Vision Statement

At Oak Hill Academy, we want our children to fulfil their aspirations and achieve their full potential in both their learning and for their future.

Our aim is to nurture children to become responsible, considerate and resilient members of our society, who will be well-equipped for the increasing challenges of life in our 21st century world.

All members of our Oak Hill family are valued and respected as individuals and belong to our school community.

Our staff are heroes for our children, who care about the whole child and their mental health and wellbeing. They instil a sense of purpose, leadership, the ability to problem-solve and to make responsible decisions.

At Oak Hill, we provide a secure and stimulating environment, which promotes independence, self-esteem, health and wellbeing.

Fun and excitement and curiosity and creativity are at the heart of all we do!

We nurture the whole child, providing opportunities for each individual to discover and develop their unique talents, strengths and abilities.

Our children leave Oak Hill with the confidence to embrace new challenges and have a sense of accomplishment and pride in their achievements.

INSPIRE, IGNITE AND CHALLENGE!

Oak Hill Academy West London - Inclusion Policy 2022
Written by Megan Cronin - Assistant Principal for Inclusion and SENDCO

Written: September 2022
Review: September 2023

Oak Hill Academy Inclusion Policy

School Aims and Implementation

It is our aim that every single one of our children leaves us with increased confidence, resilience and skills to tackle the next stage of their education effectively. This is achieved by providing a curriculum that is balanced and broadly based; it promotes the spiritual, moral, cultural, mental and physical development of all pupils and prepares them for the opportunities, responsibilities and experiences of later life in modern Britain. At Oak Hill Academy, we want our children to fulfil their aspirations and achieve their full potential in learning and life skills in order to become responsible and confident members of our society.

The school works towards these aims by valuing all members of our OHA family as individuals and promoting a sense of belonging. Our skills and talents are nurtured, developed and celebrated. All of our staff are heroes for our children and instil a sense of leadership and the ability to make responsible decisions.

'The ability to dream about the future, while being inspired in the present to reach those dreams', Dr. Russel J. Quaglia

Inclusion Policy Introduction

> *'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'*
> Index for Inclusion – Booth and Ainscow 2000

● Successful inclusion should result in every pupil feeling safe, confident and ready to learn at school. Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our Extra-Curricular activities. Successful inclusion should promote self-worth in every pupil and a belief in them as a learner and valued member of our school community.
● Successful inclusive provision at Oak Hill is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

A. Meeting Diverse Needs
At Oak Hill we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:
● Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
● Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
● Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
● Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
● Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or Disabilities are appropriately supported.
● Sharing any concerns we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil.
● Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
● Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

B. Potentially vulnerable groups
There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:
● Pupils with Special Educational Needs or Disabilities (SEND)
● Looked After Children (LAC) - pupils under the care of Social Services or pupils who may be in Local Authority care, or living with foster families *including pupils previously in the care of the Local Authority and have been adopted.*
● Pupils whose home language is not English (EAL)

- Pupils who are recognised as being Most Able (MAPs) in identified subject areas
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection or exclusion
- Pupils who generate Pupil Premium Grant
- Pupils whose parents serve in the armed forces

C. Promoting and Supporting Inclusion

1. **Senior Leadership Team and our Governing Body:**
   a) Responsibility for making Oak Hill a truly inclusive school lies with the SLT, SMT and the Governing Body of the School.
   b) We aim to promote Inclusion through all of our policies, systems and practices.

2. **Personalising the Curriculum**
   a) School Leaders at all levels; including Governors, SLT, SMT and Subject Leaders, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the School. Our curriculum weaves together the statutory requirements of the National Curriculum (2014) and the principles of our Aspirations philosophy: Self-Worth; Engagement and Sense of Purpose.
   b) The School has a long term Aspirations Curriculum Map which is used by year teams and individual class teachers to plan appropriate, differentiated activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual rather than age expected needs.
   c) School Leaders also ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes the variety of Extended Schools activities that are offered and break and lunchtime activities.
   d) All members of the School Community are expected and encouraged to adopt behaviours that support the School's Inclusive ethos within both the explicit and hidden curriculum.

3. **Inclusion Manager:**
   a) The school has an Inclusion Manager who is a member of its SLT. The Inclusion Manager takes the leading role in co-ordinating support and provision, particularly regarding vulnerable groups.
   b) In partnership with other senior leaders and the Associate Principal, the Inclusion Manager monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

   Oak Hill's Assistant Principal for Inclusion is Mr George Ridgway - senco@oakhill-aspirations.org

4. **Class Teachers:**
   a) Where the curriculum can be adapted to meet the needs of the pupils they spend the majority of lesson times being taught alongside their classmates in their class base. Class teachers take the lead role in managing and creating the classroom environment. Where this is not possible, for example when meeting the specific targets in the EH&C Plan small group work and 1:1 interventions will take place.
   b) Pupils are generally taught in mixed ability groups.
   c) Teachers have overall responsibility for the planning and delivery of lessons to their class or set. Teachers seek to provide pupils with learning opportunities that will allow all the pupils to access the subject taught, encounter appropriate challenges (Expected or Greater Depth) and promote progress. This adaptation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provisions and its outcomes are recorded by the teacher by means of an Individual Education Plan (IEP) or on an APAP (Accelerated Progress Action Plan). Parents/carers are informed by their child's teacher of any additional or different provision being made for their child.

d) Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed and further planning undertaken by way of APAP (Accelerated Progress Action Plan) meetings that are led by the SMT or SLT.

e) Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents/carers and colleagues.

5. Teaching Assistants:

a) Teaching Assistants (TAs) work with individual or groups of pupils before school and during lessons times to support pupils' learning and promote their well- being. The work of a TA is directed by the teacher during lessons and overseen by the Team Leaders.

b) Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist (SALT) or they may be directed by other teaching staff within the school, for example the Inclusion Manager.

c) To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all. Many interventions are delivered by the TAs in the afternoon to avoid disruption to maths and English lessons and are for a specific purpose for a designated period of time.

d) In order to best utilise their support for pupils' learning, the deployment of Teaching Assistants within the school is strategically managed by the SENCo in consultation with SLT, the Year Team Leaders and Class Teachers.

6. Behaviour Learning Mentor

a) The Behaviour & Learning Mentor (BLM) has a key role in promoting and supporting inclusive practice at the School.

b) The BLM undertakes a variety of tasks which include:

- Observing and engaging with any pupils who may be vulnerable, liaising with class teachers or senior staff regarding any concerns.
- Being the key point of contact and supporting pupils who are mid-phase admissions.
- Helping to devise ways of best supporting the pupils he/she works with.
- Observing the well-being of pupils within social settings and spending time within classes or in conference working with individual pupils.
- Undertaking individual or group work with pupils whose behaviour gives us cause for concern.
- Taking a supporting role in working alongside external family support agencies.
- Working closely with the parents and families.
- Providing the vital link between home and school to maximise effective learning.

7. The Inclusion Team:

The Inclusion Team is led by the Inclusion Manager and consists of the SENCo, the Behaviour Learning Mentor, the EAL Leader, the TAs and the LSAs. The team is responsible for the leadership and development of each of their aspects. On-going progress meetings are held with the Inclusion Manager to assess the effectiveness of each aspect and to inform future developments.

D. Definitions of SEN and disability

The Code of Practice (DfE 2014, pp15 – 16) defines SEN and disability as follows:

SEN

A child or young person has SEN if they have a **learning difficulty or disability which calls for special educational provision to be made for him or her.**

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions
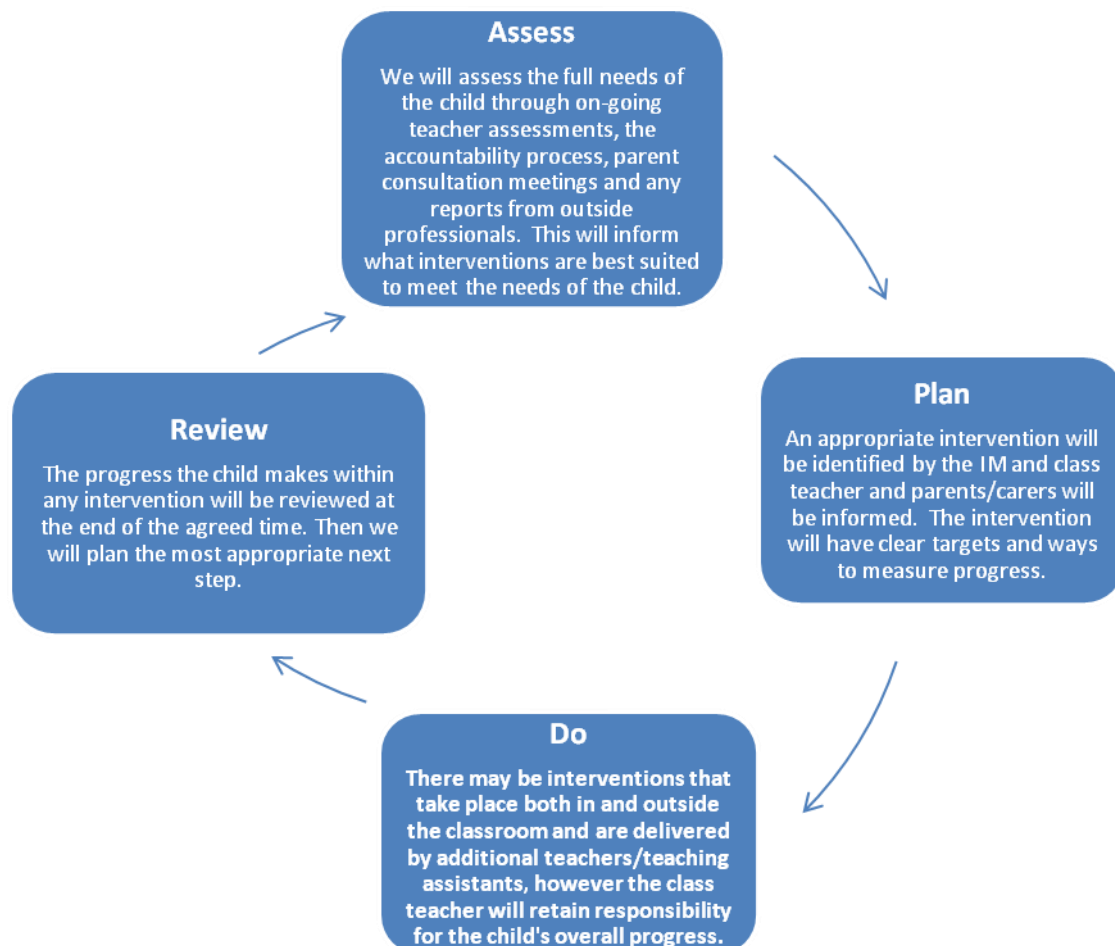
For children aged two or more, special educational provision is educational or training **provision that is additional to or different from** that made generally for other children or young people of the same age by mainstream schools.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special

Disability

1. **Identification of Special Educational Needs or Disabilities**
   i. Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then the school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil.
   ii. When a concern is evident the class teacher will liaise with the SENCo and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs.
   iii. Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.
   iv. There are four broad areas that give an overview of the difficulties a pupil may have. However, it is important to note that a pupil's needs may cross one or more of the following:
       - Communication and interaction
       - Cognition and learning
       - Social, emotional and mental health difficulties
       - Sensory and/or physical needs
   v. The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. (see below)

Assess
We will assess the full needs of the child through on-going teacher assessments, the accountability process, parent consultation meetings and any reports from outside professionals. This will inform what interventions are best suited to meet the needs of the child.

Plan
An appropriate intervention will be identified by the IM and class teacher and parents/carers will be informed. The intervention will have clear targets and ways to measure progress.

Do
There may be interventions that take place both in and outside the classroom and are delivered by additional teachers/teaching assistants, however the class teacher will retain responsibility for the child's overall progress.

Review
The progress the child makes within any intervention will be reviewed at the end of the agreed time. Then we will plan the most appropriate next step.

2. **The kinds of interventions within this 'graduated response' are as follows:**
   a) Universal – All pupils will benefit from:
   - High quality learning through the provision of high quality teaching; both formal and informal.
   - Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
   - On-going and timely assessments which inform any further provision needed.

b) **Targeted Support – Some pupils may benefit from:**
- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
- Interventions where progress is monitored by the SLT, Class teacher and the TA leading the intervention through the Accountability Process. If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).

c) **Specialist Support – A few pupils may benefit:**
- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into the child's education.

3. Outside Agencies who help us achieve inclusive practice and meet specific needs

In achieving provision which will meet the wide range of pupils' differing needs, we are supported by a number of specialised health or educational bodies.

Those agencies most commonly involved in supporting pupils are:
- Health The School Nursing Service
- The Speech and Language Therapy Service to Schools (SALTs)
- Behaviour Specialist Support
- SENSS (SEN Specialist Support)
- Local Authority SEN department
- The Occupational Health Therapy Service for Pupils (OTs)
- Local Authority Education department
- The Educational Psychology Service (EPS)
- Services for the Hearing or Visually Impaired

4. Before making a referral

i. Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information that indicates that a pupil may be at risk of harm. In such circumstances we undertake our statutory duty by making a referral to the Children and Young People's Services.

ii. The school then takes instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.

5. Exceptional Needs Funding to Support Inclusion

i. In a minority of cases and only when a pupil presents with needs that are so 'exceptional' as to necessitate a very high level of additional support, the school will make representation to the Local Authority to secure Exceptional Needs Funding (ENF).

ii. Subject to Annual Review, the funding is awarded to the school on behalf of the pupil to meet the costs of the necessary additional provision for the pupil.
Parents/carers and the pupil (as appropriate) are invited to each Annual Review meeting, led by the Inclusion Manager, to discuss their pupil's progress and the support that they receive. We invite all professionals involved in supporting the pupil.

iii. The Inclusion Manager takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.

iv. The majority of SEN pupils will have their needs met through mainstream provision, however parents are entitled to ask the Local Authority to conduct an Education, Health and Care (EH&C Plan) needs assessment. If it is felt that this is necessary, the LA will follow the statutory guidelines and produce EH&C Plan.

6. Teaching Assistants

Are responsible for:
- Liaising with class teachers and those leading interventions to ensure pupils transfer learning from interventions into their learning in class.
- Liaising with other members of the Inclusion Team and working closely with the SENCo and IM.
- Monitoring interventions, their impact and supporting their delivery.
- Monitoring IEPs and contributing to evaluations and the development of new ones.
- Sharing good practice and expertise amongst other staff and being fully involved with the Coaching Triads.

E.   English as an Additional Language

1.   Definition and Rationale.
   i.   The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
   ii.   EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire social communication skills in about two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.
   iii.   Therefore, our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
   iv.   The provision of this support fulfils the requirements of the Race Relations Act of 1976, which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.
   v.   Celebration of the school's multicultural diversity by presenting a Country of the Term assembly and display.

2.   Identification and Assessment
   i.   Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the EAL English Proficiency Stages. *From September 2016, each EAL pupil's "proficiency level" will need to be assessed using a new five-point scale by combining their reading, written and spoken language proficiency.*
   ii.   Ongoing assessments will be done termly to record specific progress against EAL targets.
   iii.   The school has rigorous monitoring arrangements in place for reviewing and continually improving provision for all pupils, including EAL pupils. The EAL Teacher, SMT and SLT regularly monitor progress through the class profiles and the APAPs.

3.   Provision for EAL pupils
   i.   The EAL teacher or TA meets all mid-phase admissions and will liaise with class teachers if a new pupil has English as an additional language. ii.   If a pupil is in the early stages of the 'EAL Stages' then the pupil will be included in a specific EAL intervention support led by the EAL team.
   iii.   EAL pupils on lower stages of English acquisition can be buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.
   iv.   Classrooms are highly visualised environments – dual-language texts, labels and visual support within lessons.
   v.   Speaking frames used within lessons to help English acquisition.

4.   EAL Leader
Is responsible for:
   ● Monitoring EAL data and assessing progress within EAL Stages and other academic performance.
   ● Supporting the adults supporting EAL interventions.
   ● Ensuring good EAL practices throughout the school.
   ● Ensuring appropriate resources are available for staff and EAL pupils.
   ● Liaising and monitoring with IM.
   ● Liaising with IM to ensure that mid-phase admission EAL pupils are identified in a timely way.

5.   Provision for the Most Able Pupils (MAPs)

At Oak Hill Academy we are committed to working for quality and equality of opportunity for all our children. We recognise children as individuals with unique personalities, skills and abilities. We provide teaching that makes learning challenging, engaging and investigative to achieve greater breadth and depth of understanding and enables children to reach their potential. We also recognise that within our school there are a number of children whose performance or potential is significantly greater than that of their peers. Therefore, we have the responsibility to meet the needs of these children and this policy outlines the identification procedures and provision made. It is accompanied by guidance for staff on strategies to meet the needs of the Most Able pupils. We use the Ofsted 2016 agreed terminology "Most Able" when discussing this vulnerable group. In school we refer to the Most Able Pupils as MAPs.

The aims at our school are:
   ● To identify the Most Able pupils

- To provide them with a suitably differentiated and challenging curriculum through Quality First Teaching
- To provide opportunities for these children to be independent and creative in their learning
- To celebrate high achievement
- To recognise the range of talents that pupils at our school have

Our definition of Most Able Pupils (MAPs)

'Most able' pupils are those who have ability or abilities beyond the large majority of children in the school and who consequently require more challenging learning. Within this will be a smaller number of children who show exceptional abilities in one or more subjects in the statutory school curriculum. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership.

Identification

Children who demonstrate this described level of performance or potential may be identified using a range of methods:

- Teacher assessment/observations
- Teacher identification using an awareness raising checklist of characteristics
- Test/SATs performance
- Information from parents
- Information from previous KS1 SATs Assessments/teacher/school or another professional e.g. sports coach, music teacher.

Those children identified will be recorded as 'Most Able' and clearly identified within all our assessment tools. The progress of the Most Able children will be monitored at half termly Pupil Progress Meetings and used to inform provision planning.

Provision In the classroom

At Oak Hill Academy, every child has access to Quality First Teaching through which differentiation (matching teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum. This may take the form of Greater Depth Challenges or open ended tasks (providing challenges which delve more deeply into a topic) or enrichment (providing other activities which run alongside the normal curriculum and go more broadly into specific areas of study). Teachers use a range of flexible learning and teaching strategies to keep the most able children interested and provide them with challenge such as thinking skills, questioning, problem solving and independent learning.

We aim to create an ethos where pupils feel very positive about achieving excellence and both achievement and effort are celebrated. Pupils are encouraged to become independent learners and given opportunities to apply their knowledge and understanding in more in-depth, complex, cross-curricular methods.

Explorers Academy

Explorers Academy provides identified Most Able pupils in either years 5 or 6 to attend a one day a week project at rivers Aspirations Academy. Pupils chosen will attend one session a week for half a term and explore a range of subject areas at a greater depth and challenge. It will give them insight in to what secondary school has to offer in terms of extending their learning and thinking at a higher level. Pupils will get the opportunity to mix with other year 5 & 6 children from Oriel Academy and Year 7 students from Rivers academy. Pupils who attend will graduate from the Explorers Academy at the end of the half term and will receive a certificate of attendance.

Monitoring

The progress of the Most Able children will be monitored at half termly Pupil Progress Meetings and used to inform provision planning. We follow the principles of the Assess – Plan – Do – Review cycle, using assessment to inform provision and planning and then reviewing progress to once again inform planning and delivery. Information on the Most Able pupils is provided on transfer between classes and between schools.

Roles and Responsibilities

Class Teachers are ultimately responsible for the progress and attainment of all their pupils. Class Teachers will:
- take steps to identify the Most Able pupils using the methods identified in this policy
- assess the progress of the Most Able pupils through normal classroom and whole school assessment cycles
- plan and implement appropriate provision
- record strategies used in Pupil Progress Meetings documentation, medium and short term planning
- deploy TAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the Most Able
- review provision regularly

The Leadership Team will:

- ensure all staff involved with identified children know of their particular needs
- update colleagues on best practice or new initiatives as they arise and to meet staff CPD needs
- monitor the progress made by the children every half term
- ensure that provision for the Most Able is reflected during scrutiny and moderation, lesson observations, work sampling and Pupil Progress Meetings.
- ensure that the Most Able have suitable challenges at school which motivate and stretch and challenge their thinking, provoke thought and higher order thinking opportunities
- ensure that Blooms Higher order questioning is used within lessons for those who are most able

Oak Hill Academy Inclusion Policy - Working in Partnership with Parents

Oak Hill actively promotes a culture of a school-parent partnership in order to enable each child to reach their full potential. We are collectively all part of the Oak Hill Family ethos. Parents are warmly welcomed to speak to their child's Class Teacher, members of the SLMT or Principal through the school year to discuss any matter.

This policy should be read in conjunction with the:
- Local Offer and SEND Information Report
- Curriculum subject policies ● Assessment policy

The Associate Principal and Inclusion Manager will report to the Governing Body on the effectiveness of the policy at least annually and, if necessary, make recommendations for further improvements.