



Oakridge School and Nursery Inclusion Policy

May 2026

Subject Leader: Assistant Head Teacher for Inclusion

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1. Aims

Our school vision is to enhance the life chances of all pupils.

While we embrace change and innovation, our core purpose remains the same: to nurture every child to reach their full potential academically, socially, and emotionally.

Oakridge School is committed to providing an environment that enables full curriculum access and values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Oakridge School is a caring, happy and safe community where everyone is treated with kindness and respect for diversity is celebrated. All children are equally valued in school and we are committed to include all children in every aspect of school life. Oakridge School actively seeks to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.

We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- Girls and boys;
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Children who need support to learn English as an additional language;
- Children with additional learning needs;
- Gifted and talented children;
- Travellers;

- Asylum seekers;
- Children with special educational needs and disabilities
- Pupils who are subject to Child Protection or Child in Need plans
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- Pupils with emotional and behavioural difficulties

2. How we support Inclusion

All staff will ensure that all children

- feel secure and know that their contributions are valued
- understand the Oakridge values and the school rules
- appreciate and value the differences and similarities that they see in others, and in their community
- Take responsibility for their own actions;
- Are taught in groups that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Participate fully regardless of disabilities or medical needs.
- are able to 'Give Me 5' to name 5 trusted adults in school or in the community

Oakridge School and Nursery has a dedicated pastoral, welfare and support team who support children and families with

- their mental health
- any concerns at school or home
- behaviour and emotional literacy
- attendance
- dealing with trauma or bereavement
- building confidence and self esteem
- transitions

We do this by

- welfare checks
- intervention and support groups
- workshops for children
- workshops for parents
- building relationships with families
- breakfast and after school clubs
- experiences outside of school (subsidised if appropriate)
- enrichment days

- home visits and family support
- assemblies (both celebration and informative)
- supporting food poverty and financial hardship in the community

The Pastoral Team also liaise closely with the SENCo and class teachers to ensure that the classroom provision for children enables them to access all areas of the curriculum, whatever the need of the child.

3. How we identify the needs of our pupils

Children or family needs can be identified in a number of ways, although this is usually via either the family or the class teacher raising a concern. This will be referred to the Pastoral Team, who will initially arrange a welfare check with the child to assess their needs. This will then allow the child to be allocated an inclusion pathway which may include 1:1 or group sessions/intervention, referral to external support, safeguarding referrals, involvement of the SENCo, class or whole school adaptations, or mental health referrals, appropriate to their needs.

4. How children are supported in the classroom

Our staff plan a curriculum that meets the specific needs of individuals and groups of children. When planning, teachers set high expectations and provide opportunities for all pupils to achieve. Teachers need to be aware that pupils bring different experiences, interests and strengths to school which influence the way they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively and using a 'learning without limits' approach to teaching ensures all children have the opportunity to take control of their own learning.

To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability. Teachers need to ensure that teaching assistants have access to relevant planning so that they can support the children appropriately. Teachers should take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments;
- Securing their motivation and concentration;
- Providing equality of opportunity through teaching approaches;
- Using appropriate assessment approaches;
- Setting targets for learning;
- Developing positive relationships with children;
- Setting appropriate learning challenges;
- Responding to the diverse needs of the children;

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities to meet the needs of individuals or groups of children;
- Commitment to the Core aims for Children and Young People

The school aims for early identification of special educational needs. This is done through monitoring of achievement and teacher observation. It is the role of the teacher to inform the SENCO of concerns regarding a child's learning. The SENCO then ensures further assessment and support (Refer to SEND Policy for further details).

We achieve educational inclusion by continually reviewing what we do, by asking ourselves these questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child. In exceptional circumstances we may decide that disapplication is the correct procedure to follow. We would only do this after consultation with parents and the Local Authority (LA). The school's governor with responsibility for special educational needs would also be involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

6. Racism and Homophobic Bullying

The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the programmes of study of the National Curriculum, particularly through our PSHE Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social

background. All racist and homophobic incidents are recorded and reported to the Governing Body by the Head Teacher. The school contacts parents of those pupils involved in these incidents. Further details are to be found in the schools Behaviour and Anti-Bullying Policy.

7. Summary

At Oakridge School and Nursery, we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

8. Links with other policies

Please read this policy in conjunction with these additional policies

Attendance Policy

Behaviour Policy

SEND Policy

Pupil Wellbeing and Mental Health Policy



