Inclusion Policy

1 The Academy's vision for inclusion

1.1 This policy is guided by the Oasis Community Learning Ethos which states our commitment to model inclusion and compassion throughout all aspects of the life and culture of each Academy community. To view the full ethos statement, refer to appendix 1.

1.2 The Academy believes that the teaching and learning, achievements, attitudes and well-being of every young person matter.

1.3 The Academy will recognise the diversity of its students and will take into account their varied life experiences and any previous difficulties, providing for each student according to his or her needs.

1.4 The Academy believes that students learn and achieve in different ways, and at different rates; it will adapt its practices in a continuing process of review and development to take into account the learning needs of the individual student.

1.5 The Academy will have high expectations and set suitable challenging targets to ensure that all students realise their learning potential and contribute fully and appropriately to the life of the Academy and the wider community.

1.6 The Academy will aim to develop an environment and ethos of tolerance and mutual respect in which all students will be valued and respected members of the community, able to flourish and feel safe.

1.7 The Academy will work together with other agencies, seeking good quality specialist advice to support the inclusion of children in the learning community.

1.8 The Academy will foster close and effective partnerships with parents and young people and other stakeholders to ensure that young people have maximum opportunities to succeed and achieve their goals. (In this policy the term 'parents' refers to anyone with parental responsibility for a child.)

1.9 The Academy will identify any barriers to learning and devise policies and practices that meet the individual and diverse learning and behavioural needs of young people as those needs become apparent.

2 Definition of inclusion

2.1 Inclusion is a term used within education to describe the process of ensuring equality of learning opportunities for all children and young people.

2.2 Since the publication of the Every Child Matters White Paper (ECM) in 2003 its five outcomes have formed the framework of a policy for inclusive education. The five ECM outcomes state that all children and young people should:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution; and
- achieve economic wellbeing.

2.3 In the context of these five outcomes, inclusion within Academies is a process of identifying, understanding and breaking down barriers to learning, participation and belonging. It will aim to enhance the quality of the educational experience for all children and young people, helping them to play a full part in the life of the Academy to which they belong.

3   Links with other policies

This inclusion policy is an overarching document. Details of approach in particular areas will be contained in the following policies:

- Special Educational Needs;
- Equal Opportunities;
- Disability Equality;
- Race Equality;
- Gender Equality;
- Behaviour for Learning;
- Anti-bullying;
- Attendance;
- Child Protection; and
- Departmental policy documents.

4   Policy implementation

4.1   Academy development

In order to develop the Academy as an inclusive learning environment, the Academy will seek to ensure that:

- the vision for students is implemented in practice;
- plans for new buildings/facilities take into account the needs of disabled people;
- new facilities are designed to support inclusion with learning at the heart;
- new students and staff are welcomed to the Academy and helped to become part of its community through an induction programme;
- consideration is given to the composition of mentor and teaching groups so that they are balanced in terms of gender, and any setting arrangements are for the benefit of all students;
- the voice of the young person is sought and acted upon at every reasonable opportunity; and
- staff appointments and promotions are seen to be fair and the process of recruitment and training is transparent.

4.2   Organisation

In order to meet the diverse needs of the students, the Academy will seek to ensure that:

With regard to learning:

- all students follow individual learning programmes that outline the teaching arrangements necessary to enhance their learning and participation in the curriculum;
- all support and additional provision will be integral to the curricular planning for meeting the needs of all students; and
- students who require specific support for learning needs receive the help wherever possible within the classroom setting. Where this is not possible, provision will be made in a suitable learning environment within the Academy.

With regard to behaviour:

- all staff consistently implement a positive approach to behaviour management, including a system of rewards and incentives for students to reach their targets in line with the Behaviour for Learning policy of the Academy;
- disciplinary exclusions will be a last resort;
- bullying behaviours will be swiftly identified and dealt with in accordance with the school's Anti-bullying policy; and
- instances of racial or religious intolerance will be dealt with immediately in accordance with the Academy's equality policies.

With regard to attendance and punctuality:

- attendance and punctuality concerns are identified early and investigated in the first instance at a joint family/Academy conference arranged by the Inclusion Manager or senior member of the pastoral team; and
- the Academy will seek the support of external agencies where necessary.

With regard to physical needs:

- teachers and support staff will take specific action to provide access to learning and opportunities for effective participation for students with particular physical needs or other potential physical barriers to learning and social interaction.

With regard to staff training:

- continued professional development opportunities are accessible and undertaken by all staff to enable them to support diversity with confidence and the necessary skills.

With regard to longer-term planning:

- any support policies for learning or for behaviour are considered in the SEF and will address the management of longer-term difficulties as well as immediate needs.

4.3   Support for students described as having special educational needs according to the SEN Code of Practice will be based on the following approach:

- support for SEN is integral to the overall inclusive strategy of the Academy;
- alternative teaching and learning (and assessment) arrangements will be designed to extend the learning of students in line with the inclusive approach of the Academy; and
- the detail of teaching arrangements and facilities in place in order to achieve success with the SEN strategy are described in the relevant departmental policy documents of the Academy.

5   Responsibilities

5.1   The Academy Council
It is the responsibility of the Academy Council, in consultation with the Principal and key staff members, to ensure the effective development, implementation and review of the inclusion policy on an annual basis.

5.2   The Principal
        The Principal is responsible for ensuring that procedures and practices which will support the policy are implemented and followed.

5.3   The Inclusion Manager
        The Inclusion Manager will:
- oversee the day-to-day operation of the Academy's inclusion policy and related policies;
- manage support staff and arrange and co-ordinate additional support;
- liaise with and advise colleagues on inclusion issues;
- contribute to the professional development of staff directly and by advising the Principal on inclusion training;
- work in partnership with parents and families on inclusion issues concerning individual students;
- oversee the completion of records relating to inclusion issues;
- work with external agencies providing multidisciplinary support to the Academy in line with the Government's ECM agenda; and
- provide regular feedback to the Principal and to the Academy Council on the operation of the policy within the Academy.

5.4   All staff
        It is the responsibility of all staff in the Academy to ensure that the needs of students are identified and responded to in a way that will maximise their learning and participation in the Academy community.

6   Monitoring and Review:

6.1   The Inclusion Manager will report on the working of the policy to the Principal and, where required, to the Academy Council.

6.2   The Principal will report annually to the Academy Council on the working of the policy and termly if there are any particularly important and urgent issues in this area to report.

6.3   The Academy Council will report annually to the Oasis Community Learning Board, and more often if necessary when there are any particularly important and urgent issues in this area to report.

Oasis Community Learning - Ethos Statement

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.