



Ordinarily Available (OA) Inclusive Teaching Framework – Universal Provision Audit Tool



A: Expectations, Values & Learning Environments – Teacher standard 1

B: Pedagogy, Memory, Metacognition – Teacher standard 2

C: Motivation, Recognition and Feedback – Teacher standard 2

D: Literacy and Mathematics – Teacher standard 3

E: Planning and Teaching – Teacher standard 4

F: Speech, Language and Communication – Teacher standard 5

G: Adaptations, Supports, Scaffolds – Teacher standard 5

H: Assessment – Teacher standard 6

I: Relationships and Behaviour – Teacher standard 7

J: Wider professional duties Teacher Standard 8

The OA is a thorough collection of recommendations that will help all pupils flourish, learn and become independent adults. It brings together best practice and is underpinned by psychology, research and teacher experience.

It also supports the November 2025 OFSTED Framework across all areas and specifically Inclusion:

Leaders understand that the most effective inclusion strategy begins with everyday high quality inclusive teaching, which has most benefit for the pupils who find learning hardest and reduces the need for individual adaptations.



Leaders have established a culture in which staff understand the range of barriers that pupils may face to their learning and/or well-being, including those specific to their community and the school's context; they quickly and accurately identify pupils facing these barriers.

Leaders make sure pupils receive effective support, consult with external specialists and implement their advice as necessary, and ensure that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice.

Leaders work closely with parents, taking their views into account and making best use of their knowledge of their children.

Leaders have high expectations for these pupils.

Leaders take a graduated approach, which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach.

Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.

The segments have been organised in a way that aligns to, and supports with implementing, Part One of the [Teachers' Standards](#).

Ordinarily Available Segment	Teachers Standard
A. Expectations, Values & Learning Environment	Supports Teacher Standard 1: Set high expectations which inspire, motivate and challenge pupils. Supports Teacher Standard 1: Establish a safe and stimulating environment for pupils, rooted in mutual respect
B. Pedagogy, Memory and Metacognition	Supports Teacher Standard 2: Promote good progress and outcomes by pupils
C. Motivation, Recognition and Feedback	Supports Teacher Standard 2: Promote good progress and outcomes by pupils and Teacher Standard 6: Make accurate and productive use of assessment
D. Literacy and Maths	Supports Teacher Standard 3: Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
E. Planning and Teaching	Supports Teacher Standard 4: Plan and teach well-structured lessons
F. Speech, Language and Communication	Supports Teacher Standard 5: Adapt teaching to respond to the strengths and needs of all pupils
G. Adaptations, Support and Scaffolds	Supports Teacher Standard 5: Adapt teaching to respond to the strengths and needs of all pupils
H. Assessment	Supports Teacher Standard 6: Make accurate and productive use of assessment
I. Relationships and Behaviour	Supports Teacher Standard 7: Manage behaviour effectively to ensure a good and safe learning environment
J. Wider professional duties	Supports Teacher Standard 8: Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. Deploy support staff effectively.

Use this tool to audit universal inclusive practice. Rate each indicator as Always / Sometimes / Rarely and record brief evidence or actions.

Teacher Standard 1 – Toolkit Section A

Expectations, Values and Learning Environment

Audit indicator	Always	Sometimes	Rarely	Evidence / Actions
Teachers take responsibility for the learning and participation of every pupil.				
All pupils access a broad, balanced curriculum and enrichment (clubs/visits) without exclusion.				
High expectations are consistent; language avoids limiting labels and promotes ambition.				
Pupils with SEND/disadvantage have equitable access to qualified subject teaching; support staff supplement teacher instruction.				
Classrooms are organised for access and independence (resources labelled/available; layout supports varied learning).				
The environment and materials represent diversity positively; pupils can see themselves reflected.				
Pupil voice is sought and used; stereotypes/negative attitudes are challenged through curriculum and culture.				

Teacher Standard 2 – Toolkit Sections B & C

Pedagogy, Memory, Metacognition, Motivation and Feedback

Audit indicator	Always	Sometimes	Rarely	Evidence / Actions
Teaching starts from prior knowledge; new learning is explicitly linked and sequenced in small steps.				
Direct instruction is used (model → guided practice → independent) with checks for understanding.				
Practice is spaced ('little and often') and planned to build fluency, retention and application.				
Cognitive load is managed (clear language, chunking, visuals; misconceptions anticipated and addressed).				
Retrieval practice is routine and followed by timely, specific feedback and correction.				
Metacognition is taught (plan–monitor–evaluate); teachers model thinking aloud and strategy selection.				
Self-regulated learning is developed (goal setting, self-monitoring, self-reinforcement).				
Effort and perseverance are recognised; pupils understand goals and can track progress.				

Teacher Standard 3 – Toolkit Section D Literacy and Mathematics

Audit indicator	Always	Sometimes	Rarely	Evidence / Actions
A language-rich culture is evident (quality texts, stories, talk, vocabulary) and reading for pleasure is promoted.				
Reading is taught systematically (phonics/decoding and comprehension) and developed to fluency.				
Writing is taught explicitly (handwriting, spelling, composition) with purposeful practice.				
Subject vocabulary and literacy demands are explicitly taught across the curriculum.				
Pupils can demonstrate learning in varied ways; reasonable adjustments support access to reading/writing.				
Maths is taught regularly and reinforced across contexts; vocabulary is developed.				
Manipulatives/representations are used purposefully and faded as independence increases.				
Problem solving is taught (worked examples, multiple strategies, reflection) and knowledge is practised to fluency.				

Teacher Standard 4 – Toolkit Section E Planning and Teaching

Audit indicator	Always	Sometimes	Rarely	Evidence / Actions
Lesson structure matches attention span (varied task length, planned breaks, staged success).				
Transitions are planned (within/ between lessons and structured/ unstructured times); movement breaks are routine.				
Flexible grouping is used for a clear purpose and reviewed/ disbanded when no longer needed.				
Teaching builds motivation by using pupils' strengths, interests and real-life examples.				
New learning is introduced in small steps with practice and systematic checking for understanding.				
Scaffolds support success but are reduced over time to build independence (avoid dependence on adults).				

Teacher Standard 5 – Toolkit Sections F and G Speech, Language and Communication + Adaptations

Audit indicator	Always	Sometimes	Rarely	Evidence / Actions
Adults model rich language and create frequent oracy opportunities; all pupils are supported to contribute.				
Teacher talk is purposeful (pace/ pauses); key vocabulary is pre-taught, modelled and repeated.				
Pupils can see/hear the speaker; joint attention is secured before instructions.				
Instructions are clear, literal and chunked; written/visual steps and cues support independence.				
Processing time is built in (wait time/talk partners); turn-taking and conversational norms are taught.				
Modelling is used (examples, demonstrations, worked solutions); speech is recast rather than corrected.				
Reasonable adjustments meet individual and medical needs; adaptive 'in-the-moment' teaching is evident.				
Visual supports, timers and appropriate equipment (e.g., seating/fidgets) are used to aid focus and organisation.				
Technology is used with a clear learning purpose and aligns with staff capability and workload.				

Teacher Standard 6 –Toolkit Section H

Assessment

Audit indicator	Always	Sometimes	Rarely	Evidence / Actions
Assessment is regular and purposeful; information is used to plan, adapt teaching and monitor progress.				
Standardised/skill-specific assessments are used where appropriate.				
Checking for understanding is systematic; misconceptions are corrected promptly.				
Feedback is timely, specific and supports improvement.				
Pupils know their progress and next steps; self-assessment is routine.				
Assessment methods are flexible (oral, practical, recorded, technology-supported) to reduce barriers.				

Teacher Standard 7 – Toolkit Section I

Relationships and Behaviour

Audit indicator	Always	Sometimes	Rarely	Evidence / Actions
Boundaries are clear and consistent; classroom climate is safe and respectful.				
Adults show unconditional positive regard and know pupils as individuals.				
Behaviour is understood as communication; adults respond with curiosity, empathy and dignity.				
Adults model resilience and growth mindset; strengths and contributions are recognised.				
Belonging is actively built; adults support friendships and positive peer relationships.				
Co-regulation supports pupils to develop emotional and behavioural self-regulation.				
Staff are alert to pupils needing additional relational support (e.g., trauma, anxiety, care experience) and respond early.				

Teacher Standard 8 – Toolkit Section J Wider Professional Duties

Audit indicator	Always	Sometimes	Rarely	Evidence / Actions
Clear 'no wrong door' routes exist for pupils/staff to seek help; staff can confidently signpost.				
Staff know when/how to refer for additional or external support and follow agreed systems.				
Deployment of additional adults is planned; TA practice maximises learning and independence.				
Ongoing CPD strengthens adaptive teaching and effective use of support/technology.				
Relationships with families are proactive, respectful and empathetic; barriers to engagement are understood.				

