



INCLUSION POLICY INCORPORATING SEND, EAL AND More Able Pupils

RECORD OF REVIEW

DATE	AMENDMENTS
24/1/22	• Links to different policies added • Statement about how the SEND policy makes adjustments for pupils with SEND and how these are communicated to other pupils
20/9/22	• Changing policy name to Inclusion to reflect addition of EAL and more able pupils statements • Adding in to policy more able children statement - since Dec 2020 there has been no single definition of more able children or no requirement to keep a record of such children. • Adding in section on EAL identification and support • Change in some wording to reflect inclusion policy rather than just SEND policy. • Moved section on extra time to be with the rest of the provision for SEND pupils rather than just by itself

St David's Prep Inclusion Policy

Inclusion Statement

St. David's Prep is a selective, independent primary school catering for pupils from 3 to 11 years of age.

At St. David's, we aim to offer all children full access to a broad, balanced and relevant curriculum, and we strive to ensure equality of opportunity for all pupils, through a full commitment to our Equal Opportunities policy. We are committed to fulfilling our duties towards children with SEN, disabilities, English as an Additional Language (EAL), more able pupils those with medical conditions and to working in partnership with families to this end. We have high aspirations for all of our pupils and we aim to achieve the very best outcomes for all pupils. Our aim is for each child to achieve their full potential, and to promote access for children with additional needs to experience the full range of educational and social opportunities available to their peers.

St David's Prep is committed to the equal treatment of all pupils including those with special educational needs (SEN) and disabilities (SEND), English as an additional language (EAL) and those who are more able. This policy works towards ensuring inclusion for all by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support or challenge needed in order to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils or pupils with EAL are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEND and EAL engage as fully as practicable in the activities of school alongside pupils who do not have additional needs
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.
- Ensuring that pupils who are more able in a certain area are provided with challenge as appropriate
- Providing opportunities for more able pupils to excel in a range of areas
- Being mindful of the protected characteristics as set out in the Equality Act and promoting (as far as possible) equality and inclusion for all

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Early years foundation stage statutory framework (December 2023)
- Keeping children safe in Education (September 2024)

This policy should be read in conjunction with the following policies:

Safeguarding Policy

[https://wishford.sharepoint.com/stdavids/Shared%20Documents/Policies/Policies.21.22/A01%20Wishford%20Safeguarding%20Policy%202021-09-01%20FINAL%20\(v.2\).doc](https://wishford.sharepoint.com/stdavids/Shared%20Documents/Policies/Policies.21.22/A01%20Wishford%20Safeguarding%20Policy%202021-09-01%20FINAL%20(v.2).doc)

School's Admissions Policy

<https://wishford.sharepoint.com/stdavids/Shared%20Documents/Policies/Policies.21.22/C02%20Admissions%20Policy.docx>,

Anti-Bullying Policy

<https://wishford.sharepoint.com/stdavids/Shared%20Documents/Policies/Policies.21.22/C07%20Anti-Bullying%20Policy.docx>,

Equal Opportunities Policy

<https://wishford.sharepoint.com/stdavids/Shared%20Documents/Policies/Policies.21.22/E02%20Equal%20Opportunities%20Policy.docx>,

EAL Policy

<https://wishford.sharepoint.com/stdavids/Shared%20Documents/Policies/Policies.21.22/C13%20EAL%20Policy.docx>

Teaching and Learning Policy

<https://wishford.sharepoint.com/stdavids/Shared%20Documents/Policies/Policies.21.22/C14%20Teaching%20and%20Learning%20Policy.docx>

Accessibility Audit

<https://wishford.sharepoint.com/stdavids/Shared%20Documents/Policies/Policies.21.22/D01%20Accessibility%20Plan%20Sep%202021.docx>

Definitions

Definition of special educational needs

A child or young person has SEN if they have a learning difficulty or disability which calls for adjusted educational provision to be made for them. This may either be integrated or enhanced. Integrated provision will usually be in the form of reasonable adjustments made in class and will not result in a cost to parents. Enhanced provision may take the form of withdrawal for specialist teaching or extra adult support and will result in a cost which will (in most cases) be met by parents. In accordance with the Children and families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers;
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Children will not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

Special educational needs may relate to one or more of the following areas of need:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical needs;

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Definition of 'Most able'

There is no single definition of term to describe students who are more able and schools are no longer required to keep a register of these pupils (Commons briefing, 2nd December 2020, <https://researchbriefings.files.parliament.uk/documents/CBP-9065/CBP-9065.pdf>). At St David's we view our most able pupils as those who achieve significantly above age expected in one or more area.

Definition of English as an Additional Language

The Department of Education define a pupil with EAL as someone 'who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community'.

This includes:

- pupils who have lived in the UK for a long time and may appear to be fluent, but who also use another language at home
- pupils who were born in the UK, but for whom the home language is not English
- simultaneous bilinguals (those learning 2+ languages from birth)
- newly arrived pupils whose first language is not English

Governor and staff responsibilities

Wishford Governance is responsible for overseeing school policy, its implementation and provision for inclusion of all pupils.

The Head is responsible for overseeing all aspects of the School's inclusion provision and keeping Wishford Governance fully informed of the implementation of the School's policy in practice.

The Special Educational Needs and Disability Coordinator (SENDCo), Amber O'Sullivan, is a member of the senior leadership team. Her responsibilities include:

- determining the strategic development of the inclusion policy and provision in the School, together with the Head and Wishford Governance
- having overall day-to-day responsibility for the operation of the inclusion policy
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental and pupil insights are considered by the School to support a child SEN and disability
- liaising with external professionals and agencies, as appropriate
- supporting staff to meet the needs of pupils with EAL and those who are 'more able'
- ensuring that the School keeps records of all pupils with SEN up to date.

All teachers are responsible for helping to meet a pupil's needs. All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

Identifying and supporting pupils with SEN and disabilities

The SEN Code of Practice 2014 describes a 'graduated response', on the part of schools and Early Years Settings, through which the provision made by the school or setting intensifies over time if the child continues to struggle to make progress, despite increasing levels of support.

The School's curriculum, plan and schemes of work take account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress or is experiencing other difficulties, the School will report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class integrated support.

Identification of pupils with additional needs will take many forms and may include:

- records and information from previous settings
- assessments of a pupil's current skills and levels of attainment on entry
- in Reception, ongoing observations take place as the process for recording for Early Years Foundation Stage (EYFS) profiles
- throughout the school: teacher's assessment and experience of the pupil (ongoing and continuous assessment in class and NC tests)
- in class assessments that are carried out on a termly basis. These are PIRA (Progress In Reading Assessment), PUMA (Progress in Understanding Mathematics Assessment) and GAPS (Grammar, Punctuation and Spelling)
- with parental consent we carry out a Dyslexia screener for pupils who we feel may have dyslexic needs
- advice from external support services and their more specialised assessments and recommendations
- observations of behaviour which can be an indicator of needs and is carefully monitored

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist or specialist teacher), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received so that appropriate steps to support can be made where reasonable.

If there are significant emerging concerns, or identified SEN or disability, the School will act to put appropriate special educational provision in place considering any advice from specialists. Parents will be consulted by the SENDCo or class teacher and invited in to school for a meeting where they will, be informed of the proposed action taken to help their child, agree to it, and know when they will receive an update on the outcome of this action. Parents will acknowledge their understanding of any enhanced provision (and associated cost) put in place for their child by signing the pupil profile. Parents should also understand that the learning journey will differ to those of their peers according to the severity of their challenges. Due weight will also be given to a pupil's wishes depending on their age, maturity and capability.

Pupils with SEND may need additional support and strategies to be put in place to ensure equity, recognising that we do not all start from the same place and must acknowledge and make reasonable adjustments to imbalances thus enabling access to the curriculum. Where this happens The SENDCo will ensure that all staff working with the child are aware of the needs of the child. Staff will also communicate needs to other children in the class at an age appropriate level, and with the permission of the child with SEND and their parents, so that all are aware of why children are receiving 'different' support and arrangements. Adjustments may take the form of things such as rest breaks, fidget toys, extra time in assessments, use of a laptop, reading to and scribing for a child.

Arrangements for special educational provision and support are made through the School's graduated approach to SEN support: assess - plan - do - review:

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need (see above for some ways that pupils with additional needs are identified). If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will be discussed with the child's parents. The school will decide whether the child needs integrated support at Wave 1 or 2 or would benefit from further enhanced support at Wave 3.

- **Plan:** Where it is decided to provide SEN support, the teacher, in consultation with the SENDCO will discuss with parents and the pupil, the adjustments, support and any teaching strategies or approaches that are to be put in place. This will be monitored by the class teacher and progress reported to parents at parental consultation evenings. If a child needs support at Wave 3 this will be discussed with parents and recorded on the Pupil Passport which will be discussed with the parents and child and a signed copy given to them.
- **Do:** Teachers will work with the pupil and other external agencies as appropriate to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed termly. Teachers, with the SENDCO and parents, will revise the impact and quality of the interventions and will decide on any changes to the support in consultation with parents and the pupil.

In addition to high quality, inclusive teaching we have a number of different SEN provisions available to support learning at Wave 1 and 2.

- Pupils may receive short targeted interventions such as extra support with specific concepts.
- Additional staff who can provide support to classes and be deployed as necessary to support individuals or small groups where additional support is required.
- The SENDCO provides some dyslexic support for pupils in year 3 – 5 who require specialist tuition
- Teachers are aware of & use dyslexia friendly teaching strategies.
- Visual aids, timetables, sensory equipment are available to support pupils as required.

The provisions are monitored by the SENDCO and class teacher. If it is found that a child has not made their expected progress after two terms of support then parents are informed and further investigation into their learning may take place.

This may take the form of a dyslexia screener carried out by the SENDCO (for pupils in year 3 and up), liaison with external agencies such as speech and language service or a referral to other external agencies.

If assessments indicate or confirm that a child has a significant longer-term learning difficulty, we continue to use Wave 1 and 2 strategies to support them, but will also offer a more specialist individualised, enhanced provision, designed to meet their specific needs. If children reach this stage then parents will be made fully aware of our concerns and are advised that full diagnostic assessment from an appropriate external professional would be necessary. The cost of this would be met by the parents. If needs are identified the child will be included on our register of SEN and if necessary offered further appropriate support, parents are informed of the relative costs that accompany this. This level of support is referred to Wave 3. The SENDCO and class teacher will oversee provision for this pupil meeting with parents to review progress.

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

Recording progress of pupils with SEND

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities (Wave 3) or where they have an Education Health Care Plan. This will be recorded by way of a Pupil Passport. This is drawn up in consultation with the pupil's teacher, the SENDCO, the pupil and their parents. The Pupil Passport contains key information such as:

- Attainment level
- Outcome sought
- Teaching strategies different from quality first teaching
- The additional or different support in place
- Involvement of any specialists or professionals
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them

- Date the Pupil Passports was drawn up and date for review.
- All those involved in drawing up the passport will also sign it to acknowledge that they agree with the contents.

Pupils on Wave 1 and 2 will be monitored in class by the class teacher in consultation with the SENDCo. The School will measure the overall progress of pupils with SEND in line with the rest of the school at a termly basis and also at the end of the various key stages such as to see how much progress is made.

Early Years Provision

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). Where there are any concerns about a pupil's needs and/or progress the child's form teacher and/or SENDCo will discuss these with parents and further actions will be taken if appropriate, in accordance with this policy.

Pupils with an Education Health Care Plan ('EHC Plan')

The needs of the majority of pupils with SEN will be met effectively through the School's SEN support at Wave 1, 2 or 3. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Entitlements to additional time and/or support in external assessments

Some children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak with their child's form teacher or the SENDCo with regard to any application for additional support as soon as reasonably practicable. The SENDCo will process applications for appropriate external examination access in conjunction with the child's form teacher and Head. Parents will be informed of the outcome of any exam concessions that will be given to pupils.

Identifying and supporting pupils with English as Additional Language (EAL)

Pupils with EAL are generally self-identified by parents on registration forms. Where there is a question about EAL and languages spoken at home the form teacher should endeavour to find the information however a parent may not wish to provide it and assumptions shouldn't be made about EAL status.

All staff will take responsibility for supporting and encouraging children to become fluent English speakers and writers through the use of the following strategies as appropriate. These strategies apply to all pupils including those in early years foundation stage, although some may be more suitable for older learners:

- making maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English
- ensure that vocabulary and grammar teaching is specific
- display subject-specific key vocabulary and provide access to learning through attention to words and meanings embodied in each curriculum area and linking to visuals to support learning

- use dual language signage if necessary
- ensure there are effective opportunities for talking and that discussion is used in order to support writing
- explain how speaking and writing in English are structured for different purposes across a range of subjects
- provide a range of reading materials/texts across different subjects that highlight the different ways in which English is used and expose them to good writing i.e. persuasive writing, discussion writing, writing explanations and recounts
- teach proofreading/ editing strategies for pupils to use a set of criteria to evaluate their own writing and make changes as needed
- recognise that although many pupils acquire the ability to communicate on a day to day basis in English, the level of language needed for academic study is much deeper and more detailed and can require continuing support
- ensure that EAL pupils fully comprehend what is required of them: meanings and understanding cannot be assumed but must be made explicit. Word decoding may exceed comprehension skills, particularly inference and deduction
- Small group or one to one support if necessary
- It may be appropriate, at times, for the child to write in their home language and for it to be transcribed so that they are able to produce extended pieces of writing

In addition to this we will also

- Empower learners to be active participants in their own learning and have high expectations of pupils
- Ensure that EAL pupils' needs are identified and included when planning lessons
- Monitor and review pupils' progress regularly
- Involve the pupil in decision making and take their views into account
- Identify the pupil's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another
- Build on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another
- provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- providing support to extend vocabulary

Identifying and supporting 'most able' pupils

We draw on a wide range of information to identify more able pupils, including both qualitative and quantitative information. Children are regularly tested through school and national tests and assessments. Annual InCAS assessments at the start of each new school year for pupils in Years 1-6 measure current achievement as well as potential for learning. These assessments are looked at alongside and in the context of classwork, teacher observation and background knowledge. Pupil progress is regularly monitored and tracked. Provision for pupils who are recognised as being more able will take many forms and may include:

- differentiation should provide activities requiring higher order thinking skills.
- Enrichment/extension work is provided by all teachers in all year groups as part of normal differentiated provision.
- Schemes of work provide pupils with the opportunity to work at the appropriate level and give the appropriate challenge for their ability.
- The library provides access to high level texts.
- Very occasionally an exceptional pupil may work with a higher year group for a particular subject
- Activity days and events – STEAM day, music showcase and orchestra, sporting events, drama
- Internal and external competitions – BEBRAS computing competition, ISA competitions in football, swimming, cross country, netball, First and Primary maths challenge, school swimming gala, school cross country events
- A range of extra-curricular activities run each term to develop skills and interests

The above list is not exhaustive and other provisions may be put in place if need arises.

Further aspects relating to inclusion provision

Admissions

St David's is academically selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

The School will treat every application from a SEND pupil and pupil with additional needs in a fair, open-minded way. However, the School will assess all pupils for admission on the basis of its standard selection criteria including a 'taster session'.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties or other additional need are advised to discuss their child's requirements with the School when then apply for a place and before any taster or assessment days so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report. Before an offer of a place is made, the School will discuss and meet with parents, consider any professional reports and references from previous schools and the professional assessment of the pupil at a taster day or session to assess whether it is able to adequately cater for and meet any additional needs.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances.

Three-year accessibility plan

A copy of the School's Accessibility Plan can be provided upon request by writing to the school office. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying,

victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEND, EAL or those who are 'more able' may be particularly vulnerable to being bullied. The School's Anti-Bullying and Safeguarding Policies makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning or communication difficulties, or mental health issues.

When a child demonstrates behaviour that is consistently unacceptable (for whatever reason), a pastoral support plan is drawn up and agreed with the child and parents providing a structure and success criteria for acceptable behaviour and reward for success. If, however, the plan which demonstrates reasonable adjustment is unsuccessful over the time allocated, then the subsequent steps of the behaviour policy will be implemented.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Children with Medical needs

Most children with medical needs will be supported by the procedures set out in the school's First Aid policy however there may be some children with more complex medical needs. In these cases information will be sought from appropriate professionals and parents and a medical care plan drawn up to ensure that everyone is aware of the needs of the child and how to support them.

Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher, in the first instance, if their child's progress or behaviour gives cause for concern. The form teacher will then consult with the SENDCo and keep parents informed of further steps to be taken.

Review

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.