



EASTBURY FARM PRIMARY SCHOOL
Inclusion Policy
(Including EAL)

Autumn 2025

Eastbury Farm Primary School

Inclusion Policy

Aims and Objectives of Our School

At Eastbury Farm we believe that each pupil has the right to learn, feel safe and be happy. We aim to nurture and educate our pupils to ensure they grow to become confident, responsible and respectful citizens. All staff aim to work in partnership with parents to create an environment where each child is given the opportunity to achieve their full learning potential.

In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. Our classrooms are inclusive environments. Ordinarily Available Provision (OAP) and Quality First Teaching, adapted for individual pupils, is the first step in responding to all pupils including those who have or may have Special Educational Needs & Disability (SEND).

The school aims to:

- ensure all feel welcome
- value all pupils and staff, parents/carers and people in the wider community and respect our differences
- help pupils develop their personalities, skills and abilities, and promote independence;
- provide appropriate teaching which makes learning challenging and enjoyable;
- provide equality of educational opportunity;
- offer full access to an appropriate curriculum that is broad, balanced and relevant;
- create a learning environment which reflects, celebrates and promotes the spiritual, moral, social and cultural development of all pupils;
- ensure any discrimination or prejudice is eradicated;
- ensure all pupils have access to an appropriately differentiated curriculum;
- provide the appropriate support for individuals with disabilities;
- recognise, value and celebrate pupils' achievements, however small;
- ensure the principles of the school's accessibility plan are applied;
- work in partnership with parents/carers in supporting their child's education.

Definition of Inclusion

Inclusion is an ongoing process that celebrates diversity. This involves the identification and minimising of barriers to learning and participation that may be experienced by members of our school community, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

Leading inclusion

The role of the Inclusion Co-ordinator (INCO) is to:

- monitor the inclusion policy;
- monitor inclusive provision;
- work closely with the SENCo;
- support staff with appropriate strategies to promote inclusion;
- share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants
- purchase appropriate resources;
- monitor pupil progress;
- where necessary liaise with parents/carers;
- co-ordinate transitions within the school environment and between schools;

Teachers take responsibility for the achievement and progress of all learners in the class.

Inclusive provision

The school offers a continuum of provision to meet the diversity of pupils' needs. Staff will be adopting the guidance from Hertfordshire 'Ordinarily Available Provision' (OAP), which has been developed to support providers to reflect on and strengthen their provision for all children and young people, including those with SEND. The guidance gives examples of adaptations and reasonable adjustments that are part and parcel of everyday high-quality inclusive provision.

Although all classes are mixed, class teachers make a range of adaptations and have the flexibility to set smaller groups, within their class. Additional in-class support is available in all classes. This additional support may be targeted at individual pupils and small groups of pupils. This also includes other vulnerable and minority groups that include:

- Gender groups
- Learners at risk of disaffection, poor attendance or exclusion
- Learners from families under stress
- Learners from minority ethnic backgrounds including travellers, refugees/asylum seekers
- Learners from particular faiths groups
- Learners with English as an Additional Language (EAL)
- Learners with medical needs
- Children Looked After
- Learners with SEND
- Learners with social and/or emotional difficulties
- Pupils with high mobility
- Pupils with low prior attainment
- Pupils with high prior attainment
- Young carers

It is our policy to provide a broad and balanced curriculum for all our children. All pupils are entitled to a curriculum which is relevant to their needs, builds on their strengths, enables progression at an appropriate rate and level and allows all pupils to experience success.

Teachers will be aware of the needs and abilities within their classes and will use a variety of approaches and materials to meet these needs, ensuring that the work will be adapted to suit all pupils. Identified pupils will have the opportunity to work with the SENCo or teaching assistants, either individually or in small groups, both in and out of the classroom.

A range of extra-curricular activities are available for all pupils before school, during lunchtime and after school.

English as an Additional Language (EAL)

EAL refers to pupils in the school whose main language at home is a language other than English. Pupils with EAL may need support to access curriculum content that is delivered in English, due to gaps in language knowledge. All pupils, including those with EAL at the school are given the best chance possible to become confident, and to acquire the language skills needed to reach their full academic potential.

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- Diversity will be valued, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning and schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Teachers have high expectations of all pupils.
- Classroom activities will be matched to pupils' needs with visual supports being utilised where necessary

Special provision and external support

Communication with other agencies and educational establishments is vital to ensure inclusion of all pupils. This can be achieved by:

- clear and careful record keeping;
- liaison between class teachers, TA's and members of the SLT
- liaison between the school and external agencies

All staff, teachers and support staff will have regular opportunities to broaden and deepen their knowledge of SEND and inclusive educational practice.

Resource allocation

Each subject leader submits a curriculum resource bid annually. The Headteacher reviews each bid and approves the necessary curriculum priority spending, that supports moving inclusive practice forward.

Assessment procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

There is regular, effective self-evaluation of the effectiveness of provision. All teachers monitor and review pupil progress using the school's assessment procedures. In order to ensure accurate assessments are made, teachers moderate and standardise samples of pupils' work and achievements across the curriculum.

Continuing Professional Development (CPD)

The Headteacher and Deputy Headteacher will oversee the professional development of all teaching staff and teaching assistants. Staff are kept fully informed about LA, national and regional training courses, seminars and networks which relate to inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school, and in other schools.

Parent/Carer partnership

The knowledge, views and first-hand experience parents/carers have regarding their children is valued for the contribution it makes to their child's education. Parents/carers are seen as partners in the educational process. All parents/carers are welcome to contact the INCo if they have any concerns about inclusive educational provision. Parents/carers are also strongly encouraged to keep in regular contact with the school regarding their child's progress. The home-school agreement outlines how parents/carers can support their child's learning at home. A termly curriculum newsletter for parents/carers is produced outlining which topic area will be covered in each curriculum subject area.