



Hazel Oak School

Inclusion Policy

This policy is carried out within the context and spirit of the school's vision statement. It supports and reinforces the aims of Hazel Oak School, valuing all pupils equally

Aims and Objectives:

Inclusion is central to all we do at Hazel Oak. We:

Work together to help our students to overcome their barriers to learning and participation

Plan and deliver a curriculum that motivates and meets the specific needs of individuals and groups

Set suitable learning challenges for all

Ensure that teaching responds to the diversity of students' learning needs

Ensure the achievement and well-being of different groups of students within our school, including:

- Students from low income families who are entitled to free school meals
- Students who are in care (Looked after children)
- Males and Females
- Specific SEND groups (e.g ASD, communication difficulties, MLD, Dyspraxia, Dyslexia)
- Physical and Medical difficulties
- Minority ethnic and faith groups
- Students who have English as an additional language
- Gender dysphoria
- Students who have had significant breaks in their schooling (e.g through illness, disaffection, inappropriate placements)
- Students at risk of disaffection or exclusion

Curriculum, Teaching and Learning:

(see also Curriculum, Teaching and Learning policy)

The curriculum at Hazel Oak is a rich balance of national curriculum subjects alongside outdoor learning and extra-curricular opportunities, offering support and challenge at levels appropriate to the needs of individuals and groups. Much of the curriculum is 'Challenge-based'. Each term learning is planned across the different subjects around a theme/topic and within the theme students work towards an overall challenge that will allow them to use and apply the skills they have acquired that term.

As a Business and Enterprise School we develop entrepreneurial skills in our students from an early age, equipping them with the IT, independence, thinking and life skills that they will need to establish their place in the wider world.

Our curriculum is delivered with an innovative variety of teaching and learning styles, to reflect the diversity of individual need and ensure curriculum access for all.

We offer a blend of specialist teachers and facilities, vocational, work-related and 'real-life' learning experiences and pastoral support from dedicated form tutors, teaching assistants and our Hazel Oak Wellbeing (HOW) Team.

Hazel Oak Wellbeing (HOW) Team

The team take referrals for additional support within school for individuals or groups. Referrals can be made by staff, parents or students can make a self-referral. The team looks at each student, their individual needs and setting and then develop a program of support. This can include:

- Inclusion and transition to other local schools, for Hazel Oak pupils and pupils from other local schools. Support may also be on a 1:1 basis within the class at Hazel Oak, specific to their needs.
- Support regarding the social/emotional needs of pupils through groups, 1:1 support and mentoring sessions. Staff are trained in mental health and wellbeing.
- Advice to parents/staff and liaison with other agencies involved with the child.
- We also give support within the PHSE curriculum including sex and relationships education.
- Links with a designated Speech and Language Therapist. The speech, language and communication practitioner works on set targets throughout school: 1:1 therapy, group and class sessions. This includes Early Communication, PECs and Makaton.
- Links with Occupational Therapy and Physiotherapy- offering BEAM sessions to students.
- Individual sensory assessment and supportive programmes. Sensory timetables and resources developed to be used in class.
- Producing resources, social stories etc, personalised to the student.

- We also offer refer to the community, learning and disability nurses to support families in the home with behaviour, fussy eating and toileting issues.
- Our psychologist works one day a week and offers support to individual students, parents/carers and staff.
- Our life coach works with staff and students on a 1:1 basis.
- Liaison with outside agencies for students who are visually and hearing impaired.

Monitoring groups and individuals:

To ensure that all groups and individuals achieve, both academically, socially and emotionally:

The Deputy Head Teachers (Sinead Davies and Kara Robinson) are both lead designated senior leads (DSLs) for Child Protection and Assistant Head teacher (Wendy Fitzmaurice and HOW Team Manager (Clair Garry) are Deputy DSLs . All DSLs work with families and other agencies to monitor any ‘at risk’ individuals.

We have a designated ‘Looked After Children’ Co-ordinator, (Wayne Tulloch) who liaises with other agencies involved in a student’s welfare.

The Head teacher and Assessment Co-ordinator (Andy Simms and Jacinta Sing) hold whole-school responsibility for the monitoring of progress data. This is then shared with staff, parents and students through:

- Senior Leadership Team meetings
- Subject Leader meetings
- Governor’s meetings
- Whole-School, Key Stage and Multi-agency meetings
- Assess and Review Weeks
- Parents’ Evenings and Annual Review meetings.

Pupil Premium:

At Hazel Oak School Pupil Premium is dedicated to raising the academic, social, emotional and vocational attainment of our most vulnerable pupils to ensure they achieve maximum independence.

Funding is allocated to areas identified as priorities, linked to the School Development Plan and the needs of individual learners. The Sutton Trust Toolkit is utilised in order to identify interventions that are likely to have maximum impact on learners’ overall attainment. Priority areas are reviewed on an annual basis, based on barriers to learning, impact of interventions and learners’ needs.

Students with physical and or medical disabilities:

Hazel Oak fully meets the requirements of the Equality Act 2010 in relation to disability discrimination. (See our Disability, Equality and Accessibility policy) All reasonable steps are taken with regard to premises and classroom accessibility to

ensure that students with disabilities are not placed at a disadvantage to their peers. The school is all one level with automatic doors at reception, into the hall, onto the car park and upper school playground to facilitate wheelchair access.

We work with families and agencies to ensure that our resources support students with physical/ motor difficulties and our HOW team manages a budget to ensure that we are well-resourced to support individuals. Resources include:

- Writing slopes
- Pencil grips
- Sensory aids
- Chew Stixx (to improve sensory processing and oral motor development)
- Wobble cushions
- Specialised chairs
- Hearing devices
- Specialist cutlery

We also ensure that we work with other families and agencies to ensure that we are up-to-date with any students' medical requirements. Where appropriate students have a 'Care Plan' in place detailing medical requirements and procedures to be followed. These are updated as appropriate by the School Nurse who is on site weekly.

- All staff are given medical training in the administration of Emergency medication
- such as Epi-pen, Buccal Midazolam, Rectal Diazepam
- Trained staff deliver tube feeding
- Qualified first aiders on site
- Trained staff administer daily medication to individuals

Supporting students' communication/ learning needs in the learning environment:

In addition to our personalised curriculum and small adult: student ratios, strategies include:

- 'Time out/ Chill-out' activities for stress reduction
- Heart beat watch monitors (for monitoring stress)
- Visual timetables
- Symbols
- Makaton
- Social stories
- Task boards
- 'Now and Next' charts

- Personalised reward charts
- Sensory room (both on on and off site) and resources
- Dyslexia friendly resources

This is by no means an exhaustive list as we pride ourselves on offering a flexible, personalised and bespoke approach to supporting all of our students to overcome or manage their barriers to learning in order to maximise on their learning potential and be fully included in our curriculum offer.

Policy Date: May 2017

Policy Review Date: May 2020