INCLUSION POLICY

(Including SEND, Disadvantaged, Vulnerable Groups)

Updated September 2026

Principal	**Mr West**
Chair of Governors and SEND Governor	**Mr D Herbert** **Mrs M Lancy**
SENCO	**Mrs Richardson**

VALUES: Self Worth, Engagement, Purpose

Vision : Bringing Learning To Life: No Limits.No Barriers

Ocean Academy's policy for inclusion is based on the belief that all children should have equal opportunities and access to every aspect of academy life. We aim for a continuum of provision that seeks to meet the ongoing needs of all children in line with the resources and budget available to us. Ocean Academy is committed to nurturing a strong sense of self-worth and a positive attitude to learning through engagement and purpose. All staff have a responsibility to identify and respond to any child they feel is becoming vulnerable academically, socially, physically, mentally or emotionally.

All children, whatever their needs will be encouraged to accept differences, feel free to have their say regarding class and school issues and respect the opinions, views and values of those around them. Inclusion at Ocean Academy not only promotes equality for vulnerable children and those with special educational needs or disabilities, it also encompasses inclusion with regard to democracy, individual liberty, mutual respect, tolerance of different faiths and beliefs and inclusion through abidance with the rules and expectations of the classroom, school, local community and beyond.

AIMS

The SENCO will monitor and track the attainment and progress of all children with additional needs alongside the Class Teachers, Teaching Assistants (TAs), Year Leaders and the Senior Leadership team. It is the responsibility of all teaching staff to identify and support children who are not making the expected progress and to implement strategies to positively impact on progress and attainment. We aim to remove barriers to learning so that all children can achieve.

SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND)

Children identified by the school as having Special Educational Needs will be those who have not made expected progress through Quality First Teaching (QFT), planned differentiation or scaffolding, teacher or TA supported intervention or in-school specialist support or who have a SEND diagnosis. A child may have on-going, evidenced needs in one or more of these areas: cognition and learning, social, emotional and mental health, sensory and or physical, communication and interaction. Once a child has been identified as having SEND they will have their needs met in accordance with the 2014 'Special Educational Needs and Disabilities Code of Practice 0-25': 0 to 25 years (www.gov.uk/government/publications/send-code-of-practice-0-to-25) under the category of 'SEN Support' or EHCP. When personal, group or whole class targets are not being met independently or with expected in-class support, the teacher will develop a plan of action alongside the SENCO and parents whereby positive outcomes for each child will be identified. Ocean Academy will also adhere to the guidelines set by the Aspirations Academy and BCP council.

Defining special educational needs

The legal definition of special educational needs (SEN) comes from the Children and Families Act 2014, Section 20 Clauses 1 & 2 and is defined as:

1. A child or young person has special education needs if he or she has **a learning difficulty or disability which calls for special educational provision** to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
    1. has a **significantly greater difficulty in learning** than the majority of others of the same age, or
    2. has a **disability which prevents or hinders him or her** from making use of facilities of a kind generally **provided for others of the same age in mainstream schools** or mainstream

IDENTIFICATION AND ASSESSMENT LEADING TO SEN SUPPORT AT OCEAN ACADEMY

All children will have personalised next step targets, identified by the teaching staff they work with, as part of quality first teaching. Procedures will follow the SEND Code of practice and BCP Graduated Response protocols with 'SEN Support' being put in place when children do not make expected progress through the usual route as identified in this policy. Children being supported through 'SEN Support' may have involvement with an outside agency or specialist teacher in school. The child will have an Individual Education Plan or personalised targets that identify how to move the learner on, through in-class support or a 1:1 or small group basis – being reviewed and adapted regularly. These targets will be specific, measurable, achievable, realistic and time measured. The Ocean Academy 'SEND Information Report' on the school website, outlines how identification and support happens. If a child requires additional support alongside what the school provides, an Education Health and Care plan may be requested. Progress and attainment will also be reviewed through ongoing whole academy processes.

EDUCATION HEALTH and CARE PLANS (EHCP)

Some children may have more complex ongoing needs, and when they do not make expected progress over time, despite extensive support strategies in place, an Education Health and Care Plan (EHCP) assessment may be undertaken. Evidence will be collected to demonstrate how additional support and funding will positively impact on the child and the EHCP threshold will need to be met. Schools need to put in extensive support before this stage can be applied for (further information and timescales can be found on p154 of the SEND code of practice). Once an EHCP has been agreed by the Local Authority (BCP), a draft and then final EHCP document will be produced. Parents will also make the decision as to the content of the final plan. A change of placement may also be considered at this time if this is felt appropriate by the adults involved (and child / young person if age appropriate).

DISABILITIES

Children with disabilities may have additional support by way of an assigned adult (through the terms of an EHCP) or class based adult. They may also have additional equipment, adjustments and adaptations to the environment, an adapted timetable to allow time for rest/movement breaks between lessons/rooms, have support from outside agencies or have a health care plan in place to meet their needs appropriately. Children with disabilities will be encouraged to try all experiences alongside their peers, and the staff at the academy will work hard to make reasonable adjustments to ensure this is possible. Facilities for children with disabilities can be found in the Academy 'SEND Information Report'.

OCEAN ACADEMY 'SEND INFORMATION REPORT'

Under the requirements of the 2014 SEN and Disabilities code of Practice : 0-25 years , Ocean Academy will produce an annually updated 'SEND Information Report' which will be displayed on the school website and updated annually. The school report will provide information on what is available to support SEN, disabilities and vulnerable groups at Ocean Academy. This will reflect the good practice in BCP and their 'Local Offer'. More information about this can also be found on the 'BCP family information directory'.

SEND BUDGET and resources

We believe that children with additional needs should be entitled to an inclusive education in line with the resources available to the school. At Ocean Academy the notional SEN funding is used in the following ways :

- Small group teaching assistant support
- ELSA and Social group provision, as required.
- Practical resources and materials
- Adapting classroom resources to meet specific needs
- Professional development for staff
- Teaching assistant support in class daily
- Specialist support in intervention groups
- Specialist Speech and Language support
- Additional adult support for those children who are receiving external monitoring from agencies, outreach or SALT (Speech and Language Therapy)

VULNERABLE LEARNERS (inc Refugee)

A child may be deemed vulnerable as a learner at any point throughout their school life if they are not achieving in line with their peers or are not making expected progress over a measured period of time. It is the responsibility of all staff to monitor and track attainment and progress for all vulnerable children. Strategies for support will come in the first instance through Quality First Teaching, differentiation, scaffolding, intervention, specialist in-school support or additional TA support. If these strategies are not successful, the class teacher or SENCO will initiate further investigation and possible 'SEN support' or an outside agency referral may be made.

DISADVANTAGED LEARNERS / DEPRIVATION

Disadvantaged learners are children who have limited funding or opportunity to access the same learning, social, physical or emotional experiences as their peers without additional support being put in place for them. Pupil Premium money may be available to some children. The Pupil Premium lead will monitor Pupil Premium funding to ensure those children who are disadvantaged, subject to deprivation, are 'Looked After' or have free school meals are able to access the same opportunities as their peers. Strategies for support will come in the first instance through Quality First Teaching, differentiation, intervention, specialist in school support, additional support through Pupil Premium means or additional TA support. If these strategies are not successful, the class teacher, SENCO or academy assessment lead will initiate further investigation and possible 'SEN Support' or an outside agency referral may be made.

PUPIL PREMIUM FUNDING

The Government will provide schools with £1,550 for primary-aged pupils in 2026-27 for any child registered as eligible for free school meals (FSM) at any point in the last 6 years. The Pupil Premium lead will be responsible for monitoring how this money is spent to ensure progress and attainment is consistent for these children. The Principal reports on spending to the South Coast District Board half termly and to staff and parents through the PPG strategy (this can be found on the academy website). All staff are responsible for offering appropriate teaching and learning opportunities to support the needs of each child. The school website has access to further information and how to apply for the Pupil

Premium Grant. The government have not specified how the funds should be spent, but they are spent to improve the lives and learning for all children.

HM ARMED FORCES :

Children, who have been identified as residing with one or both parents in the armed forces, will be offered the same opportunities as every other child at Ocean Academy. Support will be put in place as identified in this policy as and when necessary. Additional funding granted to the academy (£360 per child) will be used to develop the academic, social or emotional needs of the child.

Support for parents in HM Armed Forces: Parents serving in HM Armed Forces can also access the Children's Education Advisory Service (CEAS), an information, advice and support service established specifically for Service parents. It covers any issue relating to their children's education, including SEN. More information about CEAS may be found on the CEAS website: https://www.gov.uk/childrens-education-advisory-service

LOOKED AFTER CHILDREN (LAC) OR THOSE WHO HAVE LEFT CARE

A child is most often 'Looked After' by the Local Authority because the child's parents or the people who have parental responsibilities and rights to look after the child are unable to care for him/her. The child will have a detailed Personal Education Plan (PEP) which includes care, education and health needs. Ocean Academy will have designated teachers responsible for making sure the relevant parts of the plan are supported whilst the child is in the academy. Strategies for support will come in the first instance through Quality First Teaching, differentiation, intervention, specialist in house support or additional TA support. Funding which is made available for LAC children can be used to support achievement. If these strategies are not successful, the Class Teacher or Pupil Premium lead will initiate further investigation and possible 'SEN support' or an outside agency referral may be made.

Academies and schools will receive £2,690 in the financial year 2026 – 27 for each 'Looked After' child or a child who has left care. The SLT and Pastoral Lead will be responsible for monitoring how this money is spent at Ocean Academy.

LOOKED AFTER CHILD (LAC) REVIEW

Ocean Academy will support a statutory review meeting which convenes regularly (usually once every 6 weeks - six months once initial reviews have been undertaken) to review and discuss the child's care, health and education plans and this is known as a Personal Education Plan (PEP). The review is chaired by an Independent Reviewing Officer (IRO) and the meeting should include social care, education and health professionals, along with the foster carers and any other professionals working with the child. The Pupil Premium Lead, Principal and SLT will be responsible for monitoring progress and attainment for LAC children or those who have left care.

There is a designated safeguarding lead (DSL) at Ocean Academy to ensure all children are safe and make the expected progress they are capable of. The Principal, SENCO, Pastoral Lead and a senior teacher are leads in safeguarding at Ocean Academy. However, all staff are responsible for the safeguarding of children and adults in school. These members of staff will also communicate with the Virtual Head for LAC children and the Local Safeguarding Children's Board.

HIGHER LEARNING POTENTIAL

Children who are significantly and consistently exceeding the national expectation within a certain curriculum area will have their needs met through greater depth opportunities, challenging extensions and questions, opportunities to work and develop their own ideas and through time given to extend their ideas and visions. Those children who have the potential to achieve significantly higher than average in any curriculum area will have their needs supported and be given opportunities to thrive.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL), MINORITY ETHNIC OR TRAVELLER

Children who have English as a second language, come from a Minority Ethnic or Traveller background are supported at Ocean Academy through a variety of strategies and are educated inclusively at all levels. SEND provision for these children is such when their needs arise due to other reasons than that of their mother tongue or ethnic or cultural backgrounds. Children who have English as an additional language will be supported as their needs arise in accordance with the terms of this policy. A teaching assistant may be employed to work with children who need additional support to improve their language skills – especially if this is having a negative impact on learning.

The OFSTED handbook states that schools/academies should be aware that:
'Actively promoting these (British) values also means challenging pupils, staff or parents, who express opinions contrary to basic British values, which make explicit that extremism should not form part of the curriculum or teaching, that students are encouraged to respect other people and no student is discriminated against contrary to the Equality Act 2010'

PARTNERSHIP WITH PARENTS/CARERS

- Parents/Carers will be notified of any concern regarding their child's needs via their class teacher, Assistant Principal or SENCO
- Parents/Carers are welcome into the academy via appointment to discuss their child's needs. There are also many formal opportunities for parents to meet teachers throughout the year as well as an open door policy where parents can book appointments to meet with staff to discuss their child's needs
- Parents/Carers will be involved at all levels of decision making regarding the support and desired outcomes being offered to their child
- Every Parent's concerns and ideas will be considered at all levels of support
- Ocean Academy will display their 'School Local Offer' (also known as the School Information Report) on the school website
- Parents can communicate with staff through email (via the school office), phone call, letter, face to face meeting or through speaking informally to staff in the playground before / after hours
- Parents/Carers will receive a copy of all IEPs/IBPs or personalised targets and reports written about their child
- Home / academy communication books will be used when appropriate
- Parents/Carers will have an opportunity to book an appointment with the SENCO on the evening of the parent consultations as well as meeting her throughout the year, where required

ROLES AND RESPONSIBILITIES

PRINCIPAL, SENCO, SENIOR LEADERSHIP TEAM

It is the responsibility of the Ocean Academy Senior Leadership Team to monitor the effectiveness of the provision for inclusion at Ocean Academy, to celebrate success and challenge areas which do not fulfil our vision for inclusion. Progress and attainment, monitoring and regular meetings embed a strong understanding of the way our children learn and all staff are responsible and accountable for this. Close monitoring of spending will ensure funding received is matched to the needs of the children for whom it was intended. Staff training will be accessible to staff as needed and these skills will be kept up to date in line with the needs of the academy and the children.

SENCO

The role of the SENCO is to:

- Oversee the day to day operation of the academy SEND policy and co-ordinate the provision
- Keep the SEND register updated
- Monitor IEPs, individual behaviour plans (IBPs) and EHCP provision
- Monitor progress through regular data interrogation and pupil progress meetings
- Write and monitor the SEND action plan
- Liaise with outside agencies and other local schools/academies and parents as appropriate
- Advise and support staff with regards to planning, target setting, differentiation, teaching strategies and resources
- Keep up to date with local and national initiatives
- Attend SENCO forums, briefings and CPD
- Keep staff updated with regards to new initiatives and external training opportunities
- Budget and match resources to need
- Plan relevant staff training
- Be an advocate for all vulnerable groups
- Liaise with parents/carers
- Report team teach to parents through behaviour support plans
- Refer to outside agencies when necessary and keep plans updated/share reports with parents

CLASS TEACHERS

Class teachers are primarily responsible and accountable for the teaching and learning of children within all vulnerable groups who are in their class. All teachers have a responsibility to adhere to statements as laid out in this policy. All teachers have a responsibility to:

- Ensure all children have access to a broad and balanced curriculum
- Set suitably challenging and differentiated targets at the planning, teaching and assessment stages - this should include appropriate homework
- Respond to pupils' diverse learning needs – using visual stimulus and physical resources when possible
- Work to overcome potential barriers to learning for individuals and groups
- Adopt an inclusive approach to all aspects of teaching, learning and evaluating

- Seek advice on SEN/vulnerable group issues when necessary
- Monitor and assess inclusion in their teaching, planning and classroom management– including Assessment for Learning strategies which address all levels and styles of learning
- Monitor attainment and progress
- Attend relevant training opportunities
- Contribute to and monitor all targets set
- Spend time discussing work/children/assessment with TAs, SENCO, year leaders and SLT regularly
- Communicate with parents on a regular basis regarding the children in their class
- Plan their direct teaching time to include relative amounts of time spent with vulnerable groups
- Use Quality First Teaching strategies to ensure effective inclusion
- Plan differentiation and intervention groups as appropriate to a child's needs
- Celebrate achievement
- Ensure that all members of staff working with a child in school are aware of the child's individual needs and what specific adjustments need to be made to enable them to be included and make progress.

TEACHING ASSISTANTS

Teaching Assistants are deployed to support SEND and vulnerable groups as directed by the needs of the children. The SENCO and Principal will have key roles in the recruitment, deployment and monitoring of staff and effective practices. TAs will be encouraged to undertake appropriate and consistent training to ensure they have the skills to support the varied needs and learning styles of the children at Ocean Academy. Additional adults may be employed to support children within the terms of an agreed EHCP.

THE GOVERNING BODY (South Coast Regional Board)

The South Coast Regional Board acts as our in-school governing body. In addition to our Aspirations District Board who have legal responsibilities with regards to Inclusion and the roles outlined within this policy. The SCRB / South Coast CEO review this policy annually. The SCDB / South Coast CEO monitors the effectiveness of the inclusion as a standing agenda item against the criteria as outlined in this policy. The Principal reports to the SCRB / South Coast CEO with regards to the effectiveness of the provision for inclusion. David Herbert is the named Governor for Special Educational Needs within the Regional Board.

CRITERIA FOR EVALUATING THE SUCCESS OF THE SCHOOL'S INCLUSION POLICY AND PROVISION

- Children say or show that they are happy and feel valued as part of their class, year group and the academy.
- Achievements are celebrated.
- Progress and attainment made by children with SEN in relation to peers is as expected or above.
- Identified outcomes have been met or exceeded.
- Review of SEN action plan targets show relevance and impact.
- SEN Register movement analysis
- Assessment of value for money – budget costs against attainment and progress
- Children needing support with inclusion partake in all aspects of academy life

- Parents' response is positive and they believe that the needs of their child are being met.
- Evaluation of TA support and interventions across the academy in terms of effectiveness – performance management observations and discussions.
- Learning Walks identify effective support
- Quality First Teaching and effective planning/differentiation ensures inclusion and progress for all
- Effectiveness and monitoring of resources by the SENCO and TAs
- Monitoring of work shows equal access to all children and high expectation
- Individual Education Plans (IEP) targets are consistently met.
- Children have their social time supported when needed to ensure positive play and social development.
- Support reduces over time
- Monitoring of the Schools Local Offer in line with the Poole Local Offer

OUTCOMES

- All children attending Ocean Academy are included, encouraged and accepted – ensuring positive self-esteem. SELF-WORTH, ENGAGEMENT and PURPOSE
- All staff and peers value and celebrate uniqueness and talent, not simply academic ability
- Children make expected or more than expected progress in their learning
- Children can work with and alongside their peers in an inclusive classroom where possible
- The curriculum is broad, balanced and relevantly differentiated to meet the individual needs of each child.
- Parents and carers feel valued and have their opinions considered sensitively – ensuring a positive working relationship
- Children are given the skills to become independent learners and thinkers
- Resources and support is well matched and constantly monitored to judge effectiveness
- Children have their needs identified at the earliest opportunity using in house assessment, tracking, standardised and specialist testing materials and observation
- Children and parents are referred to agreed relevant support networks both within Ocean Academy and externally

LINKS WITH OUTSIDE AGENCIES

At Ocean Academy we work closely with a variety of outside agencies including Educational Psychology, the Vision and Hearing Impaired Service, Outreach providers, Paediatricians, Social Care, Speech and Language Therapy, Children's Therapy (Poole Hospital) and so on. We seek and act upon the advice given with the consent of the child's parent/s or carer unless a safeguarding issue is prevalent.

LINKS WITH OTHER SCHOOLS

We have close links with local junior/primary/secondary schools/academies to ensure effective transition. We also use local special school advisory teachers and facilities to support children when necessary in an outreach capacity.

Transition arrangements are in place to support children coming to Ocean Academy from KS1 school settings and also when a child leaves Ocean Academy to move onto Key stage 3. Where a child has additional needs, the SENCOs from each setting will meet to discuss each child in detail. Parents are welcome to make an appointment to speak with the SENCO in each setting. Any appropriate reports or

information will be shared between settings adhering to the strictest confidentiality procedures, following GDPR protocol. Any reasonable adjustments, access arrangements or additional adults/resources will be considered and implemented, as appropriate, in line with Ocean Academy budget or EHCP funding. A comprehensive transition package will be put in place, as appropriate, to meet individual needs.

ADMISSION ARRANGEMENTS

Children with SEND, LAC, or those living with a serving member of HM Armed Forces or Refugee status are admitted without bias through the admission arrangements of Ocean Academy, which is clarified in the Ocean Academy Admissions Policy. The SENCO may approach parents who have accepted a place at Ocean who have raised concerns regarding their child's development – this ensures the correct support strategies are in place prior to the child starting at Ocean Academy. In-year fair access boards also take place for children with complex needs who may be changing placements mid-year.

REVIEWING THE POLICY

This policy is reviewed annually by the SENCO, SLT and Principal and is checked against current procedures and legal requirements. Consultation in the early stages of review involves all teaching staff, support assistants and SCRB members.

Associated documents/policies are:
Keeping Children Safe in Education
Ocean Academy Behaviour for Learning and Exclusion Policy
Equal Opportunities Policy
Safeguarding Policy
Online safety Policy

COMPLAINTS

When concerns arise through the application of these processes, individuals may make a complaint through Ocean Academy's complaints procedure in the following order:

- Informal discussion with the class teacher
- Arranged meeting with the class teacher and Year Leader
- Arranged meeting with the class teacher and SENCO
- Arranged meeting with the Principal
- If the complaint requires further attention, Ocean Academy will supply a contact name and details – please see the academy website to access the Complaints policy