

At Oak Green we ensure that inclusivity is key for every child's success, no matter their age, stage, disability, ethnicity, social & economic background or gender. We ensure that the best inclusive practice is available that all staff can meet any child's needs. To support this, our Early Years Curriculum has been developed through different pathways, so that adaptations are available and flexible depending on what each child needs. The four pathways are as follows:

Oak Green's Early Years Progression Statements

This strand provides all children with the knowledge and skills within the curriculum coverage through the seven areas of learning. This pathway is developed using clear progression across the Early Years and ensures that all areas of learning are achieved. This supports and provides children with a strong transition to Year 1, as well as, implements key learning elements which link to the ELGs and support a 'Good Level of Development'.

Oak Green's Cultural Capital 10 Promises

This pathway provides all children with extra elements that we understand is needed for an Oak Green child to be further successful. Specialised elements within physical development and personal social & emotional development provides children with extra skills, confidence and understanding in areas they may not have been exposed to previously.

Oak Green's Early Years Adaptation Framework

This route enables children to access the progression statements with the following support:

- Pre-teaching
- Extra support
- Specialist equipment
- Scaffolding
- Interventions
- Translating
- Access to breakout spaces
- Visual cues

Through each of the key areas of the progression, this is supported through different adaptations planned and responsively depending on each child's needs.

Oak Green's Early Years Inclusivity Programme

This course recognises the needs of every child and supports children's age and stage as appropriate. The pathway develops (but is not limited to):

- Supporting speech and language
- Exclusively using Makaton and widgeo for communication
- Focusing on regulation and co-regulation
- Developing life skills

- Encouraging sensory play
- Focusing on co-operative and parallel play
- Using supportive strategies for transitions
- Assessing through progression and steps of each child

This pathway ensures that children's progress and needs are recognised, supported and celebrated appropriately and inclusively.

The Unique Child

It is important to recognise that these pathways are flexible and adaptable working documents. As practitioners we understand that children can move fluidly between these pathways according to each child's experience, background and needs. Furthermore, as professionals, we are able to change, develop, support and implement accordingly to the needs of the 'unique child'.