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Our Approach to Inclusion at OSA

At Oxford Spires Academy, we believe that inclusion is far more than a strategy or policy; it is part of our culture. It shapes how we teach, build relationships and support every young person to thrive.

To ensure support is delivered consistently, we use a graduated approach:

Wave 1: Universal Support [all students]

At OSA, every student benefits from high-quality teaching, strong routines, positive relationships, effective feedback and high expectations. This universal provision forms the foundation of our inclusive culture.

Wave 2: Adaptive Teaching [High Priority students]

For all High Priority Students, teachers use additional classroom strategies that help maximise engagement and learning. These are specifically:

- Priority planned seating and circulation routes in the lesson,
- Regular early priority check-ins at the start of tasks,
- Dual coding resources to support strengthen understanding and reduce cognitive load
- Live marking and feedback in the lesson

Wave 3: Personalised Support [smaller subset of High Priority Students]

Students may also have a personalised profile that provides staff with a summary of their strengths, strategies that are known to be effective (in addition to Wave 2), and information that helps adults build strong relationships with them. This ensures that support is consistent across subjects and that staff can respond proactively to individual needs.

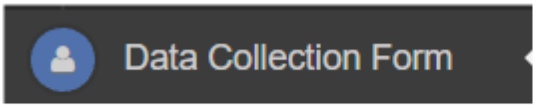
If your child has a Wave 3 profile it will be available for you to view through Bromcom/MyChildAtSchool (MCAS).

This means you will be able to see the same summary information that is shared with staff. We are introducing this because we believe that families are our most important partners. By sharing this information openly, we hope to strengthen the relationship between home and school and give you greater visibility of how we are supporting your child each day.

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How can I access this information?

1. Log into the MyChildAt School (MCAS) App or desktop portal
2. From the Menu on the left hand side select 'Data Collection Form'



3. Scroll down to 'other details'

The information available on MCAS is only one part of our approach. It is supported by more detailed records, regular review meetings and staff huddles where staff discuss students' strengths, review progress and share successful strategies. Staff can request updates to a profile at any time, and in the same way we want to create a direct pathway for parents and carers to communicate updates, feedback and insights to ensure the information remains accurate and meaningful.

How can I request the information is updated/reviewed?

1. Send a message via the General Enquiry Form: OSA General Enquiry Form (26/27) – Fill in form
2. Select '*High Priority Student update request'* when promted and provide further detail on what needs to be updated.

This academic year, all schools are required to publish an inclusion strategy. At Oxford Spires Academy, we see inclusion not as something we do, but as who we are. By working together with students, families and staff, we are committed to creating a school where every child feels understood, supported and empowered to achieve their full potential.

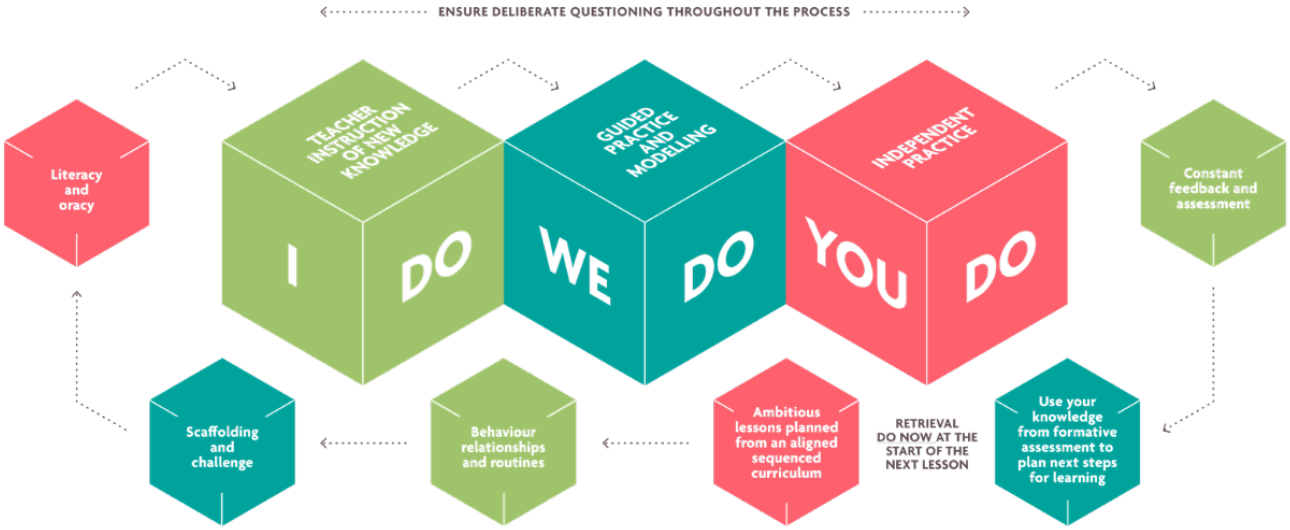
Thank you for your continued support and partnership.

Yours sincerely,

Louise Cowley
Headteacher
Oxford Spires Academy

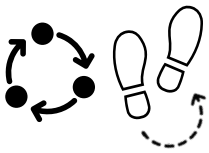
Our approach at Oxford Spires

Wave 1 - Our Universal Offer – The Anthem Way



Wave 2 - Adaptive Teaching: High Priority Students





Teachers plan seating plans and walking **routes**. Teachers **circulate** in the classroom **actively checking in** with high priority students first

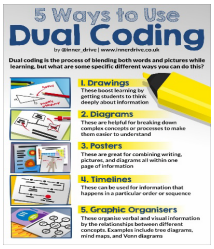


Teachers will check in at the **beginning** of tasks including the **Do Now** to prompt High Priority students. If needed they will **note down <u>prompts</u> on mini-whiteboard**



During **independent practice** teachers will prioritise **live marking** of High Priority students to help them closing the gaps.

Dual code slides to **support understanding** of key **vocabulary** or **instructions** for key High Priority students. See the scholars guide



Wave 3 - Specialised Support

We provide teachers and staff with an overview of specific needs that impact learning in the classroom with the **highest leverage actions** to ensure learning time is maximised. We also share **connection hooks** to help staff build **positive relationships** with students and review these at least once per cycle of learning.