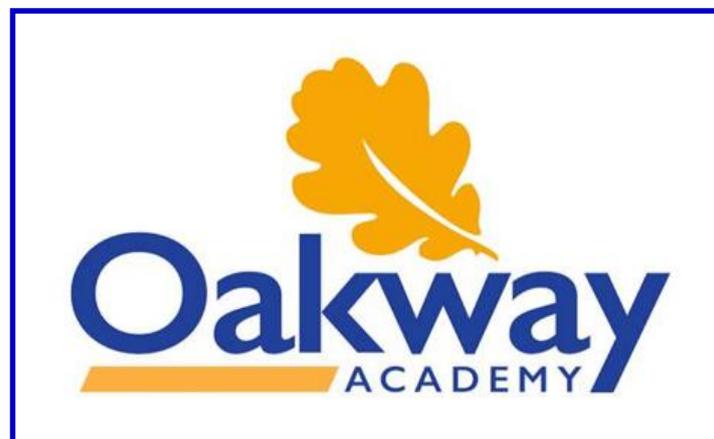


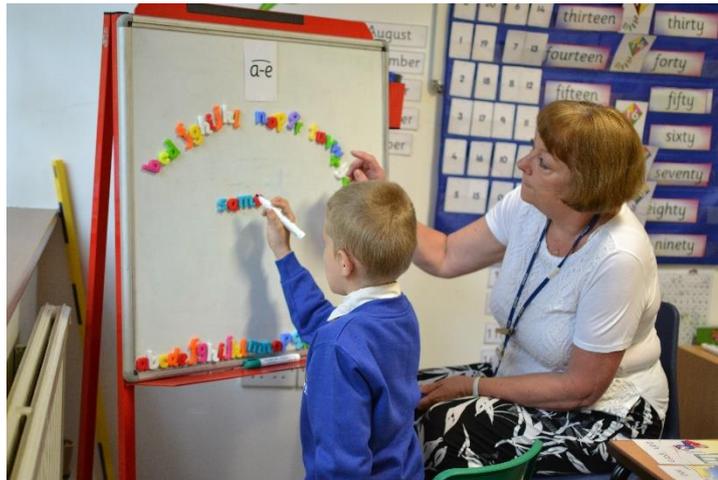


Inclusion at Oakway Academy



About the Inclusion Team

The inclusion team is led by the following team members who work together to support children and their families in order that all children have full access to the curriculum and that barriers to learning are removed:



Inclusion Team Leaders

Claire Byron - Vice Principal,
Inclusion Manager

Felicity Botterill – Head of Pupil Safety and Welfare

Jacinta Gordon – SENCo

Lisa Blackwood – Assistant SENCo

The inclusion team also consists of a number of members who provide direct, specific interventions and support to children, families and teachers across the academy:

Deena Singh – Welfare Officer

Terri Needs – Attendance Welfare Officer

Kelly Underwood – Welfare Officer

Loise Benta – School Counsellor

Marli Uys – Speech and Language Support Assistant

Helen Hemsley – Speech and Language Support Assistant

EAL

What support do we provide?

EAL pupils are welcomed in to the rich diverse culture of Oakway Academy. When they join the school they are allocated a peer buddy, they are seated with good language role models and introduced to other children who speak their home language. All children access small group or one to one interventions to teach key vocabulary. Children are assessed using our own assessment tool based on the Department for Education EAL Census. At Oakway academy we promote communication friendly classrooms using visual aids, translation tools and interactive resources to immerse the children in a rich language environment. Children with English as an Additional Language who enter Oakway in Reception classes are also assessed on a Chatterways communication and language programme by one of our Speech and Language teaching assistants. If their communication and language development in English is below age related expectations, they will join a small group intervention which is overseen regularly by our Independent Speech and Language Therapist.



How do children access the support?

All EAL pupils are assessed and individual needs are planned for. The assessment tool is reviewed termly to track children's progress and ensure interventions are in place to support struggling learners. If a child requires additional support teacher refer to the EAL Lead by completing an Inclusion Referral Form.

Who do I contact?

Lisa Blackwood, Assistant SENCo and EAL Lead.



Theraplay

What support do we provide?

Our school offers **Sunshine Circles, Team Time** as group interventions based on **Theraplay**[®] principles.

Sunshine Circles are a small group intervention led by one of our two practitioners who have attended Level One Training in **Theraplay**[®].

Team Time is led by the class teacher who has been trained to use **Theraplay**[®] informed practice. These sessions involve the whole class and class teacher as they engage in enjoyable multi-sensory activities together.

Team Time and **Sunshine Circles** are designed to build relationships, allowing children to grow socially, emotionally and intellectually. Every activity helps to develop children's self-esteem, sense of belonging, ability to trust and to care for themselves and others.

Theraplay[®] for child and family is also offered by our school counsellor for building and enhancing attachment, self-esteem, trust in others, and joyful engagement. It is based on the natural patterns of playful, healthy interaction between parent and child and is personal, physical, and fun. Theraplay sessions create an active, emotional connection between the child and parent or caregiver, resulting in a changed view of the self as worthy and lovable and of relationships as positive and rewarding.

How do children access the support?

All children have access to weekly **Team Time** sessions with their class.

For **Sunshine Circles** and child and family **Theraplay**[®] interventions children are identified by teachers, or members of the Welfare Team who complete a referral form and hand to the Head of Pupil Safety and Welfare. Children will then be allocated to an appropriate intervention.

Who do I contact?

Felicity Botterill - Head of Pupil Safety and Welfare.

Nest Nurture Intervention

What support do we provide?

Identified children work in a small group with two members of staff for two afternoons per week in our Nest class and it is expected that they may require this intervention for two to four terms depending on their progress.

The nurture provision will assess learning and social and emotional needs of each child using teacher assessments and Boxall Profiles and then provide whatever support is needed to remove the barriers to learning. There will great emphasis on language development and communication. The relationship between the two staff members, always nurturing and supportive, will provide a role model that children observe and begin to copy. Food will be shared at 'snack time' with much opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to. There will be Sunshine Circles (see Theraplay® section for further details) used to help develop promote positives relationships within the group and much of the learning activities will be multi-sensory and collaborative.

Every activity planned is designed to develop children's self-esteem, sense of belonging, ability to trust and to care for themselves and others.

How do children access support?

The inclusion team identify children through progress data, discussions with Assistant Principles, the Welfare Team and external professionals.

Who do I contact?

Lisa Blackwood - Assistant SENCo



Nest Learning Intervention

What support do we provide?

Identified children work in a small group with two members of staff for five mornings per week in our Nest class. In these sessions children are able to access tasks at their level and stage of development. Children engage in daily activities based on their individual Learning Plan targets. These interventions focus on reading, writing and mathematics. The Nest class is a welcoming, positive learning environment where children's independent learning skills, self-esteem and attitudes to learning are fostered. Whilst children may attend this intervention for their core learning they also remain an active member of their own class and may return to their class for core learning should sufficient progress be made.

How do children access support?

The inclusion team identify children through progress data, discussions with Assistant Principals and external professionals.

Who do I contact?

Lisa Blackwood, -
Assistant SENCo



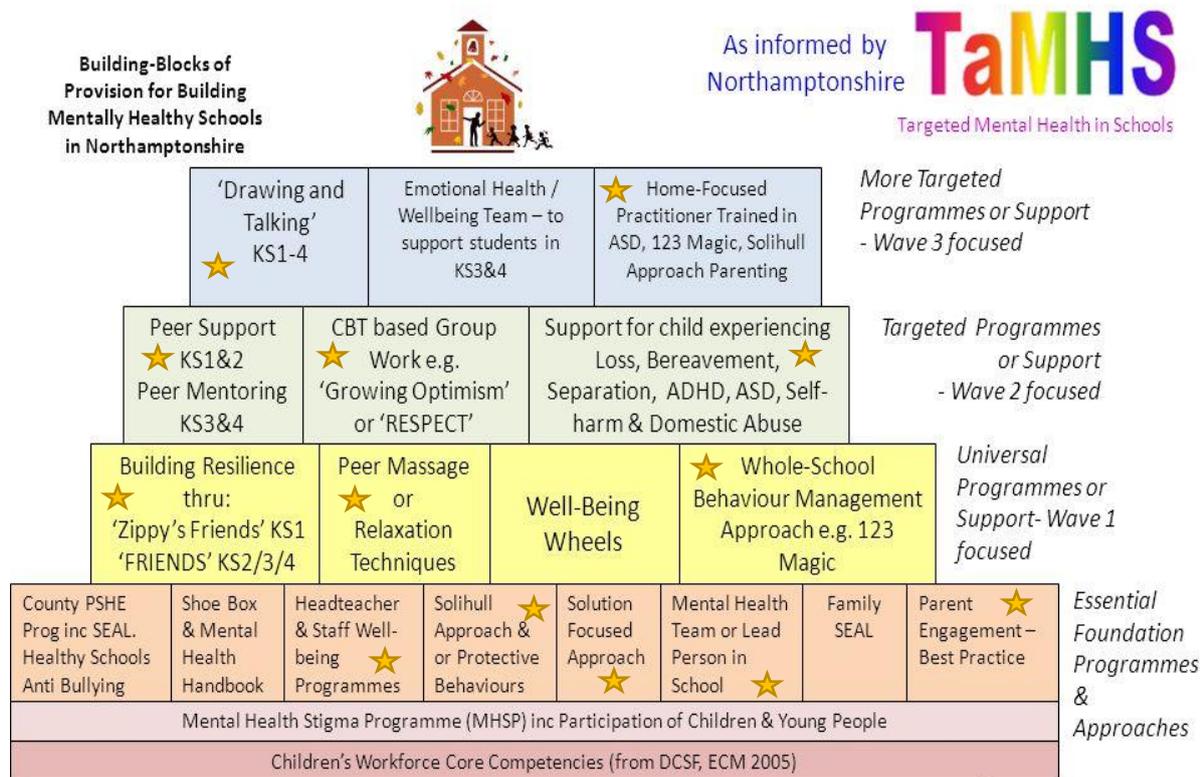
Social, Emotional and Mental Health support

Children’s social and emotional wellbeing has a significant impact on their ability to engage in learning and make academic progress. Whether children are struggling with confidence, low self-esteem, anxiety or anger we are able to offer a range of interventions specifically designed to support children’s wellbeing. Counselling is also available to children whose mental health is impacted by trauma or turmoil.

What support do we provide?

Northamptonshire Targeted Mental Health in Schools (**TaMHS**) is a coordinated multi-agency programme for building capacity within schools through training, support and introducing new programmes and approaches to better meet the mental health needs of all children.

Oakway Academy already implements many of the recognised TaMHS programmes and is also involved in a TaMHS project over the academic year 2018 – 2019. Through participation in the TAMHS project including bespoke training and consultation we will be able to increase and develop the programmes we have on offer. These programmes are designed to support all children and some specific programmes are designed to include those who are vulnerable to mental health difficulties or those who already experience high level difficulties with mental health. We already provide all of the programmes identified with a star. ★ (see below).



The following programmes are provided to all children, mainly delivered to whole classes by the class teacher:

- **Zippy's friends** – a 24 week Year 1 and 2 programme which helps children to build resilience
- **Apple's friends** – a 24 week Year 3 & 4 programme which helps children to build resilience
- **FRIENDS** – a 24 week Year 5 programme which helps children build resilience
- **Protective Behaviours** – a 6-12 week programme designed to build children's capacity manage risks in their lives and to know how to seek help and support if they need it
- **Anti-bullying programmes** – are delivered to all children regularly throughout the year
- **123 Magic** and **Restorative Approaches** are used as the basis of our whole school approach to behaviour management (see Behaviour and Relationship Policy for further details)

The following programmes are provided to children either in small group or one a one to one basis with, usually led by a member of our Inclusion Team:

- **Drawing and Talking** – one to one support for children who have suffered trauma or who require counselling. Usually lasting 6-8 weeks
- **Growing Optimism** – small group intervention for identified children who have negative thought processes and who need support to alter their thinking using Cognitive Behaviour Therapy approaches. Usually lasting 10 weeks
- **Social Detectives** and **Superflex** – small group intervention to support children who are have social and communication difficulties and who may be diagnosed with Autistic Spectrum Disorders. Usually lasting 6-10 weeks
- **Loss, Bereavement, Anxiety** and **Self Harm** – one to one support programmes which are usually delivered by the school counsellor and will be planned around the needs of the individual child. Length of support will vary

The following programmes are provided to parents in small groups, usually led by a member of our Inclusion Team:

- **123 Magic for Parents** – a 10 week course for parents to help them introduce a behaviour management system in the home which is consistent with the systems used at Oakway Academy
- **Solihull Approach for parents** – a 6 week programme for parents which develops an understanding of early attachment and how to nurture positive relationships between parent and child from birth onwards

In addition to the TaMHS programmes on offer we also provide the following interventions:

- **ELSA** – One of our Welfare Team members is a qualified Emotional Literacy Support Assistant (ELSA) who has been trained by Educational Psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. The majority of ELSA work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills. Sessions are fun, we use a range of activities such as: games, role-play with puppets or arts and craft.

- **Friendship lunches** – Our school counsellor invites children to join her for ‘friendship lunches’ where the identified child may invite a few other children they wish to develop or strengthen friendships with. Children usually self-refer to her for this support, but other members of staff may also identify children who may need additional support developing friendships.
- **PSPs – Pastoral Support Plans** and **BSPs – Behaviour Support Plans** are individual written plans used to support an identified child with well-being or managing behaviour. The plans detail the people involved in supporting the child, the strategies and interventions required to support the child and the stages of response should the child be distressed. The children who require a pastoral support plan are identified by the SENCO, Welfare Team or class teachers. Class teachers write the plans.
- **Champion plans** – are individual plans which are used to support children who have experienced developmental trauma or attachment difficulties. They detail adults who are significant to the child and how these adults can build relationships with the child in order to help them feel safe. They also detail how to respond to the child when they are distressed. The children who require a pastoral support plan are identified by the SENCO, Welfare Team or class teachers. Class teachers write the plans.
- **Growing PRIDE** – is a whole class approach used to help class teachers, teaching assistants and children to build positive relationships with one another and to develop the positive behaviours required for learning, such as listening skills and cooperative skills. Growing PRIDE involves identifying and developing a specific learning behaviour that would enable the class to work better together. The skill is then developed through skill-building lessons and through taking time to notice the skill in action in other lessons.

How do children access the support?

Social, Emotional and Mental Health support is available to all children through a range of whole class interventions as detailed above. The small group and individual support is accessed through referrals made by teachers and members of the inclusion team using the pastoral support referral form. These will be allocated at weekly team meetings and the referrer will be notified of the outcome and likely start date of the intervention. This form includes some simple assessment measures that will be used to determine which support would be most appropriate for meeting the child’s needs.

Who do I contact?

Felicity Botterill, Head of Pupil Safety and Welfare for group or individual social, emotional and mental health support

Jacinta Gordon - SENCO for pastoral support plan & behaviour support plans

Lisa Blackwood - Assistant SENCO for Champion plans

Claire Byron - Inclusion Manager for any other behaviour support required

Safeguarding

Reporting a concern

If you are concerned about a child being at risk of harm please complete a cause for concern form which can be found in the Den on the safeguarding display board.

Welfare concerns should be recorded on a green slip. Teachers may also report welfare concerns directly onto

CPOMS (the whole school safeguarding platform). Green slips must be handed directly to a DSL in office 8 or 9 or posted in the letter box outside office 8.

Child Protection concerns should be recorded on a white slip. White slips must be handed to a designated safeguarding lead (DSL) in office 8 or 9. If you need to report a child protection concern and no one is available in these offices please report the concern directly to Mrs Wallace or Mrs Byron.

If you are a parent or visitor to the site and need to report a concern about any child please ask to speak with a DSL.

What to report

- Does the child seem to be unfed or unkempt?
- Does the child seem to be bruised or have injuries?
- Does the child talk inappropriately about violence?
- Does the child act in an inappropriate manner, relating to sexual matters, for their age?
- Does the parent talk about violence in the home?
- Has there been a change in the child's behaviour, presentation or general wellbeing?
- This list is not exhaustive — please report anything that gives you cause for concern.
- When a concern about a child is raised we will always contact the parent to discuss this unless it is not in the best interests of the child to do so.

How to deal with a disclosure

If a child approaches you to talk listen and reassure the child. DO NOT stop the child from talking. Listening to disclosures can be difficult for all adults but it is important to remember that a child has chosen to talk to you for a reason.

- Do not show distress
- Stay calm
- Do not make promises you cannot keep
- Do not promise confidentiality
- Do not use leading questions
- Remember TED (tell, explain, describe)
- Report the concern

Who do I contact?

Felicity Botterill - Head of Pupil Safety and Welfare



Special Educational Needs

At Oakway Academy we are committed to ensuring all children achieve their potential in all areas of learning. We recognise that some children have Special Educational Needs and Disabilities (SEND) and as such may require additional support to enable them to enjoy equal access the curriculum and all other provisions we offer.

Through regular assessment of children's learning, including initial assessments when children start at Oakway Academy, teachers are able to identify those who are not progressing at the expected rate or are falling behind their peers. We also gather information from parents, previous school or preschool settings and use this when assessing possible SEND. If a child is identified as having an SEND then their names are placed on the academy's SEND register as part of our statutory duty.



What support do we provide?

All children access quality first teaching which is differentiated to meet the needs of individual learners. Children identified as having special educational needs access a range of interventions to support with both academic and social and emotional development. Children work towards targets on personalised Learning Plans which are reviewed termly.

Whole class visual timetables are displayed in all classrooms and some children access individual visual timetables. Some children access additional provisions and resources such as workstation, ear defenders, fiddlers, learning breaks and working towards charts depending on their individual needs.

Where appropriate, support is sought from a wide range of outside agencies including: Educational Psychologist, Community Paediatrician, Occupational Therapy, Physiotherapy, Sleep Solutions, Specialist Support Service, Target Autism.

How do children access the support?

Progress data is reviewed termly to identify children working significantly below Age Related Expectations (ARE). Teachers can refer children using the inclusion referral form. The referral will be discussed at weekly inclusion meeting and next steps identified. Parents may contact the SENCo directly via the main reception to discuss concerns they have regarding their child's learning and development.

Who do I contact?

Jacinta Gordon - SENCo

Speech, Language and Communication

What support do we provide?

Speech and language skills of all children starting in YR are assessed using WellCom screening tool. Children who are baselined below ARE will access Chatterways intervention 2-3 times per week in a small group. Assessments are carried out at regular points throughout the year to ensure children are making progress.

Children with identified speech, language and communication needs access 1:1 intervention with a specially trained teaching assistant. Targets are set by a Speech and Language Therapist and reviewed regularly.

In addition to working alongside NHS speech and language therapists, we also employ an independent therapist 2 mornings per month. This therapist carries out assessments, writes targets and provides training and support to staff members.

How do children access the support?

Teachers can refer children using the inclusion referral form. Where appropriate children will be referred to either NHS speech and language therapy or our independent speech and language therapist.

Who do I contact?

Jacinta Gordon - SENCo

