



The Oaktree Academy Inclusion Statement

The Oaktree Academy aims to offer children an educational experience in which we will endeavour to identify and remove barriers to learning and strive to create an environment in which every child is encouraged to reach their individual potential.

The Oaktree Academy POLICY FOR INCLUSION

AIM

The Oaktree Academy strives to be an inclusive school. Inclusion is a central component in the ethos of the school - a philosophy, which covers every child's rights and entitlement to the very best experiences education, can offer.

We view inclusive practice as a means through which educational attainment may be improved for all children. However, the concept of being inclusive is not seen merely as a static acquisition and The Oaktree Academy acknowledges that true inclusion is an integral aspect of everything the school does; it is part of a moving and changing continuum.

In its aim to move towards becoming a totally inclusive the school is committed to constantly reviewing and evaluating its practices, systems and curriculum provision. We do not intend to wave a banner declaring 'we are inclusive' but to constantly attempt to address practicalities associated with true inclusive practice.

DEFINITIONS OF INCLUSION.

- Valuing all children and staff equally;
- Increasing the participation of children in, and reducing their exclusion from, the cultures, curricula and communities of local schools;
- Viewing the differences between children as resources to support learning, rather than problems to be overcome;
- Restructuring the cultures, policies and practices in the school so that it can respond to the diversity of children in the locality;
- Reducing barriers to learning and participation for all children, not only those with impairments or those who are categorised as 'having a special educational need';
- Learning from attempts to overcome barriers to access and participation of particular children to make changes for the benefit of children more widely;
- Improving schools for staff as well as children;
- Fostering mutually sustaining relationships between schools and communities;
- Recognising that inclusion in education is one aspect of inclusion in society.

Index for Inclusion
CSIE (p.12, 2000)

Developing Inclusive Practice at The Oaktree Academy.

We aim to meet the needs of all our children in a positive and pro-active way. We view inclusion as part of our overall improvement strategy and acknowledge it as integral in everything we do. We strive to hold the moral vision that our school is entirely about helping all children to learn regardless of factors such as:

- Gender;
- Special Educational Need;
- Disability;
- Social and Cultural backgrounds;
- Membership of ethnic groups including travelers, refugees and asylum seekers;
- Diverse linguistic backgrounds.

We view inclusion as incorporating provision for every child in our school and making sure their educational experience allows them to maximize their individual potential.

We view inclusion as a means through which the school can engender a sense of belonging and endeavor to encourage and develop links with local special schools. We value the importance of schools coming together to support each other and deliver appropriate educational experiences to pupils with special educational needs.

We believe that as an inclusive school we should:

1. *promote an inclusive ethos*
2. *provide a broad and balanced curriculum for all pupils;*
3. *implement systems for the early identification of barriers to learning and participation;*
4. *have high expectations and set suitable targets for all children.*

*Based on guidance provided by DfES (para. 8, 2001)
Inclusive Schooling: Children with Special Educational Needs*

Three interconnected dimensions are necessary for a school to develop inclusive practice.

- a) creating an inclusive culture;
- b) producing inclusive policies;
- c) evolving inclusive practices.

Each dimension is seen as equally important and it is around these dimensions the school began its evaluation of inclusivity.

1. DEVELOPING AN INCLUSIVE CULTURE WITHIN THE SCHOOL.

The development of an inclusive ethos or culture within the school is central to all provision. We aim to create a secure, accepting, collaborating, stimulating community in which everyone is valued. An important aspect of this is the 'sense of community' and the agreeing of shared values and practices supportive to inclusion amongst staff, students, governors and parents.

The school has examined itself with regard to a series of key indicators for:

Building a sense of community:

- Everyone is made to feel welcome;
- Children are encouraged to help one another;
- Staff collaborate with each other;
- Staff and children treat one another with respect;
- There is partnership between staff and parents;
- Staff and governors work well together;
- Local communities are involved with the school.

Establishing inclusive values:

- There are high expectations for all children;
- Staff, governors, parents share a philosophy of inclusion;
- Children are equally valued;
- Staff and children are treated as human beings as well as occupants of a role;
- Staff seek to remove all barriers to learning and participation in school;
- The school actively strives to minimise discriminatory practices.

As part of our inclusion agenda, the school acknowledges the importance of maximizing learning opportunities for all children. As part of this, the school has investigated and explored the effect of teaching and learning style on individual learning. Focused awareness of developing learning styles and on the implementation of strategies to maximize learning opportunities for all children include:

- PHSE / Circle-time;
- Good sitting/listening/looking policy and procedures for all children;
- Playground Friends/buddies;
- Using a variety of teaching approaches to support children with different learning styles;
- Using a variety of grouping systems within the classroom;
- Stickers, certificates/signatures, additional golden time rewards;
- Access to a water through school water stations & individual water bottle provision;
- Healthy snacks encouraged and provided in Foundation stage and for KS1 pupils.
- Use of outdoor play equipment during playtime;
- Development of playtime rules;

- School council.

Within school, we strive to attend not only to the educational needs of our children, but to be aware of physical and emotional needs. We aim to develop trusting relationships and to be aware of changes in family circumstance/personal problems.

2. PROVIDING A BROAD AND BALANCED CURRICULUM.

The Oaktree Academy has a responsibility to provide a broad and balanced curriculum for all children. The National Curriculum and Guidance for the Foundation Stage have offered a starting point for planning a school curriculum although from September 2013 the current national curriculum programmes of study, attainment targets and statutory assessment arrangements will be disapplied for English, mathematics and science for pupils in years 3 and 4 and all foundation subjects for pupils at key stages 1 and 2. This means that schools will still be required to teach the relevant subjects, but will have the freedom to adjust their curriculum to help prepare for the introduction of the new national curriculum from September 2014. From September 2014 the New National Curriculum will be implemented. An agreed incorporated statement that meets the specific needs of individuals and groups of children on '**Inclusion: providing effective learning opportunities for all children**' (National Curriculum p.30-37, 2000). states that in planning and teaching teachers have responsibility for:

1. **Setting suitable learning challenges.**
2. **Responding to children's diverse needs.**
3. **Overcoming potential barriers to learning and assessment for individuals and groups of children.**

In planning and teaching teachers at The Oaktree Academy strive to give due regard to the following principles:

1. Setting Suitable Learning Challenges.

- Teachers should aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.
- For children whose attainment falls significantly below expected levels, differentiation in curriculum content should be matched to the needs, age and requirements of the individual.
- For children whose attainment significantly exceeds the expected level of attainment teachers will need to plan suitably targeted challenging work.

2. Responding to children's diverse learning needs.

- Teachers should set high expectations and provide children with opportunities to achieve.

- Planning should take into account the wide variety of groups that exist within the school and should offer a range of approaches to teaching and learning to enable all children to take part fully and effectively.
- Teachers should ensure they meet the full range of children's needs and should be aware of requirements as detailed in school policies.
- In order that children are incorporated into an inclusive educational environment teachers should take specific action to respond to children's diverse needs by:
 - a) Creating an effective learning environment;
 - b) Securing children's motivation and concentration;
 - c) Providing equality of opportunity through teaching approaches;
 - d) Using appropriate assessment opportunities;
 - e) Setting targets for learning.

a) Creating an effective learning environment in which:

- the contribution of all children is valued;
- all children feel secure and able to contribute appropriately;
- stereotypical views are challenged and children learn to appreciate and positively view differences in others, whether arising from race, gender, ability or disability;
- children learn to take responsibility for their actions and behaviour both in school and in the wider community;
- all forms of bullying and harassment, including racial harassment, are challenged;
- children are enabled to participate safely in clothing appropriate to their religious beliefs.

b) Secure children's motivation and concentration by:

- using teaching appropriate to different learning styles;
- using, where appropriate a range of organisational approaches, such as setting, grouping or individual work to ensure that learning needs are properly addressed;
- varying subject content and presentation so this matches learning needs;
- planning work which builds on interests and cultural experiences;
- planning appropriately challenging work for those whose ability and understanding are in-advance of their language skills and comprehension;
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability;
- planning and monitoring the pace of work so that all children have a chance to learn effectively and achieve success;
- taking action to maintain interest and continuity of learning for all children who may be absent for extended periods.

c) Providing equality of opportunity through:

- ensuring that boys and girls are able to participate in the same curriculum, particularly in science, design and technology and P.E.;
- taking into account the interests and concerns of boys and girls by using a range of activities and contexts;
- avoiding gender stereotyping when organising children into groups, assigning them to activities or arranging equipment;
- taking account of children's' specific religious or cultural beliefs relating to the representation of ideas or experiences;
- enabling the fullest possible participation of children with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support aids or adaptations.

d) Using appropriate assessment approaches which:

- allow for different learning styles and ensure that children are given the chance and encouragement to demonstrate competence and attainment through appropriate means;
- that are familiar to the children and that are adequately prepared to meet their needs;
- use materials which are free from discrimination and stereotyping in any form;
- provide clear and unambiguous feedback to children concerning their achievements and as an aid to further learning.

e) Setting targets for learning which:

- build on children's knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time;
- are attainable, yet challenging and which help children to develop their self-esteem and confidence in their ability to succeed;

3. Strategies employed in order to overcome potential barriers to learning and assessment.

A minority of children will have particular learning and assessment requirements, which are beyond the provision, described in sections 1 and 2. If not addressed these requirements could create barriers to learning. They are also more likely to arise where a child has a special educational need or disability or may be linked to the child's progress when English is an addition language.

Children with SEN

Curriculum planning and assessment of children with special educational needs must take account of the type of difficulty experienced by the children. In many cases the action necessary to meet these needs will be met through greater differentiation of tasks and be consistent with the school based intervention as set out in the SEN code of practice (2002).

Teachers should take specific action to provide access to learning for children with SEN by:

1. Providing for children who need help with communication, language and literacy;
2. Planning where necessary, to develop children's' understanding through the use of the senses and first hand experience;
3. Planning for children's' full participation in learning, in physical and in practical activities;
4. Helping children to manage their behaviour, to take part in learning effectively and safely;
5. Helping children to manage their emotions particularly trauma or stress, and to take part in learning;

Children with disabilities

The school has developed an accessibility plan in keeping with direction from the LEA and in connection to the SEN and disability act 2002 (Appendix 1). This document outlines the schools medium and long term plans in relation to making the school more accessible to disabled children. The school has addressed physical issues associated with disability, access and provision e.g. by providing ramps and disabled toilet facilities, trainings for medical needs as well as raising teacher awareness.

Not all children with disabilities will have a special educational need. Many children with disabilities are able to learn alongside their peers with little need for additional resources beyond aids that are part of their daily routine. These may include wheelchairs, hearing aids or equipment to aid vision. Teachers should take action to ensure these children are able to participate as fully and as effectively as possible. Any potential areas of difficulty should be identified and addressed, without recourse to the formal provision for disapplication.

Teachers should take specific action to enable the effective participation of children with disabilities by:

- Planning appropriate amounts of time to allow for the satisfactory completion of tasks;
- Planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum;
- Identify aspects of the curriculum that may present specific difficulties for individuals and ensuring access to appropriate resources.
- Follow recommendation from specialist outside agencies where appropriate e.g occupational therapy dervice exercise program

Children who are learning English as an additional language

Children for whom English is an additional language have diverse needs in terms of the support necessary in English language learning. Planning should take account of factors such as the children's age, length of time in this country, previous educational experience and skills in other languages.

Teachers should take specific action to help children who are learning English as an additional language by:

- Developing their spoken and written English;
- Ensuring access to the curriculum and to assessment.
- Follow recommendations from specialist outside agencies or implement recommended programmes where appropriate e.g LA EAL / Bilingual peripatetic services; speech & language 'I can talk ' intervention

HIGH EXPECTATIONS AND TARGET SETTING.

The senior leadership team takes great care to carefully analyse and review data and information concerning all members of our school community including vulnerable groups. Collection of this data allows the school to examine and identify trends and opportunities for curriculum development.

Detailed analysis of the children in each academic year cohort are made and children can be targeted according to specific needs and groupings and their attainment levels to be analysed.

This data supports our inclusion philosophy. We can identify and support children in aspects of their education that may previously have gone un-noticed. We can target and support specific children with early intervention and extension projects which are intended to support the raising of attainment standards, improve the community ethos of the school and add to the positive atmosphere, which surrounds our school.

Raising Basic Skills Projects.

As part of the schools aim to include everyone and maximise all children's learning opportunities the school has developed and funded several 'early intervention strategies'. These strategies have the common aim of raising children's achievement and extending their learning. Projects involved in this initiative include:

- RWI
- Speech & Language 'I can Talk' initiative
- Reading partnerships (parents/ carers, sixth form students & Governors);

Policy Statements.

At The Oak Tree Academy, the concept of inclusion is at the very heart of all our educational provision. All policy documentation both curricular and non-curricular are intended to reflect the schools inclusion agenda and several key policy documents are seen as an integral part of the inclusion framework. These policy documents offer a

support system that scaffolds our inclusion philosophy. They exist to address the needs of specific groups within our school and offer an awareness of the systems, strategies and procedures that we endeavor to use in order to meet the needs of very specific members of our school population.

Agreed: February 2014

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