



# Oasis Restore Inclusion Policy

## January 2024

<u>Version</u>	<u>Signed and agreed by</u>	<u>Date</u>	<u>Review by</u>
1.	Responsible Individual, Registered Manager, Directors and Head of Inclusion and SENCO	22 <sup>nd</sup> January 2024	January 2025 (or when needed)

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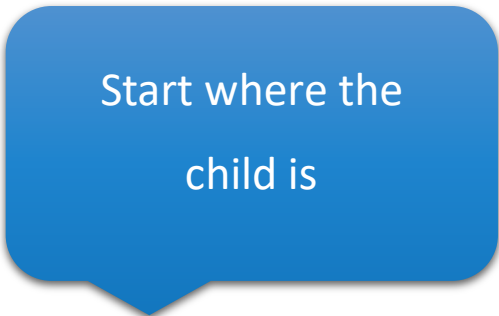
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## Aims and Principles

Oasis Restore is a safe, caring and aspirational school that nurtures the development of children staying with us while awaiting trial or serving sentences. Our mission is to transform the life chances of these children by offering an environment that fosters connection, where their needs are understood and cared for compassionately, their aspirations cultivated, and their life beyond and outside the school supported from the start with hopefulness and perseverance. At Restore, aligned with Child First principles, we are guided by the truth that children are different from adults, and not yet ready for the responsibilities and power that adults hold. Each child's voice is listened to, valued and celebrated, and we create opportunities for them to practice agency and autonomy, to contribute and to shape how we work, within what is ultimately a hierarchical community where adults make the final decisions.

We aim for children to love and value their time at the school, and to leave ready to contribute to a safer community, enriched by the relationships and opportunities we have created with them. In this, we acknowledge the impact of traumatic early life experiences, abuse, oppression and many forms of adversity, on these children and on those around them, and the magnitude and importance of the task of beginning to address this and to influence wider system change. Our capacity to do this rests on our Restore Framework, that draws on our guiding principles and values and operationalises them in terms of our commitments to the children, the staff within Oasis Restore, and the wider systems in which we work.



Start where the  
child is

In line with our Restore Framework, we believe that removing barriers to engagement both within education and beyond is essential. We know that a high proportion of young people in custody have identified and unidentified special educational needs and as such, we need to provide a high quality, adaptive and responsive learning environment that will support all of the young people in our care on an individualised basis. This will allow the space and resources to focus specific support where needed but also to set the young people up with the tools they

need to continue their journey with the skills and independence they require to reach their full potential.

This document is designed to provide our strategy for inclusion across all aspects of Oasis Restore; from the moment the children join us and through their transition on to the next stage in their lives. We aim for the highest standards of inclusion and as a result; our therapeutic model of care is based on inclusive principles for all. We provide the highest standard of individualised, child-centred, intentional provision to facilitate the opportunities for all children to grow and develop through their time with us.

Inclusion for us means all. Not a small group of children who fit in to a particular category; but creating an environment that really recognises the strengths and contributions of all and is intentional about the support given, where is it needed, to support everyone on their individual journeys.

## Codes of Practice and Relevant Legislation

This document considers relevant information appropriate to Oasis Restore's vision and ethos from the following relevant legislation:

[SEN Code of Practice 2014](#)

[Sections 70-75 of the Children and Families Act 2014, together with sections 28, 31, and 77](#)

[The National Health Service Act 2006](#)

[The Equality Act 2010](#)

[Section 2 of the Chronically Sick and Disabled Persons Act 1970](#)

[Section 17 of the Children Act 1989](#)

[Section 39A of the Crime and Disorder Act 1998](#)

[Section 562B of the Education Act 1996The Special Educational Needs and Disability \(Detained Persons\) Regulations 2015](#)

[The Special Education Needs and Disability Regulations 2014](#)

[The National Health Service Commissioning Board and Clinical Commissioning Groups \(Responsibilities and Standing Rules\) Regulations 2012 \(Part 3 and Schedule 3\)](#)

## Definition of SEND

A student may have Special Educational Needs if they require provision that is additional to and/or different from the offer available to all students of the same age. Indicators of potential SEND are often seen through tracking children's progress over time and through assessment.

This might be characterised by progress which:

- Is significantly slower than that of their peers
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap with their peers
- Widens the attainment gap

It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

A student with low attainment, or who is making slow progress, may not have SEND. However, these may be an indicator of underlying difficulties yet to be identified.

Under the Equality Act (2010), a student has a disability if they have a physical or mental impairment that has a *substantial* and *long-term* adverse effect on their ability to carry out normal day-to-day activities. Oasis Restore is committed to a model of inclusion and will make necessary reasonable adjustments to ensure our provision and care is equitable and holistic.

## Areas of Need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that present across more than one area, and their needs may change over time.

AREA OF NEED	
<p><b>Communication and interaction</b></p>	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
<p><b>Cognition and learning</b></p>	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>Moderate learning difficulties</li> <li>Severe learning difficulties</li> <li>Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
<p><b>Social, emotional and mental health</b></p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> <li>Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as behaviour that appears challenging, disruptive, disturbing or by the student becoming withdrawn or isolated.</p>
<p><b>Sensory and/or physical</b></p>	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> <li>A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>A physical impairment</li> </ul> <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

At Oasis Restore, we recognise that early identification of need is essential in supporting students with SEND as many of our children will have been out of school for long periods, experienced school exclusions and disengagement as well a lack of support from universal services.

## Roles and Responsibilities

Given our cohort of children and the data we have on children in custody, every member of staff has a role to play in supporting the needs of our children. This includes staff from education, health and care as well as site team members, catering staff and all external contractors who may visit us. An understanding of SEND is integral to everything we do so the following lists are not exhaustive and do not include everyone with responsibility.

### Board Members and Leadership Team

- Ensure that to the best of their endeavours, the necessary provision is made for any student who has special educational needs and/or disabilities
- Ensure that where the Principal Director or a nominated governor has been informed by the LA that a student has SEN, those needs are made known to all who are likely to teach or support that student
- Ensure that a student with SEN or a disability or both joins in the activities of the school together with other students, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the students with whom they are educated and the efficient use of resources
- Have due regard to the statutory guidance within the current SEN Code of Practice when carrying out duties toward all students with SEN
- Publish or provide information such as:
  - accessibility plans and admissions of disabled children
  - school arrangements for SEN to parents/carers and governors (known as the SEN information report)
- Invest in whole school and targeted training for staff

### SENDCO/Head of Inclusion

- Co-ordinating provision for children with SEN
- Maintaining and analysing the provision map for children with SEND
- Overseeing and coordinating the identification and assessment of SEND as part of the ongoing formulation and assessment process
- Advising staff on the graduated approach to providing SEN support
- Advising staff and the leadership team on tailoring curriculum and accessibility issues
- Supporting teacher planning to meet individual student needs
- Advising on inclusive teaching and learning approaches
- Modelling good SEND and inclusive classroom practice
- Delivering and contributing to staff training and monitoring its impact on students' learning

- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Working in partnership with parents/families of students with SEN
- Liaising with other settings and professionals including previous schools children attended, educational psychologists, health team, residential staff, social care professionals, and independent or voluntary bodies
- Supporting with the direction of NHS therapists and professionals in terms of assessment, packages of support and oversight of strategic development of provision
- Being a key point of contact with external agencies, including the home local authority of a child and its support services such as the SEND team, Virtual School and YOT.
- Liaising with potential the transitions team as well as next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned
- Working with the Directors and School Board to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students with SEN up to date
- Monitoring the quality and effectiveness of SEND policy and provision in partnership with the leadership team
- Coordinating and Leading EHCP review meetings ensuring all relevant parties are invited

### Teachers and Education Staff

- Responsible for the progress and development of every student they teach
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the SENDCO to review each student's progress and development and decide on any changes to provision
- ensuring they follow the SEND policy and procedures
- ensuring they are implementing the classroom non-negotiables to allow for a SEND friendly environment to benefit all students
- Contribute towards ongoing formulation meetings, providing up to date and relevant information about the students and the provision offered to them
- Adapt provision based on formulation, assessment, advice and guidance from the core team, NHS team and specialists.
- Support Staff will be responsible for:
  - working closely with the SENDCO and teachers to plan, deliver and assess the impact of support and interventions and how they can be linked to classroom teaching
  - working with the SENDCO to ensure effective deployment in order to meet the needs of all students requiring support
  - ensuring at all times that they are promoting the development, independence, and personal wellbeing of the children they are supporting
  - ensuring they follow the SEND policy and procedures

### Other Professionals

- Adhere to the SEND code of practice (2015) by taking into account the individual needs of children and how they interact and support them



- Ensuring good SEND practice is followed within home as well as in school to provide a holistic approach to supporting every child's individual needs
- Contribute towards ongoing formulation meetings, providing up to date and relevant information about the students and the provision offered to them

*Key Point: All staff working with our children have a responsibility to work together as a multi-disciplinary team to remove barriers and to support children to reach their full potential.*

## Graduated approach to supporting SEND

Where a student is identified as having SEN, Oasis Restore will take appropriate action, through the formulation and planning process to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. We are in a unique position to be able to hold core meetings regularly with both external and internal professional networks as well as with the young people and their families. SEN provision at Oasis Restore will follow a graduated response in line with the SEND CoP 2015.



A child is measured as not making expected progress when their progress is significantly lower than that of their peers starting from the same baseline, fails to match or better their previous rate of progress, fails to close the attainment gap between the child and their peers or significantly widens the attainment gap. It is important to note that progress will be measured in steps appropriate to the starting point of the young people placed with us; in terms of their academic ability and developmental age. Some measures of progress will be more qualitative than others, depending on the area of need being measured so progress will be broken down into smaller steps.

Provision will be monitored using an online tracking system whereby student's needs and baseline assessments across all areas will form entry data and give a clear indication of where they are when joining us. These assessments will be updated and tracked regularly through our assessment and monitoring cycle. Where students are found to be making less than expected or no progress, decisions will be made about how we can take a different approach and adjust the learning opportunities and provision on offer to that student.

**No one size fits all**

The purpose of breaking down barriers to learning and providing appropriate provision across all aspects of Oasis Restore is to close the gap both academically and emotionally between the student and their peers. We aim to enable all our young people to access an ambitious and dynamic curriculum that will allow

them to fulfil their potential, regardless of any additional educational needs they may have.

## Assessment

Assessment and formulation are ongoing processes by which children's strengths, needs, progress and barriers are explored and measured in collaboration with the child and the adults around them, including their families, carers and professionals. We gather the above information through the following processes:

- Transition information
- Induction Assessment
- Ongoing formulation

If special educational and/or additional needs are identified through transition documentation or our induction assessment, the child will be placed on to our SEND register under the appropriate code of either SEN Support (K) or if they have one in place, Education, Health and Care Plan (E).

The complex range of difficulties children present with require Restore staff to assess each child carefully, understanding their unique challenges and potential, and respond with care, structure, and the expectation that the child is in a process of healing that is rarely straightforward. A key principle of our work at Restore is to start from the position that in almost all cases, the problem is more about 'can't' than 'won't', that all behaviour is communication, deserving understanding, and that with the right support, all children want to be safe, to be loved, and to learn.

### Transition Information

When a child joins us at Restore, it is a statutory requirement for them to come with a range of information available to us through the pre-sentencing or court process. This includes useful information including the assessment of risk; including any mental, or physical health concerns, speech and language difficulties, educational needs and learning disabilities. This information is passed on from the home Local Authority including Children's Services, Youth Offending Team, Youth Services, SEND team and previous school.

If the child is in care or has previous experience of care, we will also receive information from the Local Authority's Virtual School Head which will give us an insight to any educational intervention already explored and/or entitlements they have previously received. We have a dedicated transitions team who will support in gathering and disseminating the information from previous institutions and organisations as a part of the formulation and assessment process.

Our experience tells us that some of the information we receive from external partners may not be as up to date as it could be due to a variety of reasons, potentially due to the child missing periods of education due to exclusions or their needs not being correctly identified due to presenting behaviours being the focus of support and intervention. As a result of this, our induction process is vital to ensuring we have a fully up to date and comprehensive picture of the child in order to support their individual needs and work to remove barriers they have continued to experience throughout their lives to date.

## Induction Assessment and Formulation

When children enter Oasis Restore, it is imperative for us to create a sense of safety and clarity, for each child, about what is happening and what is expected of them, and a level of warmth, reassurance and simple activity that feels tolerable in this state, towards building a 'secure base'. Children are helped to settle in, introduced to key people who will become familiar to them, orientated to their environment, and gently included in tolerable, structured and regulating activities. Gradually, the values and expectations of the school are demonstrated and explained. Only after this starts to feel reliable and there is a sense of nascent trust, can we as staff expect to develop an open and communicative relationship with a child, to gain a sense of who they really are, what they want and need, and to build a sense of a joint venture with them.

We have a commitment to only conduct necessary testing on our students - every test will serve a purpose and if its use is not justifiable and/or practically useful, we will not do it. Information will be shared openly on a need-to-know basis following GDPR and safeguarding guidelines. Information will be safely stored, shared, and displayed so that all relevant staff are equipped with clear, concise and solution orientated information to support their work with the child. This will include information of developmental stages, reading and numeracy ages, specific executive functioning difficulties and learning difficulties such as dyslexia etc. Where concerns are raised through this process for neurodevelopmental needs, for example, Autistic Spectrum Condition, full ADOS assessments can be requested through our integrated NHS health team.

Further information on specific assessments and timelines for these can be found in our [Formulation and Assessment Policy](#).

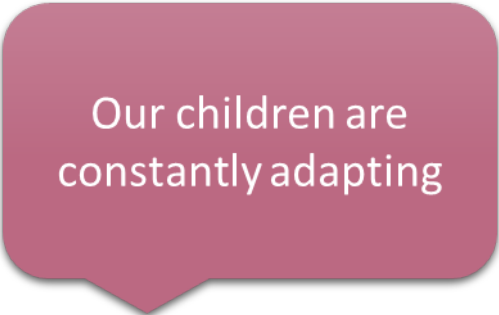
*Key Point: All children experience and contribute towards an in-depth assessment of current areas of strength and needs as they enter Oasis Restore.*

## Plan

### Formulation

Formulation refers to a process of discussion and the collaborative construction of a unique narrative explanation that links the child's experiences and the information that is known about him or her. This narrative makes sense of these various forms of information, bringing them together in a coherent way that helps guide the child and those around them to find and generate ways in which their needs can best be met; this includes shaping how staff approach and work with them, their family, and what their timetable looks like. This process is ongoing throughout each child's stay with us which means we can respond quickly and appropriately to needs and barriers as they arise.

As the child settles into the school, a personal timetable is created with and for them, considering how best to meet the specificity of their needs, what and who they gravitate towards, what they love doing, and taking account of what may potentially make them feel anxious or trigger fear, shame or withdrawal. The curriculum that informs their timetable is designed to inspire a sense of discovery, providing opportunities for healthy academic risk-



Our children are  
constantly adapting

taking in a safe and nurturing environment, shaping their onward path beyond Restore. They are introduced to the Oasis Passport, which will record the successes and achievements along their journey through and beyond Restore. The Child will meet regularly with their Core Team to develop their Formulation, a narrative document that represents who they are, where their needs lie, and how these can best be met. The Passport and the Formulation will develop as the child does, being regularly reviewed and enhanced by regular assessment data, and will serve as an easy guide for those working with the child to understand who they are, what they are working on, and what the current plans are around them.

### **Individual Learning Plans**

Information from formulation meetings and documentation will be transferred on to an Individual Learning Plan which provides a summary of the key information that staff need to be aware of and way in which to provide adaptations and best practice support depending on the child's strengths and individual needs. These plans are working documents in collaboration with the child that is updated and reviewed constantly. The child's short term and long term aspirational goals are clearly identified with steps for all involved to work towards supporting the child to achieve these goals. Our approach to Individual Learning Plans is based around an asset-based approach which focuses in on the child's areas of strength to develop ways to best adapt teaching and provision to utilise those strengths and support with the difficulties they may have.

### **Staff Training**

Research suggests that that the prevalence of neurodevelopmental disorders, such as autism, dyslexia, epilepsy and ADHD, among young people in custody is higher than in the general youth population and that over 60% of those in the youth justice estate have difficulties with speech, language and communication. As a result of this staff will be highly trained to recognise and support a range of additional educational needs. Some examples of staff training that is provided to all staff (including Restore Practitioners and House Managers) are:

- ELKAN accredited training to support Speech and Language
- British Dyslexia Association accredited training
- Autism Training from Maudsley Training

*Key Point: A bespoke learning plan is developed alongside their Restore Passport, with the child at the centre of all aspects of planning for their provision.*

## **Do**

### **Inclusive environment**

The values and ethos of Oasis Restore mean that our plans around inclusion and bespoke planning are at the core of everything we do. As much as possible, we have been intentional about ensuring the home, education and the environment activities and environment are as inclusive as possible. This is for the benefit of our children with additional needs but also recognising that some of the small adaptations we make to our environment, resources, communication, and delivery will be beneficial for all children. The nature of our bespoke planning and individualised pathways means that children with additional needs are considered in the same way all children are – they have the same opportunities for learning, discovery and relationships as

all children have; both within education and beyond. We believe that we have created an environment that allows each child to be considered as an individual and plans and provision put in place alongside them are truly matched to their needs.



## Relentless love

The high level of staff training, paired with high staff to student ratios, give us the opportunity to develop individualised approaches to the curriculum, learning and enrichment activities that are targeted towards supporting our students to reach their full potential. All staff will be involved in formulation and assessment which provides an opportunity to feedback what is working well and what needs to be adapted for each individual student, both across the school

environment and within the home.

Another way in which staff will consider how they are best supporting all children will be through our weekly reflective practice sessions and supervision which will provide staff the space to think in depth about the provision that is available for the children, any barriers to engagement and how they can work with the wider team to provide support to remove those barriers.

Staff in each classroom, enrichment space and home will also follow Oasis Restore's set of SEND standards (see appendix 1) which incorporate high quality teaching methods which have been shown to support all students, not just those with additional educational needs.

### **Holistic support for SEND**

We are in a unique position to be able to provide completely holistic SEND support to the children at Oasis restore as they stay with us 24 hours per day, 7 days per week. All staff will receive an extensive training package during their induction and throughout their careers to enable them to meet the needs of all students and provide an environment that is fully inclusive for all. This means that strategies used in the classroom to provide support and increase independence will also be used, where appropriate, within the home environment and during enrichment activities to provide equity and a holistic experience of inclusion.

### **High Quality Teaching**

Staff at Oasis restore will have access to a comprehensive induction programme in which they receive quality training on the most up to date and evidence based pedagogical methods rooted in our understanding of neuroscience and the psychology of learning. Alongside a lesson structure that is based on the above, staff will have the time and space to plan for learning designed to capture and engage all students that will break down the barriers to learning they have likely faced throughout their educational experience.

All students will have access to an individualised approach to learning, this will be outlined in their learning plan and shared with all staff so they can implement the appropriate strategies and support as well as monitor their effectiveness over time. This will continue to feed into formulation and planning meetings where the team around the student, alongside the student, will amend the learning plan and support where previous strategies have not been successful.

### **Bespoke planning**

As part of the multi-disciplinary approach towards supporting each student's journey throughout their time with us and beyond Oasis Restore, we have access to the following:



Each of these professionals will be involved in initial and ongoing assessment which feed into formulation and provide recommendations about best practice support and provision in place for each student. Where appropriate, the above professionals will be commissioned to deliver bespoke programmes of support on a 1:1 or small group basis with students to focus on removing barriers and accelerating progress to enable students to meet their full potential. The above staff network, under the direction of the SENCo are instrumental in the ongoing package of support and training for staff.

### Individual Learning Opportunities

Where student's difficulties cannot be supported by high quality teaching alone, they will have access to

planned and structured, evidenced based learning opportunities to close any gaps and support them to make progress with the specific areas of need they have. This will be arranged and facilitated in line with our process of assess, plan, do and review. Typical examples of specific learning opportunities offered are:

- Literacy interventions such as precision teaching, Toe by Toe/Word Wasp
- Reading Comprehension sessions
- Speech and Language support such as 'Talk for Work'
- KS1/KS2 literacy and numeracy catch up
- Individual Zones of Regulation support
- Social stories/ comic strip conversations
- A wide range of therapeutic modalities are available, including arts therapies (music, drama and art), play therapy, trauma therapies, child psychotherapy, dialectical behaviour therapy, and therapeutic work that addresses specific issues related to offending.

*Key Point: High quality provision for all, based on evidence of best practice is means that individual needs will be met. Where children need something different, they will have access something different.*

## Review

### Process

The formulation is an ever-evolving document to reflect the changes in the child's discovery process while they are at Restore. This happens through Core Team meetings, 1:1's with designated staff to assess progress towards weekly targets, Community Meetings and mid-termly Formulation meetings in which the child discusses their narrative and experience with their Core Team. We recognise the importance building strong relationships between children and staff, the value of showing an interest in them and being considerate and patient in understanding their unique needs. We celebrate their skills and perseverance during these regular meetings and provide the child with multiple experiences to explore who they are, want to be and to develop their own narrative towards a greater understanding of themselves and others.

Where children have identified SEN, particular attention will be paid to previous barriers to engagement and/or progress, reviewing the provision in place and the impact of the support through formulation meetings with the child and their core team. The information and knowledge that comes from these meetings is update on the individual learning plan and shared with wider staff to enable fluidity and consistency of support throughout the school and home environment.

Where a child has an EHCP, this will be reviewed alongside the formulation meetings so as not to replicate meetings and to ensure the relevant information is widely understood and acted upon in the everyday experience of the child. This is the same for PEP meetings for children in Care. The information that comes out of formulation meetings, along with the child’s Restore Passport, informs the EHCP to keep the most up to date record of the child’s progress.

The SENDCO has responsibility to arrange the review meetings, which will include the child, caregiver, and any core team around the child. During this meeting, the designated staff will share the progress made towards the targets set on the EHCP and how they are able to access the support that has been given to



them. The child will be encouraged in a comfortable, safe, and familiar environment to reflect on their own progress and any identified gaps in accessing their current targets. This, along with the information from the varying professionals in the core team, will allow the effectiveness of the provision made for the child and consider any changes that need to be made. During this meeting, new short-term targets will be set and agreed with the child.

This is a collaborative process which will include the child at the centre, caregiver, Core Team and SENDCO, with the flexibility to work around the child’s wants in the process. If any parent or caregiver is unable to attend in person, they are always sent a virtual link to be a part of this process. They will be notified at least 4 weeks in advance, with the date being pre-agreed during each review meeting.

Key information required for review
<ul style="list-style-type: none"> <li>• Child’s self-report on feelings, strengths, areas for development and goals.</li> <li>• Areas of strength and evidence of positives</li> <li>• Current progress in English, Maths and Vocational Pathways</li> <li>• Areas that require further development and exploration of barriers to learning and engagement</li> <li>• Observations of participation in learning, social interactions, behaviour, specialist advice</li> <li>• Caregivers’ views or concerns</li> <li>• Evaluation from staff and child regarding effectiveness of strategies and provision in place</li> <li>• Suggestions from all regarding next steps to ensure targets are attainable.</li> </ul>

### Partnership with parents/carers/families

We believe that building trusting, warm and therapeutic relationships with the families or carers of all children who come to Restore is essential and as such we involve families and carers in all aspects of our system to support children with SEND. We aim to develop strong links with families and carers through visits, phone conversations, review meetings, celebration events and enrichment activities. This will support us to

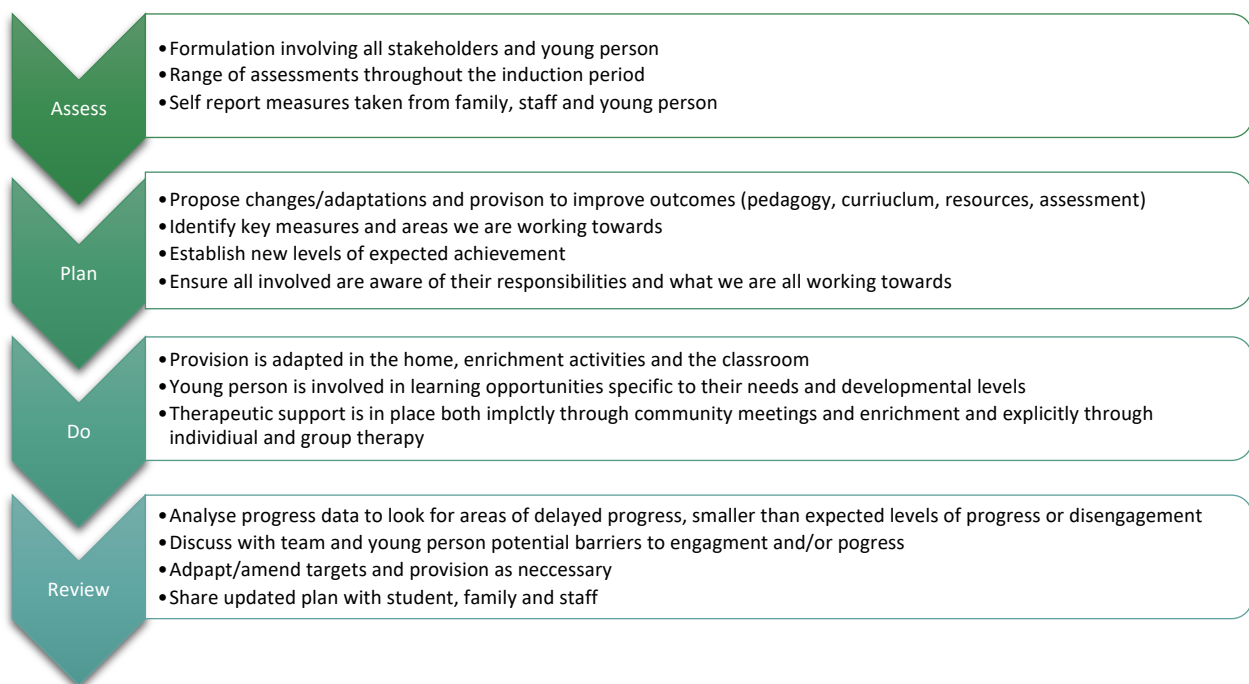


access their knowledge and experience of the child to support with planning and adapting provision within education and at home.

Our transitions team, alongside the SENCO, will develop a package of support and/or strategies that we have found useful in the home to be shared with parents/carers on the child's release to ensure continuity and psychological safety throughout the transition period from custody back into the community.

*Key Point: We are constantly reviewing children's progress and attainment with a focus on next steps and ensuring barriers are removed both now and beyond custody.*

## Graduated approach – Summary



## Statutory assessments

At Oasis Restore, we believe in community - in the saying 'it takes a village to raise a child' - and we do our utmost to ensure that all our children not only receive the care and support they are entitled to, but they deserve. We have high aspirations for our students to make excellent progress, and to support them in achieving this, it may be necessary to make a request to the local authority for Statutory Assessment. If an EHCP has not previously been requested on behalf of the child by a previous school, parent/carers or key staff around them, we have a commitment to do so. Once we have been through the graduated approach and have a clear understanding of the complexity of the child's needs, we can collate the necessary information to pass on for the formal application for a statutory assessment.



Restore is committed to collating this information in a timely manner to be presented to the local authority for a decision about whether it is necessary for the child's needs and provision to be formally set out in an Education and Health Care Plan (EHCP). The local authority must decide within 6 weeks whether an EHCP has been agreed upon and subsequently, whether to issue the EHCP for that child on their release. If an EHCP is agreed, the Local Authority has a duty to issue the plan within 20 weeks from the date the EHCP was applied for.

The Children's and Families Act 2014 states that where a young person has an EHCP obtained prior to entering custody, the home Local Authority must ensure that the provision as set out in the EHCP is delivered. It also states that the EHCP must not cease while the child is in custody, but it must be put on hold. We believe that the special educational needs of students that enter Oasis Restore will not be put on hold while they are with us so our provision must meet their complex needs. We will follow Section F of the EHCP as closely as possible, using our own assessment and formulation process to feed into ensuring the information around the student is as up to date and relevant as possible. This will support with transitions out of custody in making sure the updated EHCP and surrounding information can be passed on to those who will continue with the support once the child has completed their time with us to give the child the best possible chances to continue receiving the support they need.

*Key Point: If we believe we have evidence to show the child requires an EHCP, we will apply for one and support the child and family through the whole process.*

## Accessibility around the Restore buildings

Consideration for accessibility has been taken at all stages of planning and refurbishment of our building. The following adaptations are in place:

- All areas of the site are accessible via wheelchair and walking aids; for example, each building has at least one lift to the second floor.
- All ground floor entrances and exits are flat with low thresholds. Doors are all wide enough to accommodate wheelchair users, however, will need to be opened or supported by staff as they are not automatic.
- We have two accessible bedrooms with ensuite accessible bathroom on the ground floor .
- There are several individual workstations across the educational provision both in classrooms and practical spaces that are height adjustable for those who are in a wheelchair or need to stand to work.
- Accessible toilets are located in each building, including central services for family/visitor access.
- When children with disabilities join Oasis Restore, an assessment of their needs will be completed and any specific equipment and/resources that are required in order for the child to participate fully in the Restore offer; will be ordered (where reasonable).

Please see accessibility plan for further information.

## Transition Planning

At Restore, we have an interconnected student body and maintain strong links with schools and alternative provisions our children may have attended prior to arriving with us. We culture strong relationships with these education providers to allow the continuation of a child's progress made, should they reintegrate back into these settings. This is also relevant for those children who have received EHCPs on release as a result of our application for statutory assessment. We support parents, carers and children with the decision-making process around next stages in education, training and employment with an EHCP.

We have a dedicated transitions team who work closely with the House Managers, Restore Practitioners and SENCo to ensure smooth and successful transition out of Oasis Restore and to hold other professional organisations to account in supporting our children to have access to high quality provision that understands and can support their complex needs.

## Children in Care and Children formerly in Care at Oasis Restore

Our guiding principles and values remain the same for all the children who will be placed within Oasis Restore. We have a clear model of high quality, therapeutic and individualised provision for every child throughout their time with us. This section of the Inclusion Policy refers specifically to the legal duties we have around Children in Care and how they are supported during their time with us and as they transition to the next stage of their lives.

Throughout our policies we have made the conscious decision to use the term 'Children in Care' as we believe that the term LAC can have negative connotations in the eyes of the child and may not be the most compassionate way to refer to this group of children.

The Children's Act 1989 defines a child who is "looked after" as a child or young person who is accommodated by the local authority (Section 20) or a child or young person who is the subject of a full care order (Section 31) or interim care order (Section 38).

This policy also considers that children who are remanded to custody are considered 'Looked After' by the home Local Authority and as such will have access to the same processes and statutory duties as those who were considered 'Looked After' before entering custody. This means that the majority of our children will be considered to be children in care when they join us. More information on this can be found in our Safeguarding Policy.

Attention will be given to the following factors impacting on their experiences with us at Oasis Restore:

- Overrepresentation: Studies have consistently shown that a significant proportion of young people in custody have had previous involvement with the care system. The numbers are considerably disproportionate to the numbers of Children in Care in the general population.
- SEND: Children in Care often have complex and/or additional needs and vulnerabilities that may contribute to their involvement in the criminal justice system. Factors such as experiences of education-based trauma and/or exclusion, disrupted education and difficulties accessing appropriate support can increase their risk.

- **Educational attainment:** Children in Care often face educational challenges, and their attainment levels tend to be lower than their non-looked-after peers. They may experience disruptions in their education, including exclusion and changes in schools and placements, which can impact their academic progress.
- **Mental health and well-being:** Children in Care are more likely to experience mental health difficulties compared to the general population of children. They may have higher rates of wellbeing and emotional dysregulation difficulties, as well as a higher prevalence of mental health disorders.
- **Ethnicity and disproportionality:** Research has highlighted a disproportionate representation of children from certain ethnic backgrounds among Children in Care. Black and minority ethnic children are overrepresented in the care system, which can also intersect with their experiences in the criminal justice system.
- **Adverse Childhood Experiences:** It is important to consider the impact of the ACEs children have experience before being placed in Care and additionally throughout their involvement with the youth justice system.



## Key Roles and Responsibilities

### Role of the Designated Teacher

- To work with the Leadership Team to ensure all staff understand the complexities surrounding children with care experience and how best to care for and support their academic, emotional and social development
- To advocate for looked-after and previously Children in Care to ensure that the child's needs are understood and met by liaising with education staff, the multidisciplinary team, and other external professionals involved in the child's care.
- To coordinate and contribute towards the development, implementation and review of each child's Personal Education Plan (PEP) and consider this in line with the Restore Passport and Individual Learning Plan. The PEP sets out the educational objectives, strategies, and support services required to help the child achieve their potential.
- To work alongside the Leadership Team to coordinate, facilitate and deliver whole staff and core group training to raise awareness and promote best practices in supporting these students within the school and their residential communities.
- To monitor the educational progress and attendance of looked-after and previously Children in Care, keeping track of their achievements, challenges, and provision required to support them achieve well.
- To gather and analyse data to evaluate the effectiveness of educational support strategies and make necessary adjustments.
- To collaborate with the transitions team and wider teams to facilitate smooth transitions for looked-after and previously Children in Care between schools, colleges, FE institutions, workplaces, and training providers to ensure that relevant information is shared, and appropriate support is in place during the transition process.

- To communicate concerns and feedback to the virtual school to work together with the aim of providing the best opportunities for the children to reach their potential.

### **Role of Restore Staff**

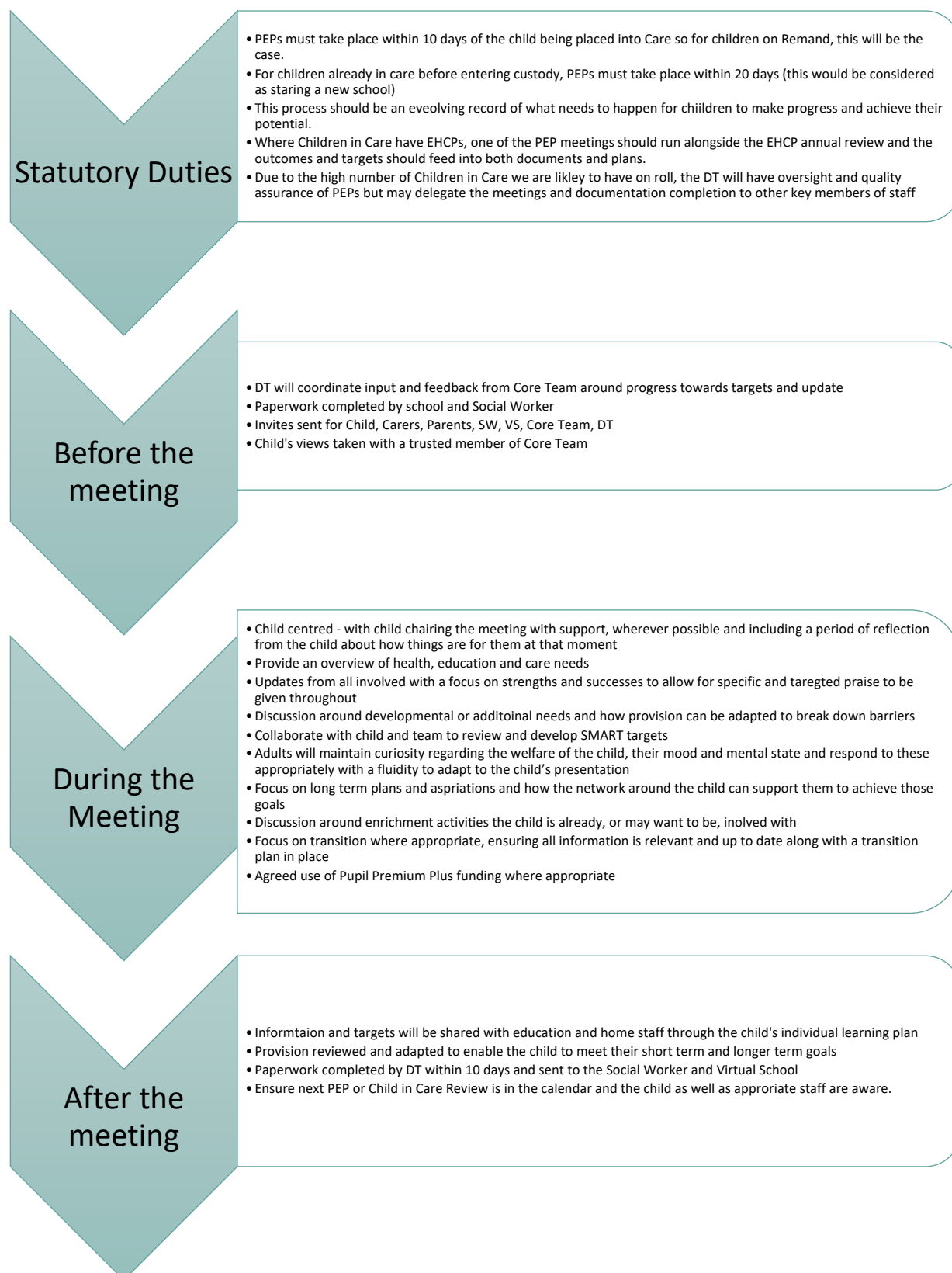
- To form part of a Core Team around the child with a focus on providing care and support so children are able to meet their short and long term goals according to their Restore Passport.
- To work according to the practices defined by the Restore Framework and supported by our training programme, demonstrating mature, containing adult behaviour, emotional regulation and collaborative problem-solving for and around the children.
- To communicate effectively within multidisciplinary teams in the best interests of the child and with a focus on their academic, social and emotional development over time.
- Holds a therapeutic mindset that perseveres through difficulty and challenge, maintaining enduring positive regard, compassion, hope and the belief in a child's
- Liaise with the Designated teacher where appropriate to contribute to the development and review of PEP meetings and ongoing analysis of the child's needs and progress in education, enrichment and in the home.
- Demonstrate an understanding of the challenges that impact on Children in Care and Children Previously in Care to respond appropriately and provide the boundaried, safe relationships they need to ensure stability during their time at Oasis Restore.

### **Role of the Virtual School and Children's Services**

- To provide information around the child's mental health, SEN or disability is available to us at Oasis Restore so that we can provide the appropriate support.
- Links with mental health services may have already been established and this work should be transferred over if it is appropriate (distance, resource etc) and work closely with the designated teacher.
- To collaborate with the DT around the child's progress and develop the holistic measure of progress through prioritising the highest leverage progress to make in their time at Restore.
- To be involved in the development, monthly monitoring, and review of the child's formulation/PEP. In the absence of the VSH monthly, reviewing the formulation/PEP termly.
- To be actively involved in pathways out of restore through the network- this would involve their ongoing working with the network from the time a child enters oasis restore.
- To attend, where appropriate and possible; rewards ceremonies, performances, and inclusion within the enrichment/weekend provision for these children.
- Support with the transfer and flow of information through all aspects of transition both into and out of Oasis Restore.
- To advocate for the transition of the child back into an appropriate educational institution on their release; keeping children on role in schools from their home Local Authority and supporting them to continue to engage with education, training and employment.
- Provide children with the resources they may require enabling them to access education, training and employment once they have transitioned back into the community.

*Key Point: All staff working with our children have a responsibility to understand the impact and complexity of the experiences of children who are or have previous been in care.*

## Personal Education Plan (PEP) process



## Supporting Children with Medical Conditions

### Aims

This section of the inclusion policy aims to clearly identify our processes for supporting children with medical conditions so they are clearly set out for all stakeholders to access and understand. Our priority is to ensure children with medical conditions are fully included in all opportunities presented within education, enrichment, the home or any other activities. In line with the Inclusion policy aims, we are committed to an environment that is intentional in our inclusivity for all.

**The named person with responsibility for implementing this section of the Inclusion Policy is Danielle Dunlop.**

### Legislation and statutory responsibilities

This policy meets the requirements under [Section 100 of the Children and Families Act 2014](#), which places a duty on governing boards to make arrangements for supporting students at their school with medical conditions.

It is also based on the Department for Education (DfE)'s statutory guidance on [supporting students with medical conditions at school](#).

### Roles and responsibilities

#### The Board

The board has ultimate responsibility to make arrangements to support students with medical conditions. The governing board will ensure that staff have received suitable training and are competent before they are responsible for supporting children with medical conditions.

The Registered Manager will not agree to admitting a child if all of the child's Medical needs cannot be met.

The Principal Director is responsible for:

- Making sure all staff are aware of this policy and understand their role in its implementation
- Ensure that there is a sufficient number of trained staff available to implement this policy and deliver against all individual healthcare plans (IHPs), including in contingency and emergency situations
- Ensure that all staff who need to know are aware of a child's condition
- Take overall responsibility for the development of IHPs
- Make sure that school staff are appropriately insured and aware that they are insured to support students in this way
- Ensure that systems are in place for obtaining information about a child's medical needs and that this information is kept up to date

#### Staff

Supporting children with medical conditions is not the sole responsibility of one person either from the home or education. Any member of staff may be asked to provide support to students with medical conditions, although they will not be required to do so. The administration of medication will take place from the Restore Practitioners .general includes the administration of medicines.

Those staff, beyond the NHS health team, who take on the responsibility to support students with medical conditions receive sufficient and suitable training, and therefore achieve the necessary level of competency before doing so.

Teachers consider the needs of students with medical conditions that they teach and make adaptations as necessary. All staff are made aware of what to do and how to respond accordingly when they become aware that a student with a medical condition needs help.

## **Children**

Children with medical conditions are often best placed to provide information about how their condition affects them. Children are fully involved in discussions about their medical support needs and contribute as much as possible to the development of their IHPs which is an important aspect of their formulation document.

## **NHS Health Team**

Our NHS Health team and associated professionals notify Oasis Restore staff on entry when a child has been identified as having a medical condition that will require support either at home, in school or both.

Healthcare professionals, such as GPs and paediatricians, liaise with the school's nurses and notify them of any students identified as having a medical condition. They also provide advice on developing and coordinating our IHPs.

## **Equal Opportunities**

Oasis Restore is clear about the need to actively support students with medical conditions to participate in all educational, enrichment and recreational activities on offer, and not prevent them from doing so.

Risk assessments are carried out where appropriate and necessary as a part of formulation so that planning arrangements take account of any steps needed to ensure that students with medical conditions are included in all aspects of our Restore community.

## **Individual healthcare plans (IHPs)**

These plans will form part of the child's Oasis Passport to include relevant and necessary information relating to their medical need. Plans will be developed with the child's best interests in mind and will set out:

- *What needs to be done*
- *When*
- *By whom*

Not all children with a medical condition will require an IHP but all will have detailed health care information. It will be agreed within the Core Team, alongside the child and their parents/carers when an IHP would be inappropriate or disproportionate based on the evidence we have available to us. IHPs will be linked to, or become part of, any education, health and care (EHC) plan.

The level of detail in the plan will depend on the complexity of the child's condition and how much support is needed. The following will be considered when thinking about developing IHPs alongside the Restore Passport:

- The medical condition, its triggers, signs, symptoms and treatments
- The child's resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to

manage their condition, dietary requirements and environmental issues, e.g. busier areas, travel time between spaces

- The level of support needed, including in emergencies. If a child is self-managing their medication, this will be clearly stated with appropriate arrangements for monitoring
- Who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the student's medical condition from a healthcare professional, and cover arrangements for when they are unavailable
- Who in the school needs to be aware of the child's condition and the support required
- Separate arrangements or procedures required for ROTL or other activities outside of the normal daily timetable that will ensure the child can participate, e.g. risk assessments
- What to do in an emergency, including who to contact, and contingency arrangements

### **Managing medicines and controlled substances**

Medication and/or controlled substances required for managing health conditions are overseen by the NHS Health Team in conjunction with the Registered Manager. Medications are always locked in secure cabinets unless they are suitable for children to have access to them throughout the day e.g. asthma pumps. Where children require medication throughout the day, this will be overseen and managed by Restore Staff.

### **Students managing their own needs**

Students who are competent will be encouraged to take responsibility for managing their own medicines and procedures. This is discussed through Formulation meetings and is reflected in their IHPs and risk assessment. Please see the Medicines Administration Policy for more details.

Students will be allowed to carry their own medicines and relevant devices wherever possible and appropriate as per individual RA. Staff will not force a student to take a medicine or carry out a necessary procedure if they refuse, but will follow the procedure agreed in the IHP and inform the core team and parents so that an alternative option can be considered, if necessary.

### **Unacceptable practice**

School staff use their discretion and judge each case individually with reference to the student's IHP, but it is generally not considered acceptable to:

- Prevent students from easily accessing their inhalers and medication, and administering their medication when and where necessary
- Assume that every student with the same condition requires the same treatment
- Ignore the views of the student or their parents
- Ignore medical evidence or opinion (although this may be challenged)
- Send children with medical conditions home from school frequently for reasons associated with their medical condition or prevent them from staying for normal school activities, including lunch, unless this is specified in their IHPs
- Prevent students from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively
- Administer, or ask students to administer, medicine in toilets



## Emergency procedures

Staff will follow the school's normal emergency procedures (for example, calling 999). All students' IHPs will clearly set out what constitutes an emergency and will explain what to do.

If a student needs to be taken to hospital, appropriate staff members will facilitate travel to and from hospital or accompany the student traveling in an ambulance. Parents will be informed as soon as possible and given the option to meet the child and staff at the hospital.

## Training

Staff who are responsible for supporting students with medical needs receive suitable and sufficient training to do so.

The training is identified during the development or review of IHPs and through formulation. Staff who provide support to students with medical conditions are included in meetings where this is discussed.



### Culture of benign enquiry

The relevant healthcare professionals lead on identifying the type and level of training required and will agree this with Registered Manager on admission and wider Senior Leadership Team. Training is kept up to date and led on a continuous basis where appropriate.

Our NHS team provide confirmation of the proficiency of staff in a medical procedure, or in providing medication. This will be additionally recorded in each staff member's training matrix.

All staff receive training so that they are aware of this policy and understand their role in implementing it, for example, with preventative and emergency measures so they can recognise and act quickly when a problem occurs. This is provided for new staff as a part of their extensive induction programme.

## Record keeping

The Principal Director, Registered Manager and Board ensure that written records are kept of all medicine administered to students for as long as these students are at the school.

IHPs are kept in a readily accessible place which all staff are aware of.

## Supporting Children with English as an Additional Language

In line with our ethos of inclusion throughout the whole of Oasis Restore, it is essential to ensure the rights and well-being of young people from diverse linguistic backgrounds. When children are placed in custody, they are often facing challenging circumstances and may already feel vulnerable and isolated. By recognising and addressing language barriers through adaptable and flexible approaches to communication, interaction and delivery of provision; we are able to meet the children where they are at in terms of their English proficiency and tailor their experience around supporting this.

### Definition of EAL

In defining EAL we have adopted the following definition: 'The term "EAL" is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019).

Children with English as an Additional Language arriving at Oasis Restore may have:

- Been born and through the education system in UK but have spoken a language other than English in their home.
- Arrived in the UK some time after birth and have entered the school system either on arrival in the UK or sometime after arrival

The experience learners have had of education before arrival can vary greatly. Learners may have already had a high level of education in their home country or have had little or interrupted schooling. The education system in the UK may also be significantly different, from resources, including access to technology, to the style of teaching. Similarly, learners and their families may have had very different experiences of and attitudes towards education.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

#### Proficiency in English

##### New to English

May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

##### Early Acquisition

May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

##### Developing competence

May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

##### Competent

Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

#### Fluent

Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

### Considerations for EAL children in custody

In creating this section of the inclusion policy, it is important to understand the context of each individual child at Restore; providing the space and time to get to know them throughout the induction period so we are able to provide the highest quality support and allow for integration and access for all. Some particular areas we have considered in relation to children with EAL are:

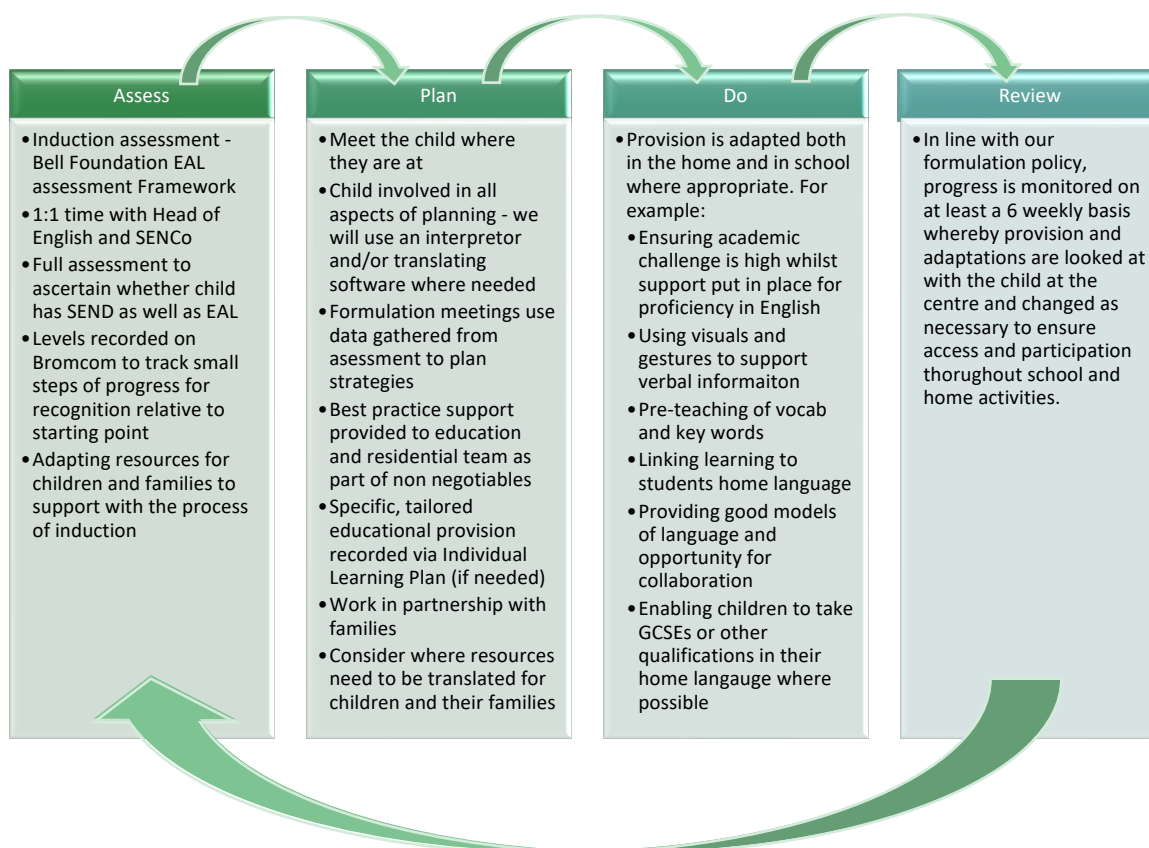
- Recognising that bilingualism and multilingualism are an asset – the ability to speak and write in more than one language is a valuable skill that learners who have EAL bring with them, regardless of stage of English language development. Learners actively use the languages they already know to learn English.
- Providing access to some key information in languages other than English: Understanding rules, regulations, and procedures is crucial for children in custody. By providing information in their first language and offering language support, we can ensure that these young individuals comprehend their rights and responsibilities.
- Effective Communication: Clear communication between staff, peers, and family members is vital for the well-being and development of children in custody. Language barriers can impede effective communication, leading to misunderstandings and increased frustration. Supporting children in developing their first language as well as English improves communication, allowing children to express themselves, share concerns, and participate in community meetings and restorative conversations throughout the home and in school.
- Mental Health and Well-being: Being away from family and facing legal proceedings can be emotionally distressing for young people. Language barriers can exacerbate the sense of isolation and stress, making it difficult for them to cope with their emotions. Having access to language support can help children express and communicate their thoughts and feelings and to fully engage with therapeutic services more comfortably.
- Educational Opportunities: Many children in custody have had disrupted education due to their circumstances. Providing support in their first language enables them to better engage with learning materials and maintain progress socially, emotionally and academically. It can also facilitate smoother reintegration back into the educational system upon release.
- Maintaining Cultural Identity: Language is often intertwined with cultural identity. By recognising and valuing a child's first language, custody facilities can respect and acknowledge their cultural background. This recognition fosters a sense of belonging and self-worth, which can positively impact on their progress and engagement in activities that may help shape their futures.
- Reducing Recidivism: When a child feels understood and supported during their time in custody, they are more likely to engage in restorative and reparative processes to enable them to make positive changes in their lives beyond Oasis Restore.

### The process of supporting EAL children at Oasis Restore

The principles for supporting and celebrating bilingual and multilingual children are essentially the same as our guiding principles for supporting all children. We deliver a highly personalised and individual package of

support surrounding children to ensure they are reach their potential within and beyond Restore. We recognise the strengths and positives of being able to speak and write in more than one language and we build on those strengths at every opportunity throughout their time with us at Restore. Staff have received training on providing the right levels of support to meet children where they are at in terms of their English Language development and how to ensure they can progress through each stage to reach English proficiency as soon as they are cognitively able to.

### Process of support for bilingual and multilingual children



## Equality and Diversity at Oasis Restore

### Aims

This section of the inclusion policy sets out our commitment to providing an inclusive environment for everyone, across the whole of Oasis Restore. We welcome and celebrate diversity to enrich our experiences and enable children to reach their full potential. We are determined to remove barriers that hinder the learning and participation of individual or groups of children and/or the experience of staff.

Our aim is to provide an exceptional therapeutic experience for all our children both academically, emotionally and socially. Our commitment to equality must be communicated to all members of the extended Restore community - including staff, multi-disciplinary partners and colleagues, children, parents/carers and visitors.

### The Equality Act

The Equality Act 2010 details some key equality provisions for the delivery of education and a duty for public bodies, such as OCL, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups (Public sector Equality Duty).

There are three key elements:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The Act also introduced the need for schools to make reasonable adjustments for disabled students.

### Protected characteristics

The Equality Act introduced the term 'protected characteristic'. It is unlawful for an Academy to discriminate against a student or prospective student by treating them less favourably because of their:

- sex
- race
- age
- disability
- marriage and civil partnership
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

### Unlawful behaviour

The Equality Act 2010 defines four kinds of unlawful behaviour

- **Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.
- **Indirect discrimination** occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.
- **Harassment** has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

- **Victimisation (including hate crime)** occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act

### Key questions

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

- do all our students achieve their best?
- do we analyse the achievement of groups and sub groups?
- are there differences in the achievement of different groups of students?
- what are we doing for those students who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting social harmony and preparing students to live in a diverse society?
- are we promoting multilingualism through resources, books in the library, directed text in the classroom and at home, discussions around the dinner table and information presented to families and visitors?

### Our Approach to Inclusion

Each section of this Inclusion Policy demonstrates how our individualised and personalised approach to the Restore experience means we are able to put the child at the centre of all decision-making to plan the most appropriate package of support relevant to their strengths and areas of need. We strive to create a community where children and students feel listened to, understood and recognised for their strengths and skills they bring to the world; supported to understand how best to utilise those strengths to reach their full potential.

## RACI Matrix

“R” for anyone who is “Responsible” for a task listed in the policy, an “A” for anyone who is “Accountable”, a “C” for anyone who must be “Consulted” under the policy and “I” for anyone who must be “Informed” about aspects of the policy.

Policy Element	Board	COO	Principal Director	Director of Care and Wellbeing	Director of Learning and Enrichment	Head of Safeguarding and Transitions	Regional Manager	Head of Inclusion/SENCO	Education Team	Residential Team	NHS Health Team	Head of Site and Operations	Administration Team
Accessibility Plans							R	A					
Admission and transition of Children in Care			R			A	R	R					
Admission and transition of children with medical needs					R		R	A			C		
Admission and transition of SEND Students			I			A	R	R					
Assessment and identification of needs, including SEND and EAL				R			A	A					
EHCP implementation and review					R		C	A	C	C	C		
Health Care Plans				R			A				C		
Individual Learning Plans in line with Formulation and Passport			I		R		C	A					
Monitoring of SEND provision					R		A	A					
PEP implementation and review			R				A	A					
Policy Matches SEND Code of Practice and DfE Guidance for SEND, CiC, EAL and medical needs	I	R	A				A						
SEND Information report							I	A					
SEND register							I	A					
Staff training		I	R	A			R						

# O E

## Inclusion Policy

### PRACTICE GUIDE

#### Our definition of Inclusion

Inclusion to us at Restore means a commitment to including everyone and not treating groups of children differently according to labels that are attached to them but enabling an environment that uses best practice to benefit everyone. We will of course recognise and support the complexities of children with Special Educational Needs, being Children In Care, having English as an Additional Language, Medical needs and Disabilities.



#### Assess, Plan, Do, Review

The process of assessing need, planning provision and support, putting in place the offer and then reviewing how things are going regularly is a part of our approach for all children at Restore. Where children have SEND, the process is the same but the provision and support will be tailored to their needs and strengths.

#### Asset Based

SEND provision and support in schools is often based on what children can't do. We base our provision and offer on what children can do; what their strengths, interests and goals are. This means much less focus on negatives and more on staff celebrating the strengths and achievements of students to build confidence and independence over time.

#### Whole School Inclusion

Consideration for the home environment will take place through the induction process and formulation to ensure we are placing children in the flats and classes that are most aligned with their needs, strengths and goals. We have small class sizes in education with high adult to student ratios. We have flexibility in the timetable to enable individual learning opportunities to take place that meet the needs of every student. Our lessons have been specifically designed with best practice for all in mind.



## Education, Health and Care Plans (EHCPs)



When students have special educational needs that have a significant impact on their ability to make progress in line with their ability, they may be eligible for a EHCP. Some students will already have an EHCP when they come to us. If this is the case, we will put in place the support as best as we can to keep the EHCP up to date and relevant. Where students do not have an EHCP but could meet the criteria for one, we will complete the assessments, gather evidence and make the application ready, in partnership with the students, their families/carers, for when they move on from us into their communities and their next phase in education, employment or training.

## Accessibility



We have an accessibility plan available that sets out how we approach ensuring our building, resources and environment are as inclusive and accessible as possible. We have thought intentionally about making sure we are guided by inclusive principles from policy creation through to daily practice.

# Inclusive Principles

## Environment

- Sofa/ Calm down space available for quiet space or study
- Access to individual workstations for students who may need them
- Consider seating arrangements carefully
- Use visual timers to show students how much time they have to complete tasks
- Allow movement breaks as a part of the lesson for those who require it e.g. handing out resources, regular brain breaks with movement.
- Be aware of sensory overload from the environment – lighting, sounds, displays, resources etc.
- Classrooms should be tidy and free from clutter. Resources clearly labelled with pictures/visuals

## Communication

- Avoid statements such as 'Well you should have been listening'. There is no such thing as a silly question – you want to foster an open environment where questions are welcome
- Ensure you are facing students when addressing the group/giving instructions or presenting information
- Use specific and targeted positive praise e.g. 'That answer was really insightful because' 'I really liked the way you' 'It was great to see you' and consider those who need to be praised discreetly.
- Avoid generic praise such as 'Good job' , 'Well done' that is not specifically related to learning, effort, motivation or prosocial skills. Check for understanding regularly, asking students to repeat back instructions/explain to their partner

## Resources

- Desk dividers / Privacy board
- Sloped writing board
- Pencil Grips / Laptops
- Coloured overlays / Reading rulers
- Access to calm down box with sensory materials
- Dictionaries (including bilingual) and thesaurus available \*and taught how to use properly

## Presenting Information

- Use pastel background
- 12-14 pt writing in one of the following fonts: Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans.
- Avoid using ALL CAPITALS and Underlining – use Bold instead.
- Avoid putting too much information on one page – space information out evenly
- Use bullet points for written information on PowerPoints
- Do not write on board while talking/giving instructions
- Present information in short, manageable chunks
- Use a combination of words and pictures to present information (dual coding)
- Use graphic organisers/mind maps to support students to organise their thoughts and present information

## Pedagogy

- Use task management boards or checklists so students can independently keep track of what they need to include/complete next.
- Pre-teach subject specific/new terminology e.g. spend a short amount of time at the start of a lesson introducing new concepts, explain how spelling rules etc.
- Sentence stems and word banks are available for those who need them.
- Use guidelines or models to show how much students are expected to produce
- Do not expect students to copy long pieces of information from the board. Provide copies of the PowerPoints for them to highlight/annotate – these skills may need to be explicitly taught.
- Be aware of the language you are using – if using more complex terms, check understand and provide explanation of meaning
- Structure lesson so students know where they are at any point during the lesson
- Incorporate 'thinking time' as standard practice e.g. pose a question and allow 5-10 seconds of thinking time before expecting responses.
- Use multi-sensory teaching as much as possible, using concrete materials, pictures, sounds, movement etc.