

OAIP

Peterborough

A case study of: Ordinarily Available Inclusive
Provision - Local Area Partnership Coproduction

PETERBOROUGH



Context and Rationale for OAIP

Why

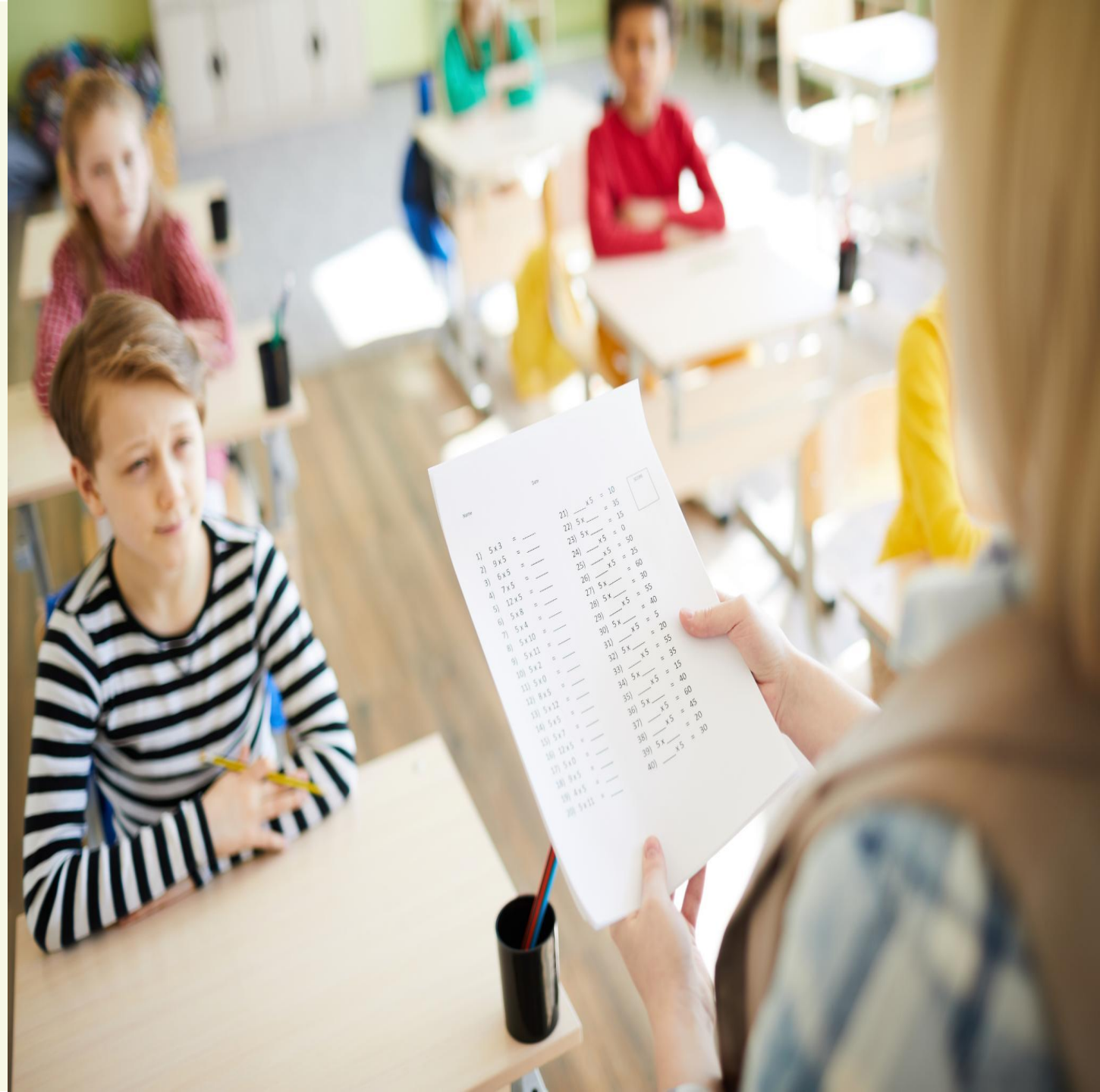
Rising EHCP demand, more exclusions, and pressure on specialist places highlighted gaps in inclusive practice across mainstream settings.

Challenges observed

Inconsistent inclusive practices created inequity and confusion for families and professionals, prompting unnecessary escalation to statutory routes.

Goals and alignment

Define what should be ordinarily available in mainstream, align with national SEND reform and local intelligence, and make inclusion the norm.



Strategic intent of the OAIP

Strengthen inclusive mainstream

Reduce unnecessary escalation to EHC Needs Assessments by enabling effective support within settings.

Earlier identification and intervention

Build confidence and clarity for professionals and families to act sooner.

Consistent graduated approach

Ensure all settings understand and deliver inclusive responsibilities.

Practical, co-produced guidance

Clear universal expectations and reasonable adjustments aligned to policy and local priorities, driving culture and practice change.



Actions Taken: Co-production and Implementation

Robust co-production approach

Peterborough City Council led development of the OAIP through extended engagement and consultation to align with local priorities and system context.

Multi-agency engagement

Stakeholders included mainstream schools, SENCOs, headteachers, early years providers, SEND services, health and social care partners, and parents and carers.

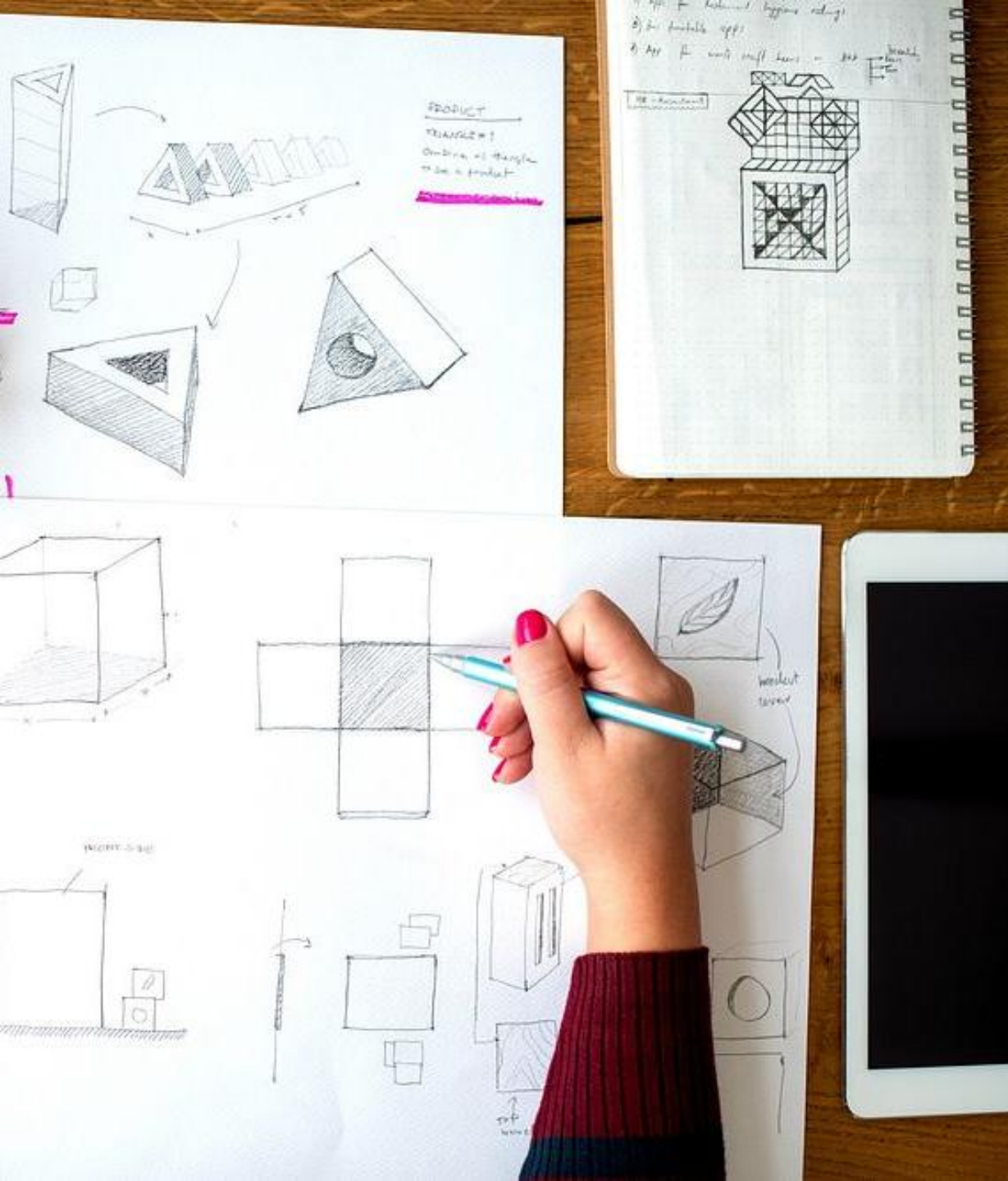
Workshops, feedback, and testing

Multi-agency workshops and practitioner sessions informed iterative drafting. Usability was tested in settings to meet needs of professionals and families.

Clear role in inclusive practice

The OAIP became a central reference, clarifying provision without an EHCP and supporting the Assess, Plan, Do, Review cycle.





Alignment and Design Principles

Alignment & Compliance

OAIP aligns with the SEND Code of Practice and national reform direction.

Practical & Accessible Design

Grounded in local priorities; usable across settings.

Clear Expectations & Tools

Universal expectations, needs exemplification, APDR guidance, roles, funding, and a quick needs checker.

Shared Language & Local Context

Common terminology supports professional dialogue and fits Peterborough's system.

Stakeholder Involvement in OAIP Development

Education Leaders

Mainstream schools, SENCOs, and headteachers shared practical insights to ground the framework in real classrooms.

Specialist & Cross-Sector Partners

SEND services, Educational Psychology, and health and social care integrated specialist, holistic support across ages.

Parents & Carers' Voice

Lived experiences shaped a co-produced, evidence-informed OAIP with strong buy-in and trust across Peterborough.





OAIP Framework: Structure and Key Features

Framework aim

Sets clear universal expectations for all Peterborough settings.

Core cycle and tools

Detailed Assess, Plan, Do, Review, needs exemplification, quick needs checker.

Roles, funding, shared language

Clarifies responsibilities and funding; supports professional dialogue.

Inclusive practice and adjustments

Guides reasonable adjustments to prevent escalation, and without the need for statutory intervention.

System impact

A practical reference point driving consistent, inclusive decision-making.

Impact and Early Outcomes of OAIP

Consistent Inclusive Practice

Clarity for schools and families has improved, strengthening everyday inclusion and inspection readiness.

Embedded Governance

Shared and agreed at Schools Forum, AP and SEND Partnership Board, and scrutiny, building shared confidence and accountability.

Earlier Support, Less Escalation

Strengthened mainstream inclusion and intervention reduce reliance on statutory routes.

Aligned

Supports national reform, enabling constructive, evidence-informed, co-produced practice at system level.



System Positioning and Long-term Vision

Foundation for an Inclusive System

OAIP anchors culture and practice change, enabling shared language on need and provision.

Constructive, Realistic Improvement

Balances ambition with system pressures, supporting scalable, adaptive approaches.

Sustained Inclusive Vision

Inclusive practice becomes the norm, keeping equitable provision at Peterborough's core.





Why OAIP Matters for Peterborough

Inclusion & Early Support

Strengthens mainstream inclusion, enabling earlier, more effective intervention and reducing statutory escalation.

Clarity & Confidence

Co-produced, evidence-informed guidance gives professionals and families shared clarity and assurance.

Consistency & Scalability

A scalable model improves systems, promoting consistent, transparent practice across education settings.

Equitable Outcomes

Embedding inclusive practice raises outcomes, confidence, and fairness so every young person can thrive.



Summary and Next Steps

Summary

Peterborough's OAIP reform strengthens inclusive provision with a co-produced framework and practical tools.

Early impacts

Greater clarity, confidence, and consistency, with the framework embedded as a central reference point.

Next steps

Sustain improvements through continued engagement, iterative refinement, and outcome monitoring.