

## POLICY – Inclusion

### Education Universal

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Approval Date	Feb 2026
Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
Policy Level	Education
Staff groups affected	All Education

#### Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

**Alison Lewis – Interim Head Teacher**

**Andrew Sutherland/Rob McConomy**

**(Proprietor Representative/Regional Lead)**



## Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
<b>'Establishment' or 'Site'</b>	A generic term referring to the school/college owned by CareTech.
<b>Learner</b>	Any child or young person under the age of 18, or young adult over 18 who receives education.
<b>Service Head</b>	The senior person with overall responsibility for the school/college.
<b>Tutor/Teacher</b>	Members of staff who have teaching responsibility for learners at the school/college.
<b>Parent/Carer</b>	Parent or person with parental responsibility.
<b>Regulatory Authority</b>	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
<b>Social Worker</b>	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
<b>Placing Authority</b>	The local authority/agency responsible for placing the learner or commissioning the service.
<b>Local Authority</b>	The local authority for the establishment's location.
<b>Staff</b>	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.



## 1. Local School/College Profile

Cambian Oakwood School is an independent specialist day school providing education for children and young people aged 5–16 with Social, Emotional and Mental Health (SEMH) needs. The school operates within the Cambian Group. Oakwood School serves a small, highly specialised cohort of learners who typically present with complex SEMH needs, often alongside attachment difficulties, autism spectrum conditions, a history of trauma, and challenging behaviour. Many pupils have experienced significant disruption to their education, including placement breakdowns and negative prior experiences of schooling. Most learners are placed through Local Authorities, and the majority have an Education, Health and Care Plan (EHCP).

The school's ethos is shaped by Oakwood's core values of Engage, Empower, Aspire, Achieve and Excel, with a clear moral purpose to help every learner reach their personal best, however that may be defined for them. Oakwood's vision is to raise confidence and self-esteem through inspiring, personalised learning experiences, enabling pupils to develop resilience, independence and ambition, and to make a positive contribution to their communities

Cambian Oakwood School provides a specialist, child-centred learning environment for pupils who have previously struggled to access education. Through high expectations, compassionate practice and a commitment to inclusion, the school supports learners to rebuild their confidence, re-engage with learning and progress academically, socially and emotionally at a pace that is right for them.

## 2. Purpose

This policy applies to **Cambian Oakwood School** and sets out our commitment to an inclusive, aspirational learning environment, describing how we identify and respond to need, remove barriers to learning and ensure that every Learner can thrive academically, socially and emotionally.

It provides a universal framework and outlines the expectations that apply to:

- Staff
- Senior leaders
- Learners
- Visitors and contractors (where relevant)

This policy enables us to meet statutory duties, uphold safeguarding responsibilities, comply with data protection requirements, and maintain high-quality provision.

## 3. Scope

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in **Appendix A-C**.



#### 4. Local Adaptation Requirement

Some sections in this policy are marked **Adapt Locally**. These sections are completed by each site to reflect local operational procedures or national equivalents (e.g., safeguarding framework, inspection remit, curriculum/quality framework, data protection contacts).

All local additions are:

- Accurate
- Up to date
- Consistent with national legislation and regulator guidance
- Fully aligned with the universal standards in this policy

Where no local adaptation or local equivalent is required, the universal content remains fully applicable.

#### 5. Legal and Regulatory Context (Universal)

**Cambian Oakwood School** is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in **Appendices A–C**, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

#### 6. Policy Aims

Our aims guide all aspects of our inclusive practice and shape the decisions we make as a site. While our approach is relational and responsive, it is underpinned by high standards, national expectations and evidence-informed practice.

We aim to:

- Provide a broad, balanced and ambitious curriculum that remains accessible to all Learners.
- Identify needs at the earliest point and respond with timely, evidence-based interventions.
- Promote emotional regulation, resilience and positive relationships through trauma-informed practice.
- Ensure that Learners with SEND make strong progress.
- Work closely with families, carers and external partners including social care, health and therapeutic agencies.
- Champion equality, diversity and anti-discriminatory practice throughout the site.
- Meet all statutory responsibilities set out in national legislation, statutory guidance and the regulatory requirements applicable to our site ensuring full compliance and continual readiness for inspection. See Appendix



## 7. Roles and Responsibilities

The effective delivery of inclusive practice relies on clear accountability and collaborative working.

### The Headteacher/Principal

- Holds overall strategic accountability for inclusion and SEND and works with the Regional SENCo.
- Ensures adequate resources, staffing and oversight are in place.
- Promotes a culture in which inclusion is central to site improvement.

### The SENCO:

- Leads the coordination of SEND provision.
- Oversees the implementation of EHCP / IDP processes.
- Supports teachers/tutors and the wider education team in understanding and meeting Learners' needs.

### Regional Lead / Proprietor Representative:

- Oversees strategic compliance and the impact of provision.
- Approves and monitors the implementation of this policy.
- Ensures provision is appropriately planned and resourced.

## 8. Identification of Need

We identify needs using a graduated assess–plan–do–review model. This ensures early recognition of emerging needs and a structured, evidence-based response.

### Identification draws on:

Baseline assessments on entry.

- Teacher/tutor observations and daily formative assessment.
- Behaviour, wellbeing and communication screening tools.
- Speech, language and communication assessments.
- Information from previous schools/colleges, social care and health.
- Learner and family voice.
- Specialist assessment (as and when required in line with EHCP)

We recognise a broad range of needs, including:

- **SEMH:** emotional regulation, attachment, trauma and anxiety.
- **ASC:** differences in sensory processing, communication and social understanding.
- **Cognition & Learning:** mild learning difficulties.
- **Communication & Interaction:** expressive/receptive differences.
- **Contextual Safeguarding:** vulnerabilities linked to exploitation or risk.

## 9. Teaching, Learning & Curriculum Adaptations



We deliver adaptive teaching rooted in high expectations. Teachers/tutors plan proactively for diverse learning needs and make responsive adjustments to remove barriers.

**Adaptations may include:**

- Scaffolding, modelling and task chunking.
- Pre-teaching, overlearning and structured repetition.
- Visual timetables, graphic organisers and social stories.
- Sensory strategies, movement breaks and co-regulation approaches.
- Adjustments to cognitive load and ways of recording.
- Targeted literacy and numeracy interventions.
- Assistive technology to support communication and independence.
- Consistent routines, predictable transitions and structured environments.
- Integration of therapeutic strategies into lessons.

**Support staff are deployed to:**

- Reinforce learning within the classroom.
- Support regulation and relational safety.
- Facilitate communication needs.
- Promote independence and reduce over-reliance.
- Deliver structured interventions.

## 10. Curriculum Phases & Qualifications

Cambian Oakwood School provides a broad and balanced curriculum aligned to national expectations and tailored to meet the needs of learners across relevant key stages.

Where appropriate, learners may work towards recognised qualifications such as GCSEs, Functional Skills, or alternative accredited pathways, based on individual need and suitability.

Further detail on curriculum structure, phases, and qualification pathways is set out in the Curriculum Policy.

## 11. Curriculum Access

All Learners have the right to access the full curriculum. Where a personalised pathway is required due to an EHCP / IDP or specialist advice, this is planned collaboratively, reviewed regularly and designed to ensure progression and ambition remain central.

## 12. Behaviour, Relationships & Communication

Our approach to behaviour is relational, reflective and trauma-informed. We understand that behaviour communicates emotional and unmet needs, and we respond in ways that prioritise safety and connection.

**Our behavioural approach includes:**

- Emotion coaching and modelling of self-regulation strategies.



- Restorative conversations and reflective practice.
- De-escalation and co-regulation strategies.
- Sensory-based regulation opportunities.
- Personalised behaviour support plans.
- Reasonable adjustments for SEND
- Consistent routines, boundaries and expectations.
- Strengths-based communication and positive reinforcement.

**Communication approaches include:**

- Simplified, accessible language.
- Visual supports and AAC where needed.
- Strategies tailored to ASC profiles.
- Staff trained to use communication tools confidently.

### 13. Working with Families & External Agencies

We work in strong partnership with families and carers, valuing the insights they bring. We are committed to regular communication, collaborative decision-making and transparent review processes.

We work with external partners — including social care, therapy services, youth justice and health agencies — to ensure provision is holistic and coordinated. Information is shared in line with **ISS Part 6** as appropriate.

### 14. Safeguarding Framework & Local Procedures

This site operates within the statutory safeguarding framework set out in Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children, and the Children Act 1989/2004. These frameworks require all staff to identify, report and act on safeguarding concerns without delay.

Safeguarding is the responsibility of all staff. All concerns, including those linked to attendance, must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL. The DSL holds overall responsibility for safeguarding and child protection, including managing referrals, working with external agencies, and maintaining safeguarding records

#### Reporting Concerns

- Any member of staff who has a concern must:
  - Record the concern clearly, factually and without delay
  - Report it on the same day to the DSL or Deputy DSL
  - Not investigate or delay action
- Where there is immediate risk of harm, staff must contact emergency services (999) and inform the DSL as soon as possible
- Concerns are logged on the site's safeguarding recording system: [Behaviour Watch], with access restricted on a strict need-to-know basis.

#### Escalation and External Referral

- The DSL will assess all concerns and determine next steps, which may include:



- Monitoring and early help support
- Referral to Children's Social Care / MASH (Multi-Agency Safeguarding Hub)
- Contact with the Local Authority Designated Officer (LADO) where allegations involve staff
- Referrals to external agencies are made as soon as possible and within 24 hours where required, and will not be delayed due to incomplete information.

#### Information Sharing and Record Keeping

- All safeguarding information is:
  - Accurate, dated, and securely stored
  - Shared only with those who need to know
  - Managed in line with UK GDPR and Data Protection Act 2018 requirements

Learners identified as vulnerable (e.g. safeguarding concerns, SEND, children in care, or those with attendance concerns) are subject to:

- Enhanced monitoring
- Regular review by pastoral and safeguarding teams
- Inclusion in termly safeguarding and attendance reports to senior leaders

Safeguarding practice and trends are reported to senior leaders and governing bodies/trustees on a termly basis.

The site contributes to wider organisational safeguarding oversight and audit processes.

## 15. Data Protection & Information Governance

This site processes personal data in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. These frameworks ensure that learners' and families' personal information is handled lawfully, fairly and securely.

The site's Data Protection Officer (DPO) is:

Russell Edge – [Russell.edge@caretech-uk.com](mailto:Russell.edge@caretech-uk.com)

Personal information is:

- Kept secure and stored on approved systems
- Accessed only by staff on a need-to-know basis
- Shared lawfully and appropriately, particularly where this supports safeguarding

All staff follow the site's Data Protection Policy, including expectations around confidentiality, secure handling of information, and reporting any concerns. Further detail is set out in the Data Protection Policy and Privacy Notice.



## 16. EHCP / IDPs, SEND Provision & Outcomes

Learners with **EHCPs / IDPs** are supported through high-quality classroom practice and targeted provision driven by the outcomes in their statutory plans.

### Our approach ensures that:

- Plan outcomes directly shape teaching strategies.
- Provision maps meet statutory expectations.
- Therapeutic interventions (SALT/SLT, OT, counselling, trauma therapy) are integrated.
- Progress towards outcomes is reviewed each term.
- Annual reviews are timely, collaborative and evidence-based.
- Learners' voices contribute meaningfully to decisions.

## 17. Monitoring Outcomes

We use a range of indicators to evaluate the effectiveness of inclusion.

### Monitoring includes:

- Academic progress across subjects.
- Emotional regulation and wellbeing.
- Social communication and interaction skills.
- Independence, resilience and self-advocacy.
- Attendance, engagement and participation.
- Safeguarding and contextual risk indicators.

## 18. Assessment & Multi-Agency Pathways

Cambian Oakwood School uses a graduated and individualised approach to assessment, informed by Education, Health and Care Plans (EHCPs) or IDPs, baseline information on entry, and ongoing review of each learner's needs.

Assessment information is used to support appropriate planning, provision and review, ensuring support remains responsive and aligned to the learner's needs.

The school works with relevant external services where appropriate, which may include:

- Local Authority services
- Health professionals
- Social care

Referrals are made through established professional routes where additional support is required.

Multi-agency working takes place as needed and may include:

- Review meetings
- Information sharing with professionals and families
- Coordinated planning to support learners' needs



All arrangements are consistent with local authority expectations and national frameworks

## 19. Staff Training & Professional Development

We invest in ongoing CPD to ensure our staff team feel confident and skilled.

### Training includes:

- Trauma-informed practice.
- ASC and SEMH strategies.
- Safeguarding including contextual safeguarding (CSE).
- De-escalation and behaviour regulation.
- Communication and interaction strategies.
- National frameworks for SEND and the SEND Code of Practice
- Therapeutic approaches relevant to our Learners.
- A comprehensive induction programme for all new staff.

## 20. Monitoring, Evaluation & Governance

Leaders evaluate the quality of inclusion using both qualitative and quantitative evidence.

### Monitoring includes:

- Learning walks and observation.
- Review of work, plans and provision.
- Data analysis (progress, behaviour, safeguarding).
- Learner, staff and family voice.
- Staff supervision and reflective practice.
- Governance/proprietor oversight (Adapt Locally).
- Findings feed directly into site improvement planning.

### Inspection & Regulatory Context

Inclusion is evaluated as part of the site's national inspection and regulatory framework. All local requirements (inspectorate, framework, visit model and applicable quality indicators) are provided in the Regulatory & Legislative Appendix A

## 21. Environment & Accessibility

We work intentionally to ensure our learning environment supports all Learners.

### This includes:

- Reasonable adjustments to physical spaces.
- Sensory-friendly environments.
- Safe rooms and therapeutic spaces.
- Individualised risk assessments where needed.



## 22. Complaints

Complaints relating to **SEND** follow the site's complaints procedure and any statutory mediation or appeal routes.

### Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

### Appendices

Appendix A – Legal and Regulatory Framework in England



## Appendix A

Legislation, guidance and regulatory frameworks underpinning Inclusion in England.

### Working Together to Safeguard Children 2023

- **Means:** Statutory multi-agency guidance for how agencies work together to help, support and protect children; applies to education providers including FE educating under-18s.
- **Requires:** Align site safeguarding to local partnership procedures and national child protection standards, evidencing effective information sharing and joint working.
- **Our stance:** We follow local safeguarding partnership procedures and evidence leadership oversight.
- **Implementation example:** DSL maintains live referral and strategy-discussion logs aligned to local thresholds, reviewed termly.
- **Links:** [GOV.UK – Working together to safeguard children](https://www.gov.uk/government/consultations/working-together-to-safeguard-children)

### Keeping Children Safe in Education (KCSIE) 2025

- **Means:** Statutory guidance for schools and colleges on safeguarding and safer recruitment, including FE colleges that educate under-18s.
- **Requires:** All staff read Part 1; DSL role, safer recruitment checks, managing allegations, online safety and a single central record with auditable compliance.
- **Our stance:** We embed KCSIE in induction, supervision and internal audits.
- **Implementation example:** Termly SCR audit, Part-1 completion logs and current DSL training records available for inspection.
- **Links:** [GOV.UK – Keeping children safe in education](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)

### Education Inspection Framework (EIF)

- **Means:** Ofsted evaluates inclusion through Quality of Education, Behaviour & Attitudes, Personal Development, and Leadership & Management, with safeguarding as a baseline across remits including FE & skills.
- **Requires:** Evidence of an ambitious, accessible curriculum and adaptive teaching for all Learners (incl. SEND), fair behaviour/attendance, equitable personal development, and leadership oversight securing compliance and impact.
- **Our stance:** We triangulate curriculum access, assessment-led adaptation, participation and outcomes by group, and leadership actions to prove impact.
- **Implementation example:** Compact inspection pack with curriculum maps (SEND access), work/lesson samples (adaptation), attendance/enrichment dashboards by group, and a leadership impact summary.
- **Links:** [GOV.UK – Education inspection framework](https://www.gov.uk/government/consultations/education-inspection-framework)



### SEND Code of Practice: 0 to 25 years (statutory guidance)

- **Means:** Statutory guidance for the SEND system aged 0–25; duties on schools and FE educating under-25s.
- **Requires:** Graduated approach; learner/family participation; SEN Support and EHC plans where required; coordinated work with health and social care.
- **Our stance:** We map plan outcomes to classroom/tutorial practice and review impact termly.
- **Implementation example:** Provision map evidences assess–plan–do–review cycles with learner voice and measured outcomes.
- **Links:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Equality Act 2010

- **Means:** DfE guidance on legal duties under the Equality Act 2010, including the public sector Equality Duty, for education providers.
- **Requires:** Eliminate discrimination/harassment, advance equality of opportunity and foster good relations; apply reasonable adjustments; publish equality information/objectives.
- **Our stance:** We set measurable equality objectives and audit reasonable adjustments across curriculum, support and premises.
- **Implementation example:** Annual equality report analyses outcomes by protected characteristic and informs the site improvement plan.
- **Links:** <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

### The Education (Independent School Standards) Regulations 2014 — Part 3 (*if independent*)

- **Means:** Legal standards all independent schools must meet; Part 3 covers welfare, health and safety (including safeguarding). (*Not applicable to FE colleges.*)
- **Requires:** Effective safeguarding arrangements, risk assessment and welfare policies, with proprietor oversight and evidence of implementation.
- **Our stance:** Where applicable, we maintain a proprietor compliance log mapped to Part 3 and review termly.
- **Implementation example:** Proprietor receives a safeguarding compliance report summarising audits, incidents and corrective actions.
- **Links:** <https://www.legislation.gov.uk/uksi/2014/3283>