

## Calmore Junior School's Approach to Inclusion

### Ordinarily Available Inclusive Provision (OAIP)

At Calmore Junior School, inclusion is everyone's responsibility. We are committed to ensuring that **all pupils can access high-quality teaching and learning through Ordinarily Available Inclusive Provision (OAIP)**, without the need for a formal SEND diagnosis.

In line with **Hampshire OAIP guidance**, we:

- anticipate and plan for difference
- remove barriers to learning through inclusive practice
- make reasonable adjustments within the classroom environment
- place the child at the centre of planning and decision-making

Our inclusive culture promotes **equity, belonging and respect**, supported by strong relationships between pupils, families, staff and external professionals. We know that children learn best when they feel safe, valued and understood.

Our school values, British Values and understanding of the **Protected Characteristics** underpin our inclusive practice across all areas of school life.

---

### **Ordinarily Available Inclusive Provision (OAIP) – Universal Offer**

All pupils at Calmore Junior School benefit from a strong universal offer, as outlined within Hampshire's OAIP framework.

This includes:

- high-quality, adaptive teaching
- clear learning objectives and success criteria
- scaffolding and modelling to support understanding
- flexible grouping and seating arrangements
- calm, predictable classroom environments
- visual supports and structured routines
- access to concrete resources and practical learning opportunities
- use of learning aids such as word banks and writing frames
- opportunities for pre-teaching and overlearning
- emotion coaching and trauma-informed practice
- consistent application of the behaviour policy
- strong pastoral support and trusted adults

These strategies form part of everyday classroom practice and are not dependent on a pupil being identified as having SEND.

---

### **Early Identification and Assessment**

In line with Hampshire OAIP and the SEND Code of Practice, we prioritise **early identification** and respond promptly to emerging needs.

Identification is informed by:

- information from previous settings and schools
- regular communication with parents/carers
- ongoing formative assessment and AfL
- summative assessment data
- classroom and playground observations
- pupil voice
- discussions with teaching and support staff
- review of medical information or previous plans
- specialist screening tools where appropriate

We recognise that some needs may be **less visible**, including difficulties with attention, processing, working memory, sensory regulation, emotional wellbeing, or impacts of trauma and adverse childhood experiences.

---

### **Targeted Support within OAIP**

Where pupils require support **in addition to the universal offer**, targeted adjustments and interventions are put in place as part of OAIP, without automatically moving to SEN Support.

These may include:

- small group or individual support
- targeted interventions (e.g. literacy, numeracy, emotional regulation)
- additional adult support at key times
- pre-teaching of vocabulary and concepts
- access to safe spaces or quiet work areas
- soft starts and flexible transitions
- adult mentoring
- environmental adaptations (lighting, seating, workspace)
- use of assistive technology and specialist equipment

- speech, language and communication support programmes
- structured social skills or emotional wellbeing support (e.g. ELSA)

The impact of these strategies is reviewed regularly.

---

## **Graduated Approach and SEN Support**

If a pupil continues to experience barriers to learning despite appropriate OAIP, we follow a **graduated approach of Assess, Plan, Do, Review**, in partnership with parents/carers and the pupil.

At SEN Support:

- outcomes are clearly defined and measurable
- provision is matched to identified need
- progress is monitored and reviewed regularly
- advice from external professionals is sought where appropriate

If required, this process may lead to a request for an **Education, Health and Care Needs Assessment**, in line with Hampshire guidance.

---

## **Working in Partnership**

Consistent with Hampshire OAIP, we place a strong emphasis on **collaboration**.

We work closely with:

- parents/carers as equal partners
- cluster school SENCO networks
- feeder and secondary schools to ensure smooth transitions
- external professionals and advisory services

External services accessed may include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy and Physiotherapy
- NHS and medical professionals
- CAMHS and Mental Health Support Teams
- Primary Behaviour Service
- EMTAS
- Children's Services and family support
- Virtual School and specialist provisions

---

## **Continuous Review and Staff Development**

Inclusion is a standing priority within our **School Improvement Plan**. Our OAIP offer is reviewed regularly to ensure it meets the evolving needs of our pupils.

We ensure:

- ongoing CPD linked to inclusive practice and Hampshire guidance
- reflective practice informed by data, pupil voice and feedback
- consistent implementation of OAIP across the school

---

## **Our Commitment**

At Calmore Junior School, we are committed to ensuring that **Ordinarily Available Inclusive Provision meets the needs of the majority of pupils**, reducing the need for escalation wherever possible and ensuring timely, appropriate support when it is needed.

We are determined to “find a way” for every child to feel included, supported and able to succeed.