Inclusion Policy incorporating: SEND, Medical, EAL, CLA, Vulnerable Learners

Low Ash Primary School

Approved by:	The Governing Body	Date 15.10.25
Last reviewed on:	Autumn Term 2024	
Next review due by:	Autumn Term 2026	

1. Policy Statement

At Low Ash Primary School, we are committed to providing an inclusive, welcoming and ambitious educational environment in which every child is valued, respected and supported to achieve their full potential regardless of background, need or circumstance.

We believe that inclusion is a continuous process of identifying and removing barriers to learning, participation and achievement. Inclusion is the responsibility of all staff and forms an integral part of the school's ethos, values and culture.

We are committed to:

- promoting equality, diversity and inclusion;
- ensuring all pupils have access to a broad, balanced and ambitious curriculum;
- identifying needs early and responding promptly;
- supporting attendance, wellbeing and participation;
- promoting positive outcomes for vulnerable learners;
- safeguarding all pupils and promoting their welfare;
- working collaboratively with families and external agencies.

2. Legislative and Statutory Framework

This policy operates in accordance with:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years
- Equality Act 2010
- Human Rights Act 1998
- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Children Act 1989
- Children Act 2004
- Data Protection Act 2018
- UK GDPR
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Supporting Pupils at School with Medical Conditions
- School Attendance Guidance
- Mental Health and Behaviour in Schools
- Promoting the Education of Children Looked After and Previously Looked After Children
- School Admissions Code
- Suspension and Permanent Exclusion Guidance
- Alternative Provision Guidance
- Public Sector Equality Duty

This policy should be read alongside the school's:

- SEND Information Report
- Accessibility Plan
- Safeguarding and Child Protection Policy
- Attendance Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Equality Information and Objectives
- Restrictive Interventions Policy

3. Aims

The aims of this policy are to:

- ensure equality of opportunity for all pupils;
- promote high aspirations and achievement;
- remove barriers to learning and participation;
- support early identification of additional needs;
- ensure effective provision for SEND;
- support pupils with medical needs;
- promote positive outcomes for EAL pupils;
- improve outcomes for CLA and PLAC pupils;
- support vulnerable learners;
- promote attendance and engagement;
- safeguard children and promote wellbeing;
- comply with statutory duties.

4. Definition of Inclusion

Inclusion means ensuring every pupil can:

- access learning;
- participate fully in school life;
- feel valued and respected;
- achieve positive educational outcomes;
- develop socially and emotionally;
- prepare successfully for the next stage of education.

Inclusion recognises that pupils learn in different ways and may require different forms of support to access the curriculum.

5. Equality and Non-Discrimination

The school will not discriminate against any pupil because of:

- age;

- disability;
- sex;
- race;
- religion or belief;
- pregnancy and maternity;
- gender reassignment;
- sexual orientation.

The school will make reasonable adjustments for disabled pupils in accordance with the Equality Act 2010.

The school will actively promote equality, diversity and inclusion through curriculum design, pastoral support and school culture.

6. Roles and Responsibilities

Governing Body

The Governing Body will:

- ensure statutory compliance;
- monitor outcomes for vulnerable groups;
- oversee SEND arrangements;
- review inclusion provision annually;
- ensure sufficient resources are allocated.

Headteacher

The Headteacher will:

- provide strategic leadership;
- promote inclusive practice;
- monitor educational outcomes;
- ensure staff training;
- ensure legal compliance.

SENDCo

The SENDCo will:

- oversee SEND provision;
- coordinate assessments and reviews;
- maintain the SEND register;
- support staff;
- liaise with external agencies;
- monitor outcomes for SEND pupils.

Designated Safeguarding Lead (DSL)

The DSL will:

- support vulnerable pupils;
- coordinate safeguarding interventions;
- oversee Child Protection and Early Help processes;
- liaise with external agencies.

All Staff

All staff are responsible for:

- delivering high-quality teaching;
- promoting inclusion;
- identifying emerging needs;
- implementing support strategies;
- monitoring pupil progress;
- maintaining high expectations.

7. Quality First Teaching

Quality First Teaching is the foundation of inclusion.

Teachers will:

- plan ambitious learning opportunities;
- adapt teaching appropriately;
- use assessment to inform planning;
- provide appropriate scaffolds;
- maintain high expectations;
- remove barriers to participation.

High-quality teaching remains the first response to meeting the needs of all learners.

7A. Adaptive Teaching

Low Ash Primary School is committed to ensuring that all pupils access an ambitious curriculum through high-quality adaptive teaching.

Adaptive teaching is the primary method through which teachers meet the needs of learners with differing strengths, barriers and starting points. Adaptations are designed to ensure that all pupils can access learning whilst maintaining high expectations for achievement and participation.

Teachers will:

- maintain ambitious expectations for all pupils;
- identify barriers to learning and participation;
- adapt teaching in response to assessment information;
- provide appropriate levels of support and challenge;
- use scaffolding where required;
- remove scaffolds when pupils are able to work independently;
- explicitly teach vocabulary and language;
- adapt resources and learning environments where necessary;
- use modelling and worked examples;
- provide additional opportunities for rehearsal and retrieval;
- use visual supports and concrete resources where appropriate;
- check understanding regularly and respond to misconceptions;
- support executive functioning and independence skills.

Adaptations may include:

Curriculum Adaptations

- adapted task presentation;
- pre-teaching and overlearning;
- explicit vocabulary instruction;
- small-step learning sequences;
- retrieval practice.

Communication Adaptations

- visual timetables;
- visual prompts;
- simplified instructions;
- communication aids;
- alternative methods of recording.

Environmental Adaptations

- seating arrangements;
- sensory considerations;
- reduced distractions;
- access to regulation resources.

Assessment Adaptations

- alternative methods of demonstrating understanding;
- additional processing time;
- adapted questioning;
- use of assistive technology.

The school recognises that adaptive teaching is ordinarily the first response to individual needs and should be implemented before considering more specialist interventions.

Adaptive teaching does not lower expectations or reduce curriculum ambition. It enables pupils to access and succeed within the same broad and balanced curriculum as their peers.

8. Special Educational Needs and Disabilities (SEND)

The school follows the graduated approach outlined within the SEND Code of Practice.

SEND may arise from needs relating to:

Communication and Interaction

Including:
- speech, language and communication needs;
- autism spectrum condition.

Cognition and Learning

Including:
- specific learning difficulties;
- moderate learning difficulties.

Social, Emotional and Mental Health

Including:
- anxiety;
- emotional regulation needs;
- behavioural difficulties arising from underlying needs.

Sensory and Physical Needs

Including:
- hearing impairment;
- visual impairment;
- physical disabilities.

SEND Identification

Identification may arise through:

- teacher assessment;
- parental concerns;
- pupil concerns;
- attainment and progress data;
- health professionals;
- external professionals.

The school recognises that slow progress alone does not necessarily indicate SEND.

Assess, Plan, Do, Review

Support will be delivered through:

Assess
Identification of needs through assessment and information gathering.
Plan
Clear outcomes, strategies and provision agreed.
Do
Implementation of support by school staff.
Review
Evaluation of effectiveness and next steps.

This cycle will be repeated as necessary and recorded through the Low Ash Pupil Passport process. The pupil passports will be reviewed termly and shared with parents/carers. Pupils will be actively involved in decisions regarding their support, targets, outcomes and review processes wherever possible.

Education, Health and Care Plans (EHCPs)

The school will:

- implement EHCP provision;
- monitor progress towards outcomes;
- involve parents and pupils in reviews;
- contribute to annual reviews;
- work closely with the Local Authority and external agencies.

Ordinarily Available Provision

The school will ensure that all pupils have access to high-quality ordinarily available provision through Quality First Teaching, adaptive teaching, inclusive classroom practice and evidence-informed intervention. SEND support will build upon, rather than replace, this universal provision.

9. Pupils with Medical Conditions

The school will support pupils with medical conditions to access education safely.

Where required, an Individual Healthcare Plan (IHP) will be developed.

The school will:

- work with parents and healthcare professionals;
- administer medicines where appropriate;
- train staff as necessary;
- maintain confidentiality;
- support attendance and participation.

No pupil will be denied access to education because of a medical condition.

10. Mental Health and Emotional Wellbeing

The school recognises that mental health is fundamental to learning and achievement.

The school will promote:

- positive relationships;
- emotional literacy;
- resilience;
- wellbeing;
- early intervention.

Support may include:

- pastoral support;
- nurture provision;
- Early Help;
- referral to external professionals;
- SEND assessment where appropriate.

11. English as an Additional Language (EAL)

The school values linguistic and cultural diversity.

EAL is not considered SEND unless there are additional underlying difficulties.

The school will:

- assess language acquisition needs;
- provide targeted support;
- maintain high expectations;
- value home languages;
- monitor progress carefully.

Pupils learning English will be fully included in all aspects of school life.

12. Children Looked After (CLA) and Previously Looked After Children (PLAC)

The school recognises its statutory responsibilities towards:

- Children Looked After;
- Previously Looked After Children.

The school will:

- appoint a designated teacher for Children Looked After and Previously Looked After Children – Emma Turley
- work closely with the Virtual School;
- support Personal Education Plans (PEPs);
- monitor attendance and achievement;
- promote stability and wellbeing.

The school recognises that CLA and PLAC pupils may have experienced trauma and disruption to education.

13. Vulnerable Learners

The school recognises that vulnerability may arise through:

- family circumstances;
- safeguarding concerns;
- poverty;
- disadvantage;
- attendance difficulties;
- young caring responsibilities;
- mental health needs;
- bereavement;
- refugee or asylum status;
- involvement with social care.

Support may include:

- pastoral interventions;
- Early Help;
- attendance support;
- mentoring;
- financial assistance;
- family support services.

Alternative Provision

Where alternative provision is required to meet a pupil's needs, improve engagement or support successful reintegration into mainstream education, the school will ensure that:

- placements are appropriately planned, monitored and reviewed;
- safeguarding arrangements are robust and regularly evaluated;
- attendance is monitored and recorded;
- progress and achievement are regularly reviewed;
- parents and carers are involved in decision-making and review processes;
- the pupil's views are sought wherever possible;
- arrangements support the pupil's long-term educational outcomes and successful participation in school life.

The school retains overall responsibility for the education, safeguarding, attendance, progress and welfare of any pupil attending alternative provision.

The school will monitor the attainment, progress, attendance and wider outcomes of pupils eligible for Pupil Premium funding and ensure barriers to achievement are addressed through targeted support and evidence-informed interventions.

The school will use early intervention and graduated support approaches to reduce the risk of suspension and permanent exclusion, particularly for pupils with SEND and vulnerable learners.

14. Attendance and Inclusion

Regular attendance is essential to educational success.

The school will:

- promote excellent attendance;
- identify barriers to attendance;
- work in partnership with families;
- provide support and intervention where required;
- fulfil statutory attendance duties.

Attendance concerns will be addressed at the earliest opportunity.

15. Safeguarding and Inclusion

The school recognises safeguarding and inclusion as inseparable.

Particular attention will be paid to pupils who may be vulnerable due to:

- SEND;
- disability;
- family circumstances;
- social care involvement;
- mental health concerns.

All staff will follow:

- Keeping Children Safe in Education;
- the school's safeguarding procedures;
- local safeguarding arrangements.

The school will work with families and partner agencies through the Early Help framework where emerging concerns are identified, ensuring support is provided at the earliest opportunity.

16. Partnership with Parents and Carers

The school values parents and carers as partners.

Parents will be:

- consulted regarding decisions affecting their child;
- involved in support planning;
- invited to review meetings;
- provided with regular updates.

The views of pupils will also be sought wherever possible.

17. Working with External Agencies

The school will work collaboratively with:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- CAMHS;
- School Nursing;
- Social Care;
- Early Help Services;
- Virtual School;
- Attendance Services;
- Local Authority SEND Services.

Partnership working will help ensure coordinated support.

18. Accessibility

The school will continually improve:

- access to the curriculum;
- access to the physical environment;
- access to information.

Details are contained within the Accessibility Plan.

19. Monitoring and Evaluation

The Headteacher, SENDCo and Governing Body will monitor:

- attainment and progress;
- attendance;
- suspensions and exclusions;

- SEND outcomes;
- CLA and PLAC outcomes;
- EAL outcomes;
- safeguarding concerns;
- wellbeing indicators;
- equality data.

Annual reviews will identify:

- strengths;
- priorities;
- training needs;
- areas for improvement.

20. Complaints

Concerns regarding inclusion provision should initially be discussed with the class teacher or relevant leader.

Formal complaints will be addressed through the school's Complaints Policy.

Parents retain statutory rights regarding SEND through the Local Authority and SEND Tribunal processes where applicable.

Statement of Commitment

Low Ash Primary School is committed to developing an inclusive culture where every child feels safe, respected, valued and able to succeed. We recognise that inclusion is central to educational excellence and to our vision that every pupil will learn, achieve and persevere to reach their full potential.