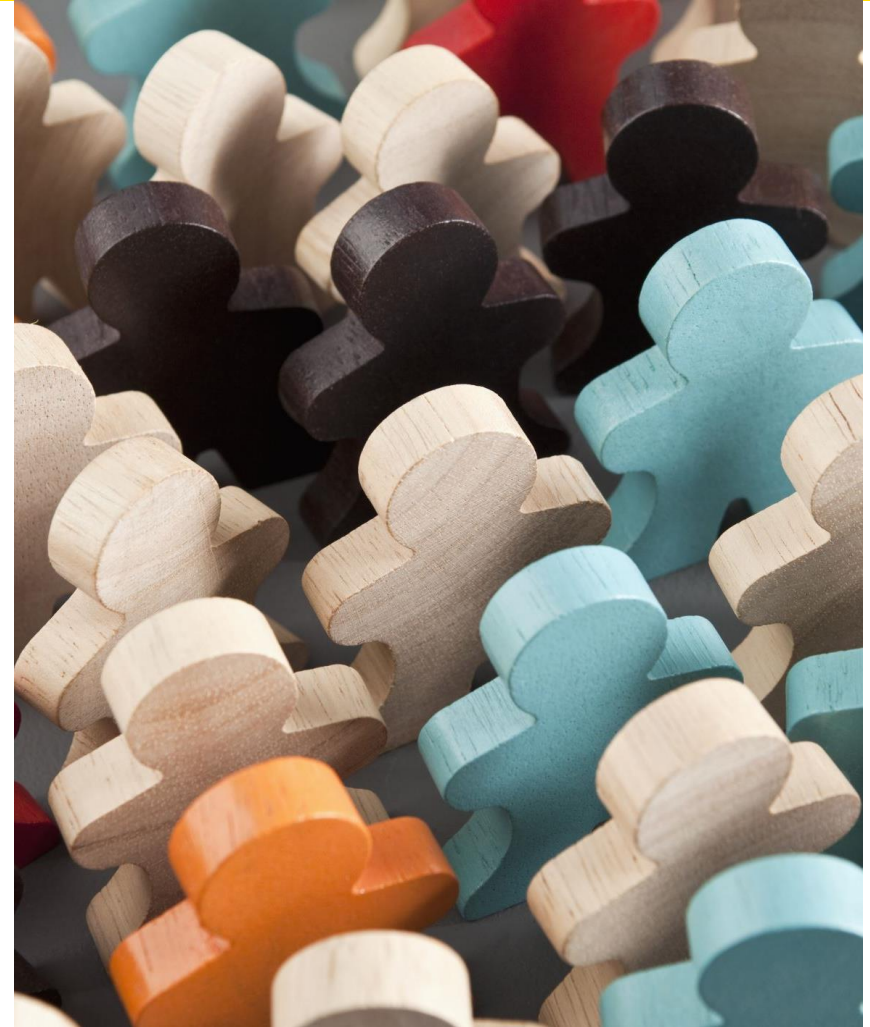
# How does it fit with Bury's EY Graduated Approach?

- OAIP will sit within the UNIVERSAL section of Bury's EY Graduated Approach – it can be used with all children in your setting
- [Bury's EY Graduated Approach](#) can be found on the [Local Offer](#)



# Implementation and how it can be used in practice.

- This is a soft launch of the draft guidance document
- **Who should be using it?** Early Years practitioners in settings
- **How should they be using it?** As an Assess, Plan, Do, Review, reference document for supporting planning and next steps for individual children



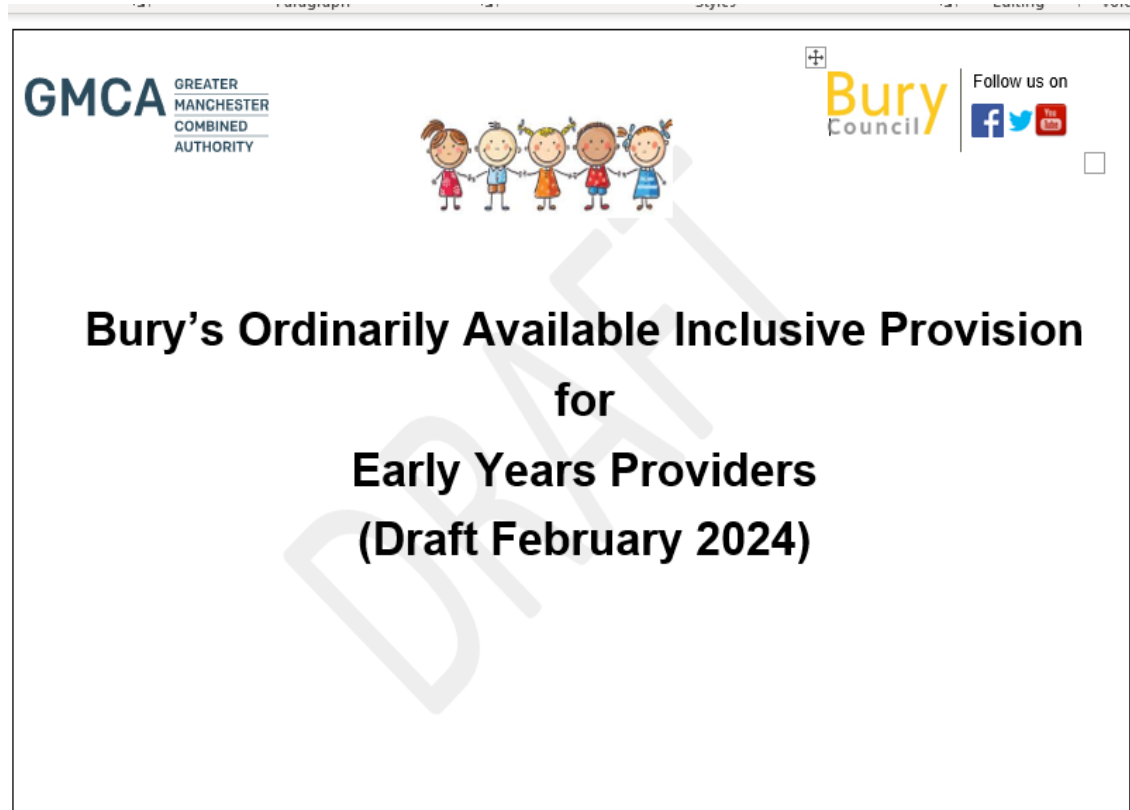
# IMPACT - on child outcomes and practice across the setting



- The draft guidance provides standardised minimum expectations across the EY sector – addressing inconsistencies in inclusive practice across settings.
- It's a consistent reference tool and resource bank for all practitioners e.g. national and local resources and links
- There are links to resources that can be shared to enhance the Home Learning Environment (HLE) e.g. Tiny Happy People.

# Take a look....

- Introduction section
  - Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health
  - Physical/Sensory
- 
- All settings will receive an electronic copy via email.
  - Please provide feedback using the link below  
<https://forms.gle/33g3ik2NBRQbJhMc7>





# Ordinarily Available Inclusive Provision Hoyle Nursery

Hoyle Nursery School is Bury's only Maintained Nursery School. This means that we are funded by the Local Authority, and we have Ofsted Inspections following the Framework for Primary Schools.





# Ordinarily Available Inclusive Provision Hoyle Nursery



Ordinarily Available  
Inclusive Provision to  
us means Inclusion  
and having Inclusive  
Practice.

# Ordinarily Available Inclusive Provision Hoyle Nursery



- **Assess** – When children are due to start at Hoyle, we visit them in their home and speak with parents. If they are already in a setting, we arrange a visit. We then complete a One Page Profile which includes information such as:
  - What is important to me
  - What makes me happy
  - What makes me sad
  - Who is important to me in my home?
  - How do I like to be supported?
  - Are there any concerns or anything else that we may need to know?

# Ordinarily Available Inclusive Provision

## Hoyle Nursery



- **Plan** – When a child is not making expected progress, staff quickly identify areas of need and make adaptations to practice. This could be small group work or some 1:1 support. An example of this could be building attention, turn taking, learning new play skills, using simple language. This will then be recorded on an individual development and learning plan (IDLP). We meet with parents to share this plan and support them with how they can implement this at home. We use SMART targets which are achievable, and we review these plans every 6 weeks (half termly).



# Ordinarily Available Inclusive Provision Hoyle Nursery

- **Do** – Once the IDLP is in place, the child's key person will be responsible for ensuring they spend time with the child/ren on a daily basis. Most of the targets / strategies that we set can be delivered within provision and do not normally require any additional resources. If a quiet space is required staff will adapt provision. The SENDCO will meet regularly with all key staff to ensure that interventions are delivered effectively, and the child is making progress. If further support is needed the SENDCO will offer advice.



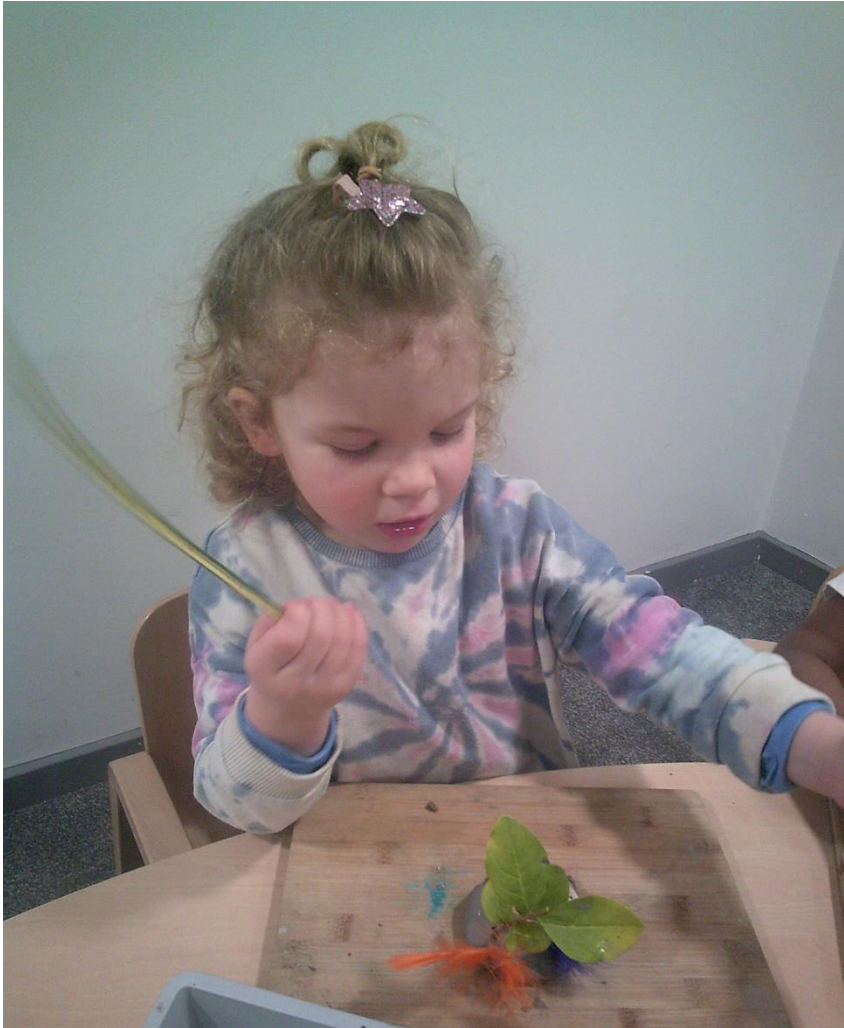
# Ordinarily Available Inclusive Provision

## Hoyle Nursery



- **Review** – After 6 weeks we will review the child's progress and decide whether new targets need setting or whether the child has made progress. Parents are invited to the review to share progress from home and discuss next steps. Together we will agree whether to continue intervention or come off.

# Ordinarily Available Inclusive Provision Hoyle Nursery



Any  
questions?



# Ordinarily Available Inclusive Provision Tiddlywinks Nursery-Walmersley





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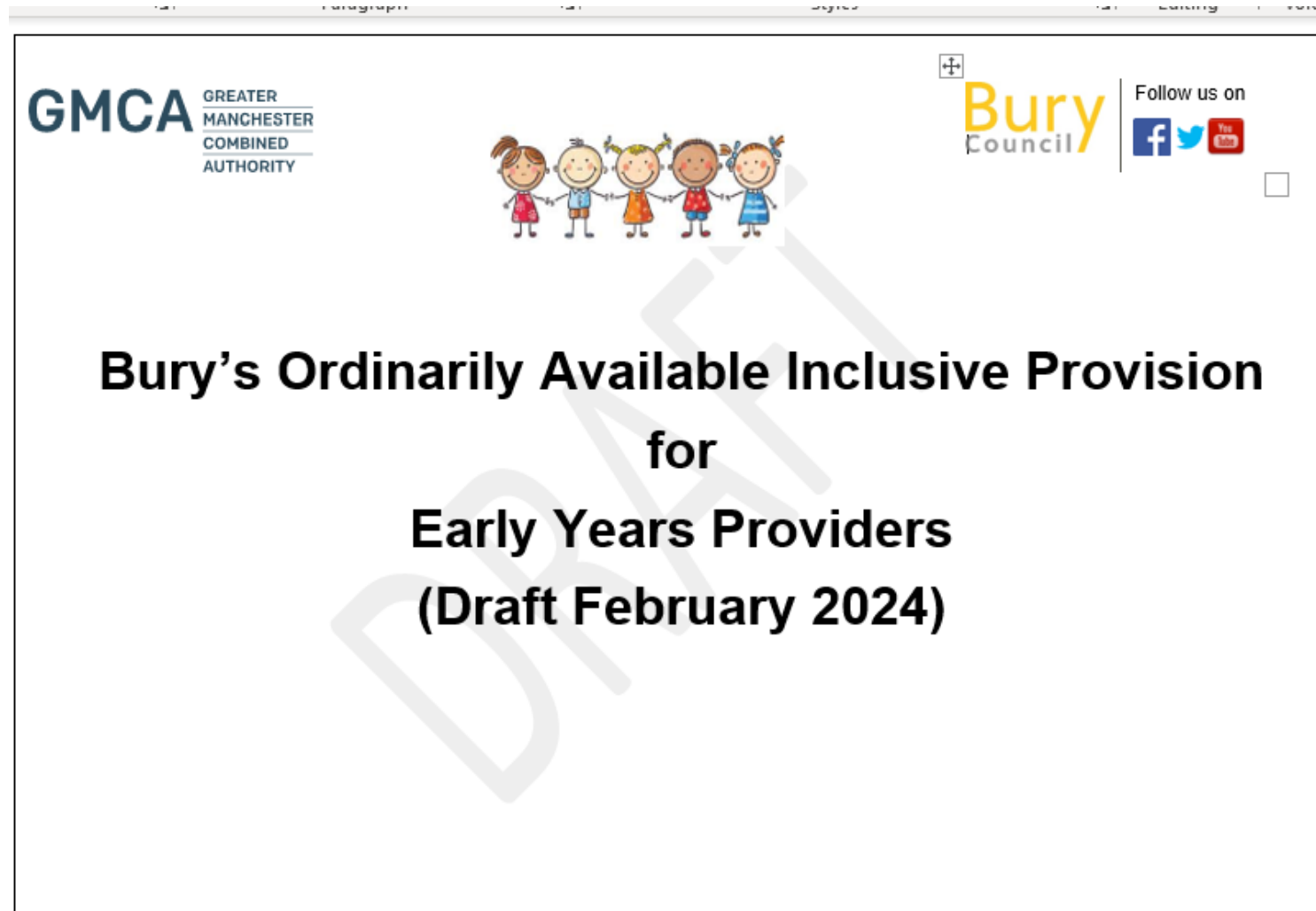


# Ordinarily Available Inclusive Provision Tiddlywinks Nursery- Walmersley



Any  
questions?

# Initial Thoughts



# Any Questions?

Please email us at:

[EY.SEN@bury.gov.uk](mailto:EY.SEN@bury.gov.uk)





# Thank you for listening

