



Oaks Primary Primary Academy

Inclusion Policy

Primary Years Programme

Introduction

Our aim at Oaks Primary Academy is to value the individuality of all our children. We are committed to giving each child at our Academy every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every pupil to be empowered and inspired for the next stages in their lives. This policy helps to ensure that this happens for all the children in our Academy – regardless of disability, age, gender, ethnicity, attainment or background.

The whole Academy community is committed to a collective responsibility for the implementation of the values inherent in this statement. Anytime any non-inclusive practice is noted, it will be raised with the member of staff concerned and appropriate action will be taken

The IB supports the following principles of an inclusive education:

1. Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students.
2. An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
3. The interests of all students must be safeguarded.
4. The school community and other authorising bodies should actively seek to remove barriers to learning and participation.
5. All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
6. With the right skills training, strategies and support, the majority of students with learning support requirements can be successfully included in mainstream education.
7. Mainstream education will not always be appropriate for every student all the time. Equally, just because mainstream education may not be appropriate at a particular stage, it does not prevent the student from being included successfully at any other stage.

The IB Programme Standards and Practices documents the practices required by schools to support learning diversity:

Purpose (0101) The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Leadership and governance (0201) The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)

Student support (0202) The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

The school identifies and provides appropriate learning support. (0202-02)

The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)

The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programmes (0202-05).

Teacher support (0203)

The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

Culture through policy implementation (0301)

The school secures access to an IB education to the broadest possible range of students. (0301-01)

The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language. (0301-04)

Coherent curriculum (0401)

Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

Students as lifelong learners (0402)

Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)

Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Approaches to teaching (0403)

Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to assessment (0404)

The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

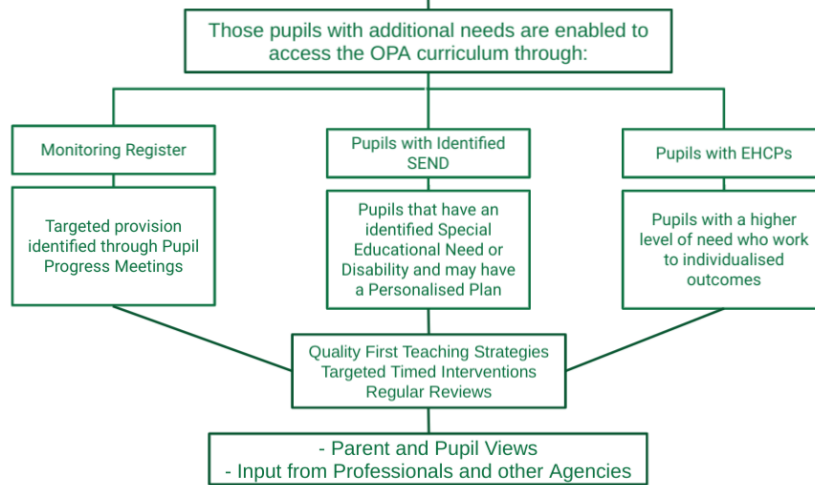
Oaks Primary Academy, in line with the IB, supports the following principles of an inclusive education where:

- Education for all is considered a human right.
- Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student.
- Every educator is an educator of all students.
- Learning is considered from a strength-based perspective.
- Learning diversity is valued as a rich resource for building inclusive communities.
- All learners belong and experience equal opportunities to participate and engage in quality learning.
- Full potential is unlocked through connecting with, and building on, previous knowledge.
- Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated.
- Multilingualism is recognised as a fact, a right and a resource, as referenced in the [Language Policy OPA](#)
- All students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens.
- All students in the school community have a voice and are listened to so that their input and insights are taken into account.
- All students in the school community develop the IB Learner Profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- Diversity is understood to include all members of a community.
- All students experience success as a key component of learning.



Inclusion Framework

The OPA curriculum is delivered within relevant and purposeful contexts, is built upon prior learning, and is designed to be challenging, interesting and motivational to all pupils. We aim to create inquiring, lifelong learners who respect and care for the world they live in and all those who live in it. OPA learners will understand how they are connected to the world in order to take action to improve their own lives, and the lives of local and global communities.



Inclusive Access Arrangements

Support and/or access arrangements are required to enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, reach their full potential in learning and assessment. Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

- learning disabilities
- English as an additional language
- language difficulties
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behaviour challenges
- multiple disabilities and/or physical, sensory, medical or mental health issues.

We are fully aware that other barriers exist and thus put measures in place to ensure the school is organised in a child friendly manner, supporting routines, transitions and puts the pupils first at all times. At Oaks Primary Academy, our teaching and learning framework champions diversity, multiculturalism and ensures structures are in place to allow all children to be successful. The Learner Profile Attributes and Approaches to Learning underpin the delivery of our curriculum at Oaks Primary Academy ensuring that pupil agency is promoted and all members of the community are empowered. All members of the school community are responsible for the removal of barriers.

Confidentiality

Oaks Primary Academy treats all information about a pupil as confidential. Any communication regarding a student's learning support status will be retained within their protected pupil file, access to which is provided to Senior Leadership and the teachers and staff who support the individual's learning and welfare. Data retained by the school on any student will be kept confidential. Only through consultation with the parent/guardian will information and/or advice be communicated to the teachers and staff directly responsible for the education of the student.

Inclusion Responsibilities

The Academy's Responsibilities:

- To provide training for all staff to support individual children with their learning
- Raise awareness of children's needs
- Provide the necessary resources for inclusive practice
- Collaborate with all team members to support planning for all learners
- Ensure that teachers teach in a way that respects the dignity and rights of all learners without prejudice for race, beliefs, colour, gender, sexual orientation, disabilities, age, physical characteristics or ancestry
- Ensure that there is a common language used across the Academy, from Nursery to Year 6, providing consistency for all learners including those with additional needs
- Ensure there is equal access to technology, including iPads and Chromebooks, and software such as ReadWrite to overcome barriers
- Report concerns and implement strategies
- Communicate with families and stakeholders

The Families' Responsibilities:

- Take an active role in their child's education
- Understand their child's entitlement to support
- Communicate requirements with the Academy team

The Children's Responsibilities:

- Express their thoughts and feelings
- Indicate their choices
- Take action wherever appropriate
- Enjoy life and learning

Teaching and Learning

The ethos of the Inclusion Policy is directly linked to the Teaching and Learning Policy.

[Learning and Teaching Policy_OPA.pdf](#)