

GM OAIP Case Studies

The three schools below are based in Wigan and have implemented the GM OAAIP and demonstrate considerable impacts.

Marsh Green Primary School - [Marsh Green Primary School](#)

THEN: 39% SEND and high level of deprivation.

NOW: The same

THEN: Isolated HLN SEND.

NOW: Majority 100% within mainstream class. Those who are not 100% in class have clear plans with staggered stages to increase time in class or a move to a specialist setting.

THEN: Declining data results on both attainment and progress. Unclear tracking and monitoring.

NOW: The cohorts which started their school journey under this new approach have 100% SEND children making progress with 90-95% making accelerated progress.

Upper school cohorts that have experience of the old system and new have increased progress measures to reach 91-96% good progress.

THEN: Firefighting mode. Increasing red zone behaviour with 57 children needing rapid response from SLT.

NOW: Reduced to 10.

THEN: Budget delving deeper into deficit.

NOW: Healthier budget and happier Business Manager!

Key Take Aways

- Inclusive Education based on the **Social Inclusive Model**
- The How = **Environment + Expectations**
- All mainstream schools **physically equipped** with low stimulus alternative spaces for SEND pupils to access in timely portions of the day
- All SEND children access a school within their local community. To have a **breadth of parental choice on their doorstep, in turn, increasing**

proportionate balance of children with SEND and those that access the Universal offer within all schools.

- **PROGRESS** rather than attainment scores as the **FOCUS** of quality assurance and impact measures

Mabs Cross Primary school - [Mab's Cross Primary School - Home](#)

Mab's Cross Primary School is a large primary in the heart of Wigan with 480 pupils and are experiencing significant changes in the profile of SEND;

- Main area of need is now autism.
- We are seeing a huge increase in the number of children presenting with more severe needs.

Other contextual information:

- High number of EAL (22 languages)
- Mixed socioeconomic backgrounds.

Previous Experience

I have worked at Mab's Cross for the past year.

Before this, I worked in another Wigan school where I served as Deputy Headteacher and SENCO for 14 years.



Our conversations shifted from focusing on problems to highlighting proactive solutions and interventions already implemented .

Implementing GM Ordinarily Available Inclusive Practice

SEND as Top Priority

SEND is priority 1 on our School Development Plan, demonstrating our commitment to inclusion and bringing it to the forefront of everybody's role.

Whole-School Audit

Staff have conducted comprehensive audits of current provision using section 1 of the GMOAIP document to establish our baseline.

Consistent Approach

Individual Education Plans (IEPs) now use consistent language from the framework, creating coherence across all year groups.

Leadership Embedding

Subject and Phase leaders have integrated SEND focus into their action plans, using the GMOAIP document to ensure high quality provision in all areas of school.

Our implementation strategy centres on making the GMOAIP document a part of daily practice rather than a shelf document. We've invested in targeted CPD focused specifically on our main areas of need, particularly autism and sensory processing.

Initial Impact



Empowered conversations: Staff confidently initiate SEND discussions with parents about adaptations and support.



Reflective practice: Teachers report during appraisals, their reviewed classroom provision using the GMOAIP framework to impact all children.



Cross-curricular adaptations: Subject leaders can show how the GMOAIP document has been used to adapt their curriculum area.



Proactive teaching assistants: Support staff independently implement ideas from GMOAIP in daily practice.

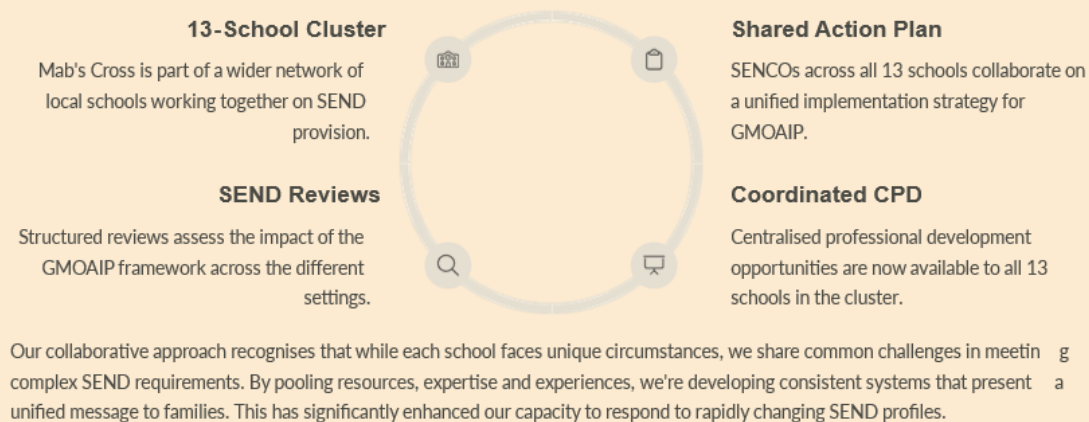


Professional development: Staff actively pursue research-based strategies beyond formal CPD sessions from things they have read in GMOAIP.



Enhanced SENCO capacity: Distributed responsibility allows more strategic leadership focus.

Collaborative Approach: IMPACTS cluster



Outwood Academy - [Outwood Academy Hindley](#)



- Outwood Academy Hindley ranks 2nd for drug misuse and 3rd for alcohol misuse in the borough.
- It has the highest rate of looked after children.
- It ranks 3rd for public order offences and violence . These factors contribute to the high number of SEMH pupils
- The school is in the 80th percentile for deprivation and has above-average SEND numbers.

(Wigan Council-Healthier Wigan-service delivery footprint)

What we noticed

- SEND progress and attainment was identified as an area for development
- SEND and non-SEND books appeared to be very similar. Little evidence of “different from and in addition to”.
- SEND behaviour referrals were disproportionate
- Reading ages have dropped since COVID. Pupils were finding the curriculum more challenging.
- SEND parents felt disconnected from the school.

Following the implementation of the GM OAIP -

SEND Sanctions are significantly smaller. (C4a's)

- 2021/22-33% of all detentions were SEND
- 2022/23-26% of all detentions were SEND
- 2023/24-17% of all detentions were SEND

SEND Praise has risen

- 2021/22-Average praise points per pupil 51
- 2022/23-Average praise points per pupil 65
- 2023/24-Average praise points per pupil 94

2024/25 has seen a further 59% increase in SEND praise compared to the previous year.

2024/25 SEND in class behaviours account for only 6.6% of all behaviour referrals



Attendance

- SEND attendance increased 2.6%
- EHCP attendance increased by 5.88%

Persistently absent

- SEND PA improved by 6.37%
- EHCP PA improved by 15.29%

Several absent

- SEND SA improved by 0.17
- EHCP SA improved by 6.71

Attainment

- SEND pupils achieving 4+ in English and Maths increased by 9.5% from 2019
- SEND pupils achieving 5+ in English and Maths increased by 2.9% from 2019