

**Greater Manchester Ordinarily Available and Inclusive Provision Audit Tool**

**(Section 1 - Expectations of All Settings)**

**This document is also available in Microsoft Excel format, with individual sections broken down into more detail.**

**Instructions:**

* Use this tool to assess how well your setting meets the expectations outlined in Section 1.
* Review the summary of strategies for each area before completing the scoring.
* Use the scoring system outlined below.
* Provide evidence and actions for improvement where needed.
* You will find nine sections –

1 Partnerships

2 Ethos and Culture

3 Physical and Sensory Environments

4 Assessment

5 Curriculum, Teaching and Learning

6 Communications is all learners

7 Resources

8 Staff and Staff Training

9 Transitions and Transfer

**Audit Scoring System**

Each item in the checklist can be scored on a scale from 0 to 3, where:

* 0 = Not Evident: The criterion is not met at all.
* 1 = Partially Evident: The criterion is somewhat met but with significant gaps.
* 2 = Mostly Evident: The criterion is largely met with minor gaps.
* 3 = Fully Evident: The criterion is completely met with no gaps.

1. **Partnerships**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summary of Expectation** | **Score (0-3)** | **What we do in our school?**  **Specific examples of practice** | **What impact does this have?**  **How do we know?** | **Areas/actions for further development** |
| 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. |  |  |  |  |
| **Total Score out of 9** |  |  |  |  |

**2) Ethos and Culture**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary of Expectation** | | **Score (0-3)** | **What we do in our school?**  **Specific examples of practice** | **What impact does this have?**  **How do we know?** | **Areas/actions for further development** |
| 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 valued. |  | |  |  |  |
| **Total Score out of 9** |  | |  |  |  |

**3) Physical and Sensory Environment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summary of Expectation** | **Score (0-3)** | **What we do in our school?**  **Specific examples of practice** | **What impact does this have?**  **How do we know?** | **Areas/actions for further development** |
| 3.1) The physical environment is adapted to meet the needs of learners. |  |  |  |  |
| 3.2) Practitioners are aware of sensory/hearing/visual and sensory processing needs and issues that may impact on learners. |  |  |  |  |
| **Total Score out of 6** |  |  |  |  |

**4) Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary of Expectation** | | **Score (0-3)** | **What we do in our school?**  **Specific examples of practice** | **What impact does this have?**  **How do we know?** | **Areas/actions for further development** |
| 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. |  | |  |  |  |
| **Total Score out of 9** |  | |  |  |  |

**5) Curriculum, Teaching, and Learning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary of Expectation** | | **Score (0-3)** | **What we do in our school?**  **Specific examples of practice** | **What impact does this have?**  **How do we know?** | **Areas/actions for further development** |
| 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. |  | |  |  |  |
| **Total Score out of 15** |  | |  |  |  |

**6) Communication with All Learners**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary of Expectation** | | **Score (0-3)** | **What we do in our school?**  **Specific examples of practice** | **What impact does this have?**  **How do we know?** | **Areas/actions for further development** |
| 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. |  | |  |  |  |
| **Total Score out of 12** |  | |  |  |  |

**7) Resources**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary of Expectation** | | **Score (0-3)** | **What we do in our school?**  **Specific examples of practice** | **What impact does this have?**  **How do we know?** | **Areas/actions for further development** |
| 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. |  | |  |  |  |
| **Total Score out of 9** |  | |  |  |  |

**8) Staff and Staff Training**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary of Expectation** | | **Score (0-3)** | **What we do in our school?**  **Specific examples of practice** | **What impact does this have?**  **How do we know?** | **Areas/actions for further development** |
| 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. |  | |  |  |  |
| **Total Score out of 9** |  | |  |  |  |

**9) Transitions and Transfer**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary of Expectation** | | **Score (0-3)** | **What we do in our school?**  **Specific examples of practice** | **What impact does this have?**  **How do we know?** | **Areas/actions for further development** |
| 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. |  | |  |  |  |
| **Total Score out of 9** |  | |  |  |  |

**Scoring Summary**

**Total Possible Score: 87**  
(Adjust if sections contain more/less items)

**Score Interpretation:**

* **80-87**: Excellent - Fully compliant with OAIP guidelines.
* **61-79**: Good - Mostly compliant with minor gaps.
* **41-60**: Satisfactory - Partially compliant with significant gaps.
* **0-40**: Needs Improvement - Not compliant with major gaps.

**Summary and Next Steps**

|  |  |
| --- | --- |
| Total Score: \_\_\_\_ / 87 |  |
| Strengths Identified: |  |
| Areas for Improvement: |  |

**Action Plan**

**Improvement Priorities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identified Issue** | **Action Required** | **Responsible Person(s)** | **Deadline** | **Progress Notes** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Review and Monitoring**

* Progress will be reviewed on **(insert date)**.
* Responsible staff will report on actions taken and improvements made.
* Any outstanding actions will be revised with new deadlines.

**Impacts at Review**

|  |  |
| --- | --- |
| **Impacts of OAIP** | **Evidence (e.g. case studies, praise systems, SENCO referral reduction, exclusions, attendance, staff confidence/training)** |
|  |  |
|  |  |
|  |  |
|  |  |

**Final Notes**

* This action plan should be revisited regularly to ensure continuous improvement.
* Collaboration with staff, parents, and external professionals is key to success.
* Document and share updates with key stakeholders as necessary.