Implementation of Shropshire Ordinarily Available Provision (SOAP)

November 2024

Aims from September 2024

- Priority 1: All schools and settings understand and are aware of Ordinarily Available Provision

- Priority 2: SEND Hubs begin to work towards becoming 'centres of excellence'

- Priority 3: All schools and settings have access to models of best practice in order to build their capacity to meet the needs of CYP with SEND

Priority 1- All schools and settings understand and are aware of Ordinarily Available Provision

Autumn Term

- Education Quality Advisers introduced to primary and secondary schools.

- Support visits undertaken with respect to inclusive practice in settings and schools

- Three locality-based SEND and Inclusion network meetings shared with schools

- Production of SEND and Inclusion newsletter to include 'SOAP spotlight'

- Implementation of 'test and learn' project with group of schools

Spring and Summer Terms

- Finalise EY and Post-16 OAP

- SOAP relaunch and sharing of best practice in SEND and Inclusion network meetings

- Completion of school and LA commissioned SEND reviews within schools and settings to provide support and challenge with respect to OAP.

- Test and learn project with focus group schools to review their use of SOAP and develop further their implementation. Use feedback provided on successes and challenges to feed into SOAP review.

- Draw out key themes to develop a CDP offer.

Priority 2: SEND Hubs begin to work towards becoming 'centres of excellence'

Autumn Term

- Education Quality Advisers linked to hubs to provide challenge/support building on SeaView trust reviews

- Implementation of SEND hubs quality improvement cycle.

- SEND hub network established which provides supervision, support and coaching to hub leaders.

- Development of SEND Hub quality assurance criteria and risk assessment tracking systems that supports the QA of hubs.

- School performance monitoring to include SEND hub categorisation (to inform future challenge/support by EQAs)

Spring and Summer Terms

- School performance monitoring to include SEND hub categorisation (to inform future challenge/support by EQAs)

- Further monitoring of implementation SOAP within SEND Hubs through SEND review process.

Priority 3: All schools and settings have access to models of best practice in order to build their capacity to meet the needs of CYP with SEND

Autumn Term

- Relaunch and rebranding SENCo network meetings as SEND and Inclusion forums.

- EQA facilitated solution circles to provide support to SENCOs

- Review of systems with respect to Early Intervention Grant (EIG) and Graduated Support Pathway funding to include aspects of support.

- EQAs secured funding for SEND Outreach service funded through change programme

- Development of Resource Bank to underpin SOAP

Spring and Summer Terms

- School performance monitoring to include SEND hub categorisation (to inform future challenge/support by EQAs)

- Further monitoring of implementation SOAP within SEND Hubs through SEND review process.

- Delivery of SEND outreach support (4 x FT Outreach teachers (North, Central, South and EY specialist) – funded through change programme in first instance (before moving to traded service)