

## SEND OAP Toolkit, Frequently Asked Questions

The toolkit is not a substitute for the local offer. Some of the signposting appear in both places. The toolkit is for school staff to use and for parents to access further information about what provision looks like at SEND Support.

1	Where would I find information about dyslexia?	Dyslexia and literacy difficulties can be found in the Cognition and Learning section in the toolkit
2	Where can I find information on ADHD?	This is currently being developed, will be added to the Cognition, and Learning Section of the toolkit by Easter.
3	Where can I get information on a CAMH referral?	This can be found in the SEMH Section- under the heading of 'specialist guidance'.
4	If strategies or provisions are mentioned in the toolkit that the school is not applying - would it be 'fair' to directly ask the school, why not?	It would be reasonable to book a meeting with the child's class teacher or SENCO to discuss ideas that may support your child. Not all strategies will be relevant for all children all the time, but if you see something you feel would work for your child it is reasonable to raise this with the school. It may be that the school have not considered the strategies yet. This is not a tick list or a 'test' but a bank of ideas and good practice that may be helpful. We have included lots of ideas and hope schools will find something new and useful to try.
5	How do you deal with the school using school policies as an excuse for not putting strategies in place?	Children identified as having SEND have a right to expect appropriate differentiation to remove barriers to learning. This extends to policy. For example, it may be a policy that everyone wears the correct uniform but a child with sensory differences may need adaptations agreed upon with the school. It may be a policy not to eat in class but a child with diabetes may require reasonable adjustments in a plan so that they can eat when they need to. Where policy needs to be differentiated for an individual to be able to access school, it should be detailed in a plan for that child.
6	Where can I find the recording?	A recording will be available shortly on the toolkit.

7	Why the acronym OAP - is there any chance of a different name?	<p>OAP is not a Cambridgeshire term, but a term referred to in the SEN Code of Practice and the Green paper. We have started to say SEND OAP more so that people realise we are talking about children with SEND.</p> <p><b>SEND Code of Practice, 2015</b> links high-quality teaching with <b>ordinarily available</b> provision: "...higher quality teaching <b>ordinarily available</b> to the whole class is likely to mean that fewer pupils will require such support." (Para 6.15) This toolkit highlights a range of support and expectations that schools/settings can <b>ordinarily</b> provide for a child or young person, without the need for additional support from an Education Health and Care Plan.</p>
8	How would it help with a disability?	<p>The whole toolkit addresses special educational needs and disabilities. Physical Disabilities will be included in the Physical and Sensory section which we hope to make live in the Summer Term of 2023.</p>
9	How do you access this toolkit online, please?	<p><a href="#">Cambridgeshire SEND OAP toolkit</a></p>
10	How does OAP work for children with an Education Health and Care Plan?	<p>Children with an Education Health and Care Plan (EHCP) may have some elements of SEND Support or SEND OAP specified within their EHCP. We would expect schools to apply appropriate OAP resources to children with EHCPs in the same way they would do for children without an EHCP.</p>
11	How is this toolkit being promoted to schools, teachers, and professionals e.g., family support workers? Will there be training sessions?	<p>We have set up a programme of demonstration sessions promoting the toolkit to schools, Early Help, Social Care, the School Improvement Service, and Health and SEND Service professionals. This will be also shared with Cambridgeshire Primary Heads in March.</p>
12	Will teachers and professionals have to undertake mandatory training or is it just voluntary?	<p>We hope that teachers and SENCOs will find this a useful resource and see it as a 'one-stop shop' for SEND and therefore make effective use of it. We also hope that over time we can add more ideas and resources, which will keep people coming back to the toolkit for the latest information. However, schools do not need to use this specific toolkit.</p>

13	Autism is included, is Pathological Demand Avoidance going to be covered?	Demand Avoidance strategies and resources are currently being developed and will be added to the Autism and Social Communication Section of the toolkit by the end of the Summer Term.
14	How do you find the right section if the child does not have a diagnosis?	We have included the Identifying Needs and Barriers to Learning Section with descriptions of how needs might present, so staff in schools can use their professional judgement to follow the toolkit without the need for a formal diagnosis.
15	Could there be a search bar within the toolkit as opposed to the whole website?	We have built this on our learn together site and therefore there is no separate search function. Once people are using it, the boxes make things easy to navigate, like chapters of a book.
16	An acronyms page is needed for everyone with a link on the first page.	Great idea, thank you we have actioned this! There is now a glossary link on every page.
17	How much of this will be available in an easy read?	The toolkit is aimed at school staff and therefore does not include easy-read versions. Easy-read information can be found on the Local Information Hub.
18	How will The LA monitor the success or failure of the OAP toolkit?	<p>We are using the survey as a baseline. Thank you to all who took the time to complete it. We will re-run the survey at the end of this year. We will visit SENCO briefings, other multiagency forums and liaison opportunities for responses and feedback</p> <p>If the toolkit is successful, we should be able to see this:</p> <ul style="list-style-type: none"> <li>• In new contributions to the toolkit from schools</li> <li>• In requests for involvement</li> <li>• In referrals for an EHCNA</li> <li>• Referenced in liaison with other services</li> </ul>
19	If we use this toolkit to ask for more help will schools argue they cannot meet the need and suggest moving our child to a 'more suitable' school?	We were clear with schools at focus groups that the toolkit intends to create a fairer expectation for <b>all</b> schools so that each school could provide support for the children in their communities. In response, schools felt that the toolkit was a way of creating a set of expectations for all schools. We will also be looking for good practices to share school-to-school, offering real-life examples of the toolkit in action.

20	Schools will not be required to use this: how will schools providing SEN Support be monitored?	All schools have a requirement to provide SEND support to children identified as having SEND. Ordinarily available provision is not a new category of SEND. The school will be expected to demonstrate how they are supporting children in their SEND Information Report and OFSTED has amended their inspection framework with a greater focus on how schools meet SEND needs for all children including at SEND Support.
21	Will there be a requirement for schools to use the toolkit as part of the school continuing professional development (CPD)?	There is no requirement to use this for delivering CPD in schools. However, we have received feedback from schools that they plan to use the toolkit to deliver CPD in school.
22	How will the teacher crisis be considered in the LA OAP requirements?	The issues affecting Teacher recruitment and retention are a national problem and the factors impacting this is wider than SEND. We hope this toolkit empowers teachers and staff in school and we are keen to engage with teacher training courses so Early Career Teachers can use this to develop their knowledge of SEND.
23	It is concerning that Ordinarily Available Provision is no longer being added to EHCPs as it is expected that this will happen anyway?	The Transformation programme has a workstream which is currently looking at an EHCP Improvement Plan and this will be addressed as part of that work.
24	How will teachers and TAs have time to look through the toolkit when there is less staff and more demand?	We have designed the resource as a toolkit rather than a long document so that teachers and SENCOs are not required to read everything but can navigate to what they need. In this way, we hope to be able to provide information in a more 'digestible' format for school staff.
25	Is there information on Masking behaviours?	This is currently being developed and will be added to the Autism and Social Communication Section of the toolkit by Easter. Girls and Autism is also an area of interest for many schools.