



# Chase Side Primary School

## Inclusion Policy (including SEND and EAL)

REVIEWED AND ADOPTED BY THE GOVERNORS OF CHASE SIDE  
PRIMARY SCHOOL ON THE 16<sup>TH</sup> JULY 2025

Next review: July 2026

Following feedback from staff, pupils and parents, the Inclusion Policy for Chase Side Primary School has been reviewed and updated. The full Governing Body ratified this Policy on the 16th July 2025.

As for all policies we undertake within our school, the aspects of Inclusion must fit with the ethos, values and vision for the school, which are:

### **Ethos**

Chase Side's ethos encompasses being welcoming, inclusive, friendly and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of us or who visits our learning community is asked to adhere to our values and ethos.

### **Our Vision**

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

### **Our Values**

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

**Stronger Together!**

Chase Side Primary School is an inclusive school. This Inclusion policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Chase Side Primary school has a named Assistant Head for Inclusion (Elaine Parsons), SENCO (Katy Fitzgerald) and a named Governor responsible for SEND (See School website for named Governor). They ensure that the Chase Side Special Educational Needs policy works within the guidelines and policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Here it is the belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014). We aim to make reasonable adjustments for children who have SEND.

### **What are special educational needs?**

The 2014 Code of Practice says that:

*A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England...Health care provision or social care provision which educates or trains a child or young person it to be treated as special educational provision.*

There are four broad categories of SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

We have made reasonable adjustments to meet the needs of children in all these categories of SEND.

This Inclusion Policy details how, at Chase Side, we will do our best to ensure that the necessary provision is made for any pupil who has special education needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### **Aims and objectives**

The aims of this policy are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND

- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

### **Equal Opportunities and Inclusion**

Through all subjects, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

#### **Through appropriate curricular provision, we respect the fact that children:**

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

#### **Teachers respond to children's needs by:**

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning and in physical and practical activities
- Helping children to manage and own their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the School's Head teacher, the Inclusion Manager, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at pupil progress meetings. Children who are identified as not making progress in spite of Quality First Teaching are discussed with the Inclusion Manager and a plan of action is agreed
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which
  - Is significantly slower than that of their peers starting from the same baseline
  - Fails to match or better the child's previous rate of progress
  - Fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, Quality First Teaching or additional parental support can address the concern.

## **English as an Additional language: EAL**

The identification and assessment of the special educational needs to children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

## **The Role of the Inclusion Manager/SENCO and what provision looks like at Chase Side**

The Inclusion Manager/SENCO responsibilities include:

- Overseeing the day-to-day operation of the school's Inclusion policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEAs support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND
- Making regular visits to classrooms to monitor the progress of children on the SEND register

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the Inclusion Manager / SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening
- Closes the attainment gap between the child and their peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific interventions put in place and monitored for a specific period. If no progress is noted after this time, the child may be added to the school SEND register with parental permission.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- Discuss the assessments that have been completed
- Agree a plan and provision for the next term

This is part of the graduated approach cycle of "Assess, Plan, Do, Review" required by the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

The class teacher after discussion with the Inclusion Manager / SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum.

Reasons for a child being added to the SEND Register may include the fact that they:

- Make little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Show signs of difficulty in developing English or Mathematics skills which result in poor attainment in some curriculum areas
- Present persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Have communication and/or interaction difficulties, and continues to make little or no progress

### **Partnership with Parents**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process the school keeps parents fully informed and involved. We take account of the wishes, feels and knowledge of parents at all stages.

Parents always have access to the Inclusion Manager / SENCO through a school email address and the school office.

### **The Nature of Intervention**

The Inclusion Manager / SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Some group or individual support by an adult
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies

After initial discussions with the Inclusion Manager / SENCO, the child's class teacher and support staff will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child and of the outcome of any action.

## **The Use of Outside Agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed.

The external specialist may act in an advisory capacity to provide additional specialist assessment.

### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on-going communication interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of their peers

## **Request for Education and Health Care Plans**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Individual pupil targets
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- National Curriculum attainment levels in English and Maths
- Education and other assessments, for example from an educational psychologist
- Views of the parents

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

## **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning intentions and staff differentiate work appropriately and use assessment to inform the next stage of learning. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom

situation. There are times though when, to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom.

### **Allocation of resources**

The Inclusion Manager / SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The Head Teacher and the Inclusion Manager/SENCO meet annually to agree on how to use funds directly related to Education and Health Care plans.

### **The Role of the Governing Body**

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

### **Monitoring and Evaluation**

The Inclusion Manager / SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The Inclusion Manager and the Head teacher hold regular meetings to review the work of the school in this area. In addition, the Inclusion Manager / SENCO and the named governor with responsibility for special needs also hold regular meetings.

### **Race Equality**

A race equality policy is in place. All incidents are monitored.

### **Looked after Children**

Every child who is looked after by the local authority has a PEP (personal education plan). These are updated three times a year. The Head teacher or Inclusion Manager attends review meetings.

### **Attendance**

The Headteacher monitors attendance and groups of children with high percentage of absence or lateness are targeted.

### **School Council**

Two children from every class (Year 1-6) attend school council meetings and are voted in by their peers.

The school council meets every half term and is involved in decision-making. The councillors report issues or ideas that have come from their classes during their meetings.

## Induction and Transfer arrangements

Transition into and within school:

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet

Induction arrangements prior to the Early Years Foundation stage are based on information provided from the pre-school provider, parent, Educational Psychologist and Speech Therapist or Health Visitor. Provision arrangements are discussed prior to a pupil beginning at school. Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School:

Transition reviews for Year 6 pupils with Education Health Care Plans are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Links with local secondary school providers are made, transferring information to year 7 teachers and appropriate SENCO.

Where possible some pupils undertake separate, additional visits to secondary school to support transfer. All other appropriate school records are forwarded to secondary schools.

### Other relevant policies:

- Safeguarding of Children
- Race Equality
- Teaching and Learning
- Anti-bullying policy
- Behaviour policy
- Able and Talented policy

See also the **Statement of support for pupils for whom English is an additional language (EAL)** below.

Governors agreed this policy at the Full Governing Body meeting on the 16<sup>th</sup> July 2025.

This Policy will be reviewed every year unless a more regular review is deemed necessary.

# Statement of Support for Pupils for Whom English is an Additional Language (EAL)

## Introduction

Our school is committed to making appropriate provision of teaching and resources for pupils for whom English is an Additional Language and for raising the achievement of minority ethnic pupils who are at risk from under-achievement. The school identifies individual pupil's needs, recognises the skills they bring to school and ensures equality of access to the curriculum.

## Principles

We believe that all children are entitled to fulfil their potential through a broad and balanced curriculum. We feel that the language and learning needs of **all** learners, including our BME (Black and Minority Ethnic) and EAL learners are best met within a whole-school context, where pupils learn alongside their peers. In our school, teachers employ various methods to ensure all children achieve their full potential.

We believe that children learn English best when language is presented in meaningful contexts, therefore our curriculum provides numerous opportunities for language rich activities, which are particularly supportive to EAL learners, including those who are new to English.

There is no inherent reason why very young children cannot develop two or more languages at the same time. Research confirms the value of continued first language use and development in furthering academic success and subsequent language acquisition (Virginia Collier 1999 and Cummins 1996). At Chase Side, we value pupils' home languages and, when possible, we support learning through the home language.

## Aim

The aim of this policy is to help ensure that we meet the full range of needs of all pupils including BME children and EAL learners. In line with the Race Relations Act and the Equalities Act 2010

**The responsibility for ensuring that all pupils make progress both in their learning and their language development lies with all staff, class teachers and pupil support assistants, and is not the responsibility of one person or team within the school.**

## Making it Work in the Classroom

As our children come from a variety of backgrounds and experiences, activating their prior knowledge is a way of drawing on their experiences and bringing their cultures and backgrounds into the classroom. The familiarity of prior knowledge creates a supportive context for English language acquisition. We draw on a number of strategies for activating prior knowledge. These include:

**Visual prompts** – using artefacts and pictures is a particularly effective way to activate prior knowledge in newly arrived children who have little English. The artefacts or pictures provide a stimulus that unlocks knowledge children may have not realised they have.

**Collaborative activities**- these draw children's initial ideas together and enable teachers to introduce new subject specific language. For example, children can group what they know about a country, the people, what the weather is like, what it looks like, what you can buy there, etc, and the teacher can introduce subject specific vocabulary such as, demographics, population, landscape, products and industry.

**Bilingual strategies**: using the pupils' first language before, during and after a lesson to introduce and consolidate new concepts for example; pre-teaching in first language to provide the context for the main lesson, partner talk in a shared first language to extend, check and consolidate understanding, adult intervention in first language to encourage contributions at whole class discussions.

In addition, pupils with literacy skills in their first language are encouraged to use these skills as tools for learning, giving pupils the opportunity to continue to use their first language alongside English for as long as possible.

### **Scaffolding Language and Learning**

For EAL learners, the task within the classroom is two-fold: to learn English and to participate actively in the curriculum, continuing their learning journey. Our expectation on language and learning for EAL pupils is always high with appropriate support provided. This planning key is a list of some strategies used by teachers to scaffold the language and learning of all pupils within an inclusive curriculum.

1. Provide visual and tactile clues: photos, pictures, DVDs, real objects and artefacts
2. Label the classroom equipment with visual and bilingual labels to develop independence
3. Plan for collaborative, investigative or problem solving activities
4. Plan role play, drama, songs and rhymes and stories with repetitive language
5. Provide dual language books and materials
6. Plan for partner talk in English and first language – think, pair, share
7. Pre-teach concepts in first language and or English
8. Create shared experiences through visits and trips and other experiential learning
9. Model and promote good listening skills
10. Adapt your language to meet children’s needs
11. Teach new vocabulary and language structures
  - i. identify the language demands of the task i.e. verb tenses, language structures, vocabulary
  - ii. model it in context;
  - iii. provide opportunities to hear language modelled by adults and peers
  - iv. prompt for it and elicit it;
  - v. draw attention to it and use it in other contexts;
  - vi. display it;
  - vii. provide meaningful opportunities for children to practise it.
12. Repeat instructions, key phrases and questions to increase familiarity
13. Recast language: sensitively correcting a child’s attempts at speaking in English by correctly rephrasing the sentence
14. Ask open questions to extend thinking and necessitate more complex language structures
15. Allow time to respond - pause, prompt, praise
16. Use speaking frames, writing frames and thinking mats (see below)
17. Use graphic organisers and other visual aids (see below)
18. Use ICT programmes to promote and consolidate learning
19. Create a supportive print environment e.g. displaying illustrated, subject specific vocabulary
20. Involve parents

*Adapted from Enfield and Newham **Planning key***

### **Planning opportunities for Speaking and Listening**

We plan structured opportunities for different kinds of talk in the curriculum, enabling children to acquire new vocabulary as well as language structures and use them appropriately across the curriculum. Tasks that enable EAL learners to attach meaning to language are those that will most support them in developing their English language skills.

**Experiential learning:** All pupils need opportunities to experience and rehearse language within a meaningful context during activities. Language for recounting and storytelling as well as language to

convey feelings, can be developed through; role-play, small world scenarios, storyboarding, props, story sacks, puppets.

**Guided group work:** These are adult-led, small group activities carefully planned to meet the language needs of particular children and to raise their achievement and confidence in speaking, reading and writing. For example barrier games, elimination games, sequencing activities, same different, odd one out, circle stories, story boxes

**Talk frames and prompts:** Frames are used to support children to shape and frame their thoughts and spoken presentations as well as written responses. They support children to structure the language they need for reporting, persuading, describing retelling and recounting, formulating and voicing an argument.

**Exploratory talk:** Encourages children to use language in order to contribute ideas and opinions, give reasons for ideas, disagree and offer alternative ideas, for reaching a group agreement. These include investigative, practical or problem-solving contexts across the curriculum

**Graphic organisers:** These are visual representations and organisational tools e.g. tick charts are particularly useful for EAL children to use when required to report back and reflect on learning. These also help children to demonstrate their learning.

### **Admissions and Initial Assessment**

On admission, the school will endeavour to gather information from parents about their child's previous education, their areas of strength and any concerns with learning. If necessary, interpreters will be made available to ensure full and accurate information is exchanged.

Data analysis is carried out to monitor the progress of EAL pupils and appropriate support is then provided when necessary.

The Senior Leadership team closely monitor EAL pupils' progress and attainment in line with the school's assessment procedures.

### **Bridging the Gap in Learning**

All children in our school follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work.

We do not generally withdraw children from lessons to receive EAL support. However, when deemed necessary there may be focussed provision made for a short period of time to bridge the gap in learning.

A child arriving after year two who may not have had experience of education in their own country may be offered a short term programme to develop English and Maths skills, but only once the child has settled into the class and not before the second term in school. This can be on a one to one or small group basis where the group is supportive and not made up of children with literacy and/or numeracy learning difficulties.

Some EAL pupils not making expected progress in English may require additional support. These children will be offered catch up programmes selected under the supervision of the Inclusion Manager/SENCO.

### **Concerns about Progress**

Where a teacher expresses a concern regarding an EAL pupil's learning, the procedure set out in the SEND guidance is followed, ensuring the following steps are carried out:

- Check and ensure planning and classroom learning environment is inclusive of EAL learners and key features of quality first teaching are in place.
- Gather information on the child and the family to determine if there are factors impacting on learning e.g. length of time in UK education, home circumstances, health, race
- Carry out assessment of home language, where possible

- Discuss child's progress and learning behaviour with all staff supporting the child
- Discuss progress/concern with parents (an interpreter may be needed)
- Discuss progress with child (where appropriate)

### **Parent Partnership**

Our school recognises the paramount importance of, and values the partnership with parents and carers and will endeavour to carry out the following aims:

- provide a comfortable and welcoming environment where parents/carers can discuss any concerns;
- ensure shared knowledge and support via review meetings and parent evenings;
- take into account parents' knowledge, views and attitudes;
- consult with and involve parents at all stages of their child's time on the EAL register;
- provide parents with information on school policy, support and services provided by the school and the LA;
- provide and use information techniques, including translation and interpretation, that ensure communication is clear and hence effective;
- enlist the help of parents with home activities designed to reinforce work in school. Parents are encouraged to support pupils' first language by discussing children's homework in either English or first language.

*We are committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion.*

*We will monitor the impact of our policies and procedures to ensure that no group is adversely affected.*