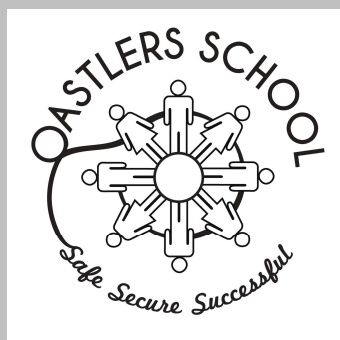


INCLUSION POLICY



Oastlers Policy

Approved by Governing Board On	September 2026
To be Reviewed On	September 2027
Signed on behalf of the Governing Board	David Ward

1. Vision, Ethos and Trauma-Informed Practice

Oastlers School is a specialist SEMH provision committed to transforming the life chances of children and young people who have experienced adverse childhood experiences, resulting in social, emotional and mental health difficulties that create barriers to learning. Our ethos is rooted in trauma-informed, relational and nurture-based practice, recognising that meaningful change happens through consistent, reliable relationships, emotional safety and high expectations delivered with compassion.

We understand that many of our learners have experienced disrupted education, instability and trauma. We believe every child and young person can succeed when they feel safe, valued and understood, and when their individual needs are recognised and met with consistency and care.

Oastlers School provides a safe, structured and emotionally containing environment where learners can rebuild trust in education, develop emotional regulation skills and make academic, social and emotional progress. We work collaboratively with families, carers and external agencies to ensure a holistic and coordinated approach to support.

Behaviour is understood as communication of underlying emotional need. Staff respond through a trauma-informed and nurture-based approach, prioritising relationships, co-regulation and emotional safety. Consistent, predictable and supportive interactions help learners develop trust, regulation skills and readiness to learn.

We recognise that change happens through relationships. Staff use relational approaches to support engagement and wellbeing, ensuring that every interaction contributes to emotional security and positive identity development. External professionals are engaged where appropriate to support personalised strategies and interventions.

Inclusion at Oastlers means fully embracing every learner as an individual and ensuring equitable access to education, opportunity and support. We are committed to removing barriers to learning, responding to need proactively and ensuring that emotional wellbeing and academic progress are developed in parallel.

Our vision is that:

- Every learner is valued as an individual
- Every learner is emotionally safe and included
- Behaviour is understood as communication
- Relationships are the foundation for learning
- High expectations are combined with high levels of support

This vision underpins all practice at Oastlers School, ensuring that provision is consistently trauma-informed, relational and responsive to need, enabling learners to thrive both emotionally and academically.

2. Purpose of the Policy

- This policy sets out how Oastlers School ensures that all learners, including those with complex SEMH needs, are fully included, supported and enabled to access education. It provides a clear framework for removing barriers to learning, promoting emotional wellbeing and ensuring consistency of approach across the school.

- Inclusion at Oastlers is proactive and preventative, ensuring that needs are identified early and appropriate interventions are put in place. The school works closely external support agencies to ensure co-ordinated planning and support.
- The policy also ensures families are supported through signposting to relevant services, including mental health support, parenting support programmes, early help services and community resources.

3. Legislative and Statutory Framework

This policy is underpinned by all relevant legislation and statutory guidance ensuring compliance and best practice.

It is informed by the Equality Act 2010, Children and Families Act 2014, SEND Code of Practice (2015), Education Act 1996, Ofsted Education Inspection Framework (2026) and Keeping Children Safe in Education (KCSIE 2026).

In addition, it aligns with statutory duties relating to:

- Looked After Children (LAC) under corporate parenting responsibilities
- Previously Looked After Children (PLAC) including adopted children
- Special Guardianship Order (SGO) children
- The role of Virtual School Heads in promoting educational achievement
- Multi-agency safeguarding and early help frameworks

This policy also reflects the principles of the United Nations Convention on the Rights of the Child (UNCRC), including:

- **Article 2:** Non-discrimination and equal access
- **Article 3:** Best interests of the child as a primary consideration
- **Article 12:** Right to express views and be heard
- **Article 23:** Rights of children with disabilities
- **Article 28:** Right to education
- **Article 29:** Aims of education, including personal development and full potential

4. Support for Vulnerable Cohorts (LAC, Adopted and SGO Learners)

Oastlers School provides enhanced, coordinated support for learners who are Looked after Children (LAC), previously Looked After Children (including adopted children), and children subject to Special Guardianship Orders (SGO). We acknowledge that these learners may have experienced additional layers of complexity in their early life experiences, including attachment disruption, loss, instability and changes in care arrangements.

We ensure that these learners receive personalised and consistent support through a multi-agency approach. This includes close collaboration with the Virtual School, social care teams, adoption support services and carers to ensure that educational planning is robust, joined-up and responsive to individual need.

Each learner will have an Educational Health and Care Plan that is meaningful, aspirational and actively embedded into daily school practice. Key adults are assigned to ensure continuity of relationships, emotional containment and consistent communication between home, school and external professionals.

This targeted provision ensures that vulnerable learners are not only supported to access education, but are enabled to feel secure, valued and able to thrive.

5. Equity, Diversity and Belonging (EDB)

Oastlers School is committed to promoting equity, diversity and belonging for all learners. We ensure that every learner is treated fairly, respected and valued as an individual within our school community.

In line with the **Equality Act 2010**, we do not discriminate against any learner on the basis of protected characteristics, including age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity.

We actively challenge discrimination, prejudice and stigma in all forms and expect all members of the school community to show respect for difference and individual identity.

We are committed to ensuring that all learners feel a genuine sense of belonging within the school, where they are safe, included and able to participate fully in school life.

6. Special Educational Needs and Disabilities (SEND)

Oastlers School is committed to ensuring that learners with Special Educational Needs and Disabilities (SEND) are fully supported to access learning and achieve positive academic, social and emotional outcomes. Many learners within the school present with SEMH needs alongside additional learning, communication, sensory or neurodevelopmental needs.

SEND provision is personalised, flexible and responsive to individual need. Support may include adapted teaching approaches, differentiated learning, regulation strategies, sensory support, additional adult support and targeted interventions.

7. Transitions and Reintegration

Oastlers School recognises that transition into a new educational setting can be challenging for learners with SEMH needs and their families, particularly where previous educational experiences have been difficult. We therefore prioritise building trust, reducing anxiety and establishing positive relationships from the outset.

Transition arrangements are carefully planned and personalised. Staff work closely with feeder schools, teachers and SENDCOs to gather information, understand individual needs and begin building supportive relationships before learners join the school.

Learners and families are offered transition sessions and open evenings to build familiarity with the school environment and staff. Where needed, transition is phased through additional visits, adapted timetables or gradual integration into lessons to support successful engagement.

8. EHCP and SEN Support

Learners at Oastlers School will be supported through:

- **Education, Health and Care Plans (EHCP)**
These provide statutory support for learners with significant and complex needs.

Provision is personalised and outcomes are closely monitored through annual reviews and multi-agency collaboration.

- This includes targeted interventions are provided, adapted teaching approaches and regular review using a graduated approach to ensure needs are met effectively.

In all cases, provision is individualised, responsive and aligned with each learner's emotional and educational needs.

9. School Structure and Leadership

Oastlers School has a clearly defined leadership and staffing structure that ensures accountability, consistency and effective SEMH provision across safeguarding, inclusion, teaching and pastoral support.

The Headteacher holds overall responsibility for leadership, safeguarding and operational effectiveness, supported by senior leaders with designated roles in SEND, safeguarding, curriculum, inclusion and therapeutic support. These roles work collaboratively to ensure joined-up provision that meets learner needs.

A behaviour and pastoral team provide daily support for emotional regulation, engagement and reintegration into learning, working closely with teaching staff to support consistent approaches across school life.

Staff work collaboratively to support learners' wellbeing, engagement and progress.

Regular communication systems, including briefings, safeguarding meetings and weekly reviews, ensure learner needs are monitored and provision remains coordinated and responsive.

Leadership and Management of Inclusion Chart

Executive Headteacher

(Strategic Lead for Inclusion, Trauma-Informed Practice & Culture)



Lyndsey Brown
Executive Head Teacher



Senior Leadership Team (SLT)

Deputy Headteacher, Head of Centre, Business Manager



Ray Sutcliffe Deputy Head	Robert Fairbairn Head of Centre Keighley	Jeanine Fairbairn Business Manger
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Leadership Team

(Curriculum, Behaviour, SEMH, Pastoral & Safeguarding Leadership)

						
Lucy Harper Assistant Head of Teaching and Learning	Raj Kaur Assistant Head of Curriculum	Imran Khan Behaviour and Pastoral Manager	Sean Regan Assistant Head Pastoral	Leanne vo Brown Assistant Head Of Sixth Form	Robyn Brennan SENDCO	Lindsey Shaw SENDCO Keighley



Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead, across both school sites, is the headteacher: Lyndsey Brown.

The Deputy Designated Deputy, across both school sites, is Ray Sutcliffe (DDSL), deputy headteacher.

The school also has Rebecca Fyfe, Lucy Harper, and Phil Parr at the Bradford site; and Robert Fairbairn, Sinead Allen, Lindsey Shaw and Pasquale Hester at the Keighley site as additional deputy designated leads.



Safeguarding, Inclusion & Pastoral Leadership Team

- Safeguarding Lead – Lyndsey Brown
- Behaviour and Pastoral Manager – Imran Khan
- SENDCO –Robyn Brennan & Lindsey Shaw
- Attendance Leads – Rebecca Fyfe, Pasquale Hester and Jonny Gallon
- Social Worker and Child Protection Lead – Rebecca Fyfe
- Designated teacher for LAC – Leya Dhinsa
- Safeguarding Governor – Peter Greenhough
- IQM Lead – Jennifer Blackwell
- RRSA Leads – Sabrina Sharrif and Jennifer Blackwell
- Attachment Leads – Jennifer Blackwell, Robert Fairbairn, Leanne Vo Brown
- Specialist Dyslexia teacher – Aleesha Mahmood



Therapeutic & Wellbeing Team

- CAMHS Therapist, play therapist, bereavement therapist and, CBD therapist – Yvonne Hockey.
- Bereavement Team – Phil Parr & Yvonne Hockey
- Talking therapies
 - Full-time on-site school councillor – Phil Parr
 - Lego therapy – Samantha Barker
 - Play therapy – Sarah Storey
- Relaxation therapies
 - Aroma therapy – Lisa Brett
- Physical therapies
 - Rebound therapy – Ben Fairbairn
 - Gym Sessions – Ben Armitage and Phil Parr
- Peripatetic music therapy – Damian Curran, Geoff Stevenson and Gavin Malcolm
- ASD group – Nicola Flack, Samantha Barker, Jo Whittingham, Scott Jones
- The school's designated LGBTQ+ leads are Pasquale Hester, Nicola Flack and Leanne Vo-Brown
- Investing in families award – Sinead Allen and Kat Davidson
- Parent/carer learning – Rebecca Fyfe and Phil Par
- Careers leads – Robert Fairbairn and Leanne Vo Brown
- Afterschool clubs – Sean Regan and team
- External Agency Partners and Health Care Services, include but not limited to:
 - School Nursing Team
 - CAMHS
 - Children's Social Care
 - West Yorkshire Police
 - Voluntary Sector Organisation
 - Youth Justice Teams
 - Step Two
 - Breaking the Cycle
 - Virtual School
 - On the Verge



Teaching & Learning Staff

- Subject Teachers
- Inclusion leaders
- Behaviour and engagement team



Behaviour and Engagement Team

- Behaviour and Pastoral Manager Bradford – Imran Khan
- Adam Jones
- Tanveer Arshad
- Ryan Leadbeater
- Behaviour and Pastoral Manager Keighley - Christian Baines
- Liam Kirton
- Mathew Shackleton



House Team

- Kitchen and catering team
- Cleaning team
- Admin team



Learner and Parent and Carer Voice

- School Council Bradford– consisting of a learner from each class to represent their classes voice ran by staff member - Hannah Ali
- School Council Keighley – consisting of a learner from each class to represent their classes voice ran by staff member - Lindsey Shaw
- RRSA Steering group – Sabrina Shariff, Jennifer Blackwell, Hannah Ali
- Head learner and deputy head learner Bradford – Finley Mcfadyen and Scarlett Miller
- Head Learner Keighley - Keyan-Lee Webster
- External organisation - Citizens UK – voice of the children and voice of parent and carers – Becky Howcroft Senior Organiser of West Yorkshire Citizens
- Friends of Oastlers Group – Sean Regan

Inclusion at Oastlers School is strategically led and embedded across leadership, teaching, pastoral care and wellbeing support through a trauma-informed, relational approach. Clear lines of responsibility ensure practice remains consistent and responsive to learners' SEMH needs.

The Headteacher holds overall accountability for inclusion, supported by the Senior Leadership Team, who oversee curriculum, behaviour and pastoral systems. Inclusion and pastoral leaders coordinate day-to-day provision, working closely with families, therapeutic staff and external agencies to remove barriers to learning.

Learner voice is central to practice, supported through trusted relationships, personalised planning and regular reflection. Family voice is equally valued, strengthening home-school partnerships and shared understanding.

This approach ensures learners feel safe, heard and supported, enabling engagement, emotional development and success.

10. Access to Curriculum

The curriculum at Oastlers is flexible, adaptive and responsive to SEMH needs. Many learners join the school with gaps in education due to exclusion, absence or instability in previous placements.

We ensure curriculum access by:

- Personalised learning pathways
- Differentiated and scaffolded teaching
- Small group and 1:1 support
- Emotional regulation embedded into learning
- Reduced cognitive load where appropriate

For LAC and vulnerable learners, curriculum planning is aligned with EHCP targets, PEPs and Virtual School guidance, ensuring educational progress is tracked and supported effectively.

11. Behaviour, Regulation and Inclusion

Behaviour is understood as communication of unmet emotional need. At Oastlers School we prioritise relational, restorative and trauma-informed approaches that support emotional regulation, repair and successful engagement in learning.

Staff are trained in co-regulation approaches and PACE (Playfulness, Acceptance, Curiosity and Empathy) strategies, enabling consistent and supportive responses to distress. Ongoing training in emotional regulation and de-escalation ensures staff are equipped to respond calmly and effectively to need.

Each learner has a Communication Passport outlining triggers, early warning signs and personalised strategies to support regulation and engagement. This ensures a consistent and individualised approach across all staff.

The school operates a structured point-based reward system to promote positive engagement, inclusion and access to enrichment opportunities. Clear expectations, systems and sanctions are outlined in the Behaviour Policy and should be used alongside this Inclusion Policy to ensure consistency.

Learners have access to designated safe and regulated spaces, including sensory and reflection areas, to support emotional regulation and reintegration into learning.

Oastlers School provides a continuum of inclusive provision to meet SEMH needs, including whole-class teaching, small group work, targeted 1:1 support and therapeutic input, all adapted to individual need.

We maintain calm, predictable learning environments that support emotional regulation, engagement and access to learning. Where required, learners are supported through low-arousal spaces, sensory strategies and planned regulation breaks.

Targeted SEMH support is embedded across school life and may include:

- Therapeutic input
- Emotional literacy programmes
- Social skills development
- Key adult mentoring
- External agency support

Interventions are personalised, regularly reviewed and adjusted in response to individual need. For Looked After Children, previously looked after children, adopted learners and those subject to Special Guardianship Orders, support is coordinated with external professionals and Virtual School Personal Education Plans (PEPs) to ensure consistency across home, school and care settings.

All learners benefit from a structured, supportive and responsive environment that prioritises emotional wellbeing, regulation and engagement, enabling sustained access to learning and progress.

12. Safeguarding, Wellbeing and family engagement.

Safeguarding is central to all practice at Oastlers School. We recognise that many learners with SEMH needs may also be vulnerable and that safeguarding concerns often overlap with emotional wellbeing and educational barriers.

We ensure clear safeguarding procedures, robust referral pathways and effective multi-agency working to keep learners safe. Staff are trained to identify concerns early and respond appropriately, working closely with external agencies where required. Families are supported and, where appropriate, signposted to additional services including mental health support, parenting programmes and community-based provision.

We view families and carers as essential partners in supporting learners' wellbeing, engagement and progress. We work in a collaborative, respectful and non-judgemental way, recognising the importance of consistent communication between home and school.

We ensure:

- Regular communication with families and carers
- Support for adoptive families, SGO carers, LAC carers and residential providers
- Inclusion of families in planning and review meetings
- Coordinated support through multi-agency working
- Signposting to external services where needed

This joined-up approach ensures that learners are supported consistently across home, school and external settings, promoting safety, wellbeing and positive outcomes.

13. Staff Training and Development

All staff receive ongoing training in:

- Trauma-informed practice
- Attachment and SEMH understanding
- Safeguarding and multi-agency working
- Emotional regulation strategies
- Inclusive teaching practice

Staff are also trained to understand the specific needs of LAC, adopted and SGO learners, including the impact of trauma, loss and attachment disruption.

Staff wellbeing and reflective supervision are prioritised to ensure consistency and emotional resilience.

14. Enrichment, Trips and Life Experiences

Oastlers School is committed to providing rich, meaningful and inclusive enrichment opportunities for all learners. Many of our learners, including those who are LAC, adopted or SGO, may not have had access to wider life experiences due to previous barriers.

We ensure:

- Every learner participates in school trips and residential
- Access to cultural, sporting and outdoor learning experiences
- Carefully planned reward trips that build confidence, social skills and aspiration
- Opportunities to experience activities they may not otherwise access

These experiences are not optional extras but a core part of our curriculum offer, designed to build confidence, resilience and personal development.

15. Monitoring, Evaluation and Review

This policy is reviewed annually and evaluated through:

- Learner progress (academic and SEMH)
- Behaviour and engagement data
- Learner voice
- Family feedback
- Outcomes of interventions
- External agency input

We also evaluate the effectiveness of:

- Multi-agency working
- PEP targets for LAC learners
- Intervention impact
- Enrichment participation (including trips and residential)

16. Conclusion

Oastlers School is committed to ensuring every learner receives the support, structure and relationships needed to succeed.

We believe that inclusion means:

- Relationships before regulation
- Understanding before judgement
- Support before sanction
- Belonging before behaviour