# Inclusion Policy

## *Panshanger Primary School*

**Date of issue:** February 2026

**Review Frequency:** 2 years

**Date of review:** February 2028

## Introduction

This policy lies within the context of the following school aims:

- Create a happy, caring and stimulating learning environment in which children can enjoy, achieve and thrive.
- Develop resilience and realise each child's full potential by promoting healthy lifestyles and by providing a wide range of learning opportunities for academic, social, emotional, moral, spiritual, cultural, and physical development.
- Raise self-esteem and confidence by helping each child to gain a sense of achievement and to take a pride in that achievement.
- Develop self-discipline and mutual respect for all members of the school and the wider community and encourage a caring, thoughtful attitude towards others.
- Foster a sense of responsibility for the environment and develop skills that the children will need in order to be active citizens and take their place in the wider world
- Provide a broad and balanced curriculum appropriate to the children's needs, and in accordance with the Early Learning Goals and the National Curriculum

## Aim

It is the aim of the policy to develop the full potential of individual pupils with a range of educational needs and to prepare them for their roles as adult members of society.

We want to ensure that all children, including those with Special Educational Needs, get the right support at the right time and in the right way so they develop to their full potential and participate as much as possible in the life of their local community. This requires each child to be involved in a range of appropriate educational and social experiences.

We believe that:

- Every child is entitled to a high quality education, which is appropriate for her or his individual needs.
- Schools and the Local Authority have a shared responsibility for providing for the needs of all Hertfordshire children.
- There should be a continuum of provision matched to the needs of individual children with as many as possible experiencing mainstream settings.
- There should be clarity of roles and accountabilities with a focus on the needs of the child.
- There should be transparency of information, funding and decision-making.
- Assessments should be undertaken in a timely manner and reflect the needs of the child as a whole.
- More preventative approaches should be developed wherever possible.
- Children and parents will have a say in the decisions about their education.
- Schools should work together in collaborative groups to share good practice and make effective use of resources with the child at the centre.
- Children and adults should be encouraged to see learning as a life-long process, which continues beyond school.
- Collaborative approaches should be developed and maintained with other agencies and voluntary organisations. (See Appendix A for Statutory Inclusion Document)

## Inclusion Statement

We recognise that there may be a diversity of special needs including learning, health, behavioural, emotional and physical ones.

Pupils for whom English is an additional language also have specific learning needs to enable them to access the curriculum. The need to learn English is not a special need in itself but may or may not be associated with an additional special educational need.

We aim to provide for pupils who are Gifted and Talented and recognise that they may need special provision in order to cater for their specific needs.

This policy is in keeping with the School Aims and its Teaching and Learning and its Equalities Policies.

## Management and Support Structure

Each member of the school has an important influence on the education and welfare of the child with special needs; however, it is the class teacher's responsibility in conjunction with the SENDCo and Head Teacher to ensure that the needs of all the children are met.

## Special Educational Needs (SEN) and English as an Additional Language (EAL)

Children who are EAL learners and also have an additional SEN are helped towards accessing their learning by a variety of methods drawing on the support and resources available to us.

## Governing Body

The school's Governors have statutory responsibilities outlined in the Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations, which work with, and support children and young people who have special educational needs or disabilities (January 2015). They are responsible for providing a named governor responsible for Special Needs and Gifted and Talented Provision. They are required to report annually to parents on the fulfillment of the school's Inclusion Policy.

## Accessibility

The Code of Practice makes it unlawful for schools and LEA's to discriminate against disabled pupils for a reason relating to their disability without justification.

Panshanger Primary School aims to cater for the full ability range and the presence or absence of a special need is not a factor in the selection of pupils from its catchment area, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable.

The school buildings are on one level and are accessible. There are disabled toilet facilities. The school has a number of staff qualified in First Aid and staff are able to administer medication with parental permission.

## Identification, Assessment and Record Keeping

**Identification -** Panshanger Primary School recognises the significance of early identification of pupils with Special Educational/EAL needs or pupils who may be Gifted or Talented and works closely with other professionals already involved with pupils on entry to school. A number of strategies both formal and informal supports identification.

**Assessment -** the class teacher generally initiates the assessment procedure. The class teacher and the SENDCo will continually monitor and assess pupil's progress through a regular cycle of observation, evaluation and both formal and informal assessment. Information from the parents is also sought and valued. Formal assessments may also be administered by outside agencies supporting the child.

## Record Keeping

The SENDCo and Head Teacher hold and update SEN, Gifted and Talented and EAL registers. The class teachers and the SENDCo are responsible for the completion of all appropriate paperwork relevant to The SEN Code of Practice.

The SENDCo and Head Teacher are responsible for completing the paperwork required for Statutory Assessment requests and the annual review of EHCP.

Class teachers are responsible for completing the paperwork relevant to supporting pupils with EAL needs at all stages of achievement.

All records are considered confidential and are only accessible to concerned professionals and parents.

## Monitoring Progress

Pupil's progress will be tracked by:

- The class teacher/LSA/ TA responsible for the delivery and monitoring of LPs.
- Termly reviews of the LPs by the class teacher, LSA, TA and SENDCo where appropriate.
- Completion of Provision Maps by the class teacher and monitored by SENDCo.
- Completion of the class overview of wave 2 and wave 3 interventions termly, by the class teacher
- Pupil Progress meetings between the Teacher and SENDCo termly.
- Annual reviews of EHCPs.
- Annual audit of need.
- Use of school's general tracking and monitoring process.

## Success Criteria

Pupil's success can be measured by:

- Their completion of LP targets.
- Progress up through the 'P Levels'.
- Monitoring of Wave 2 and Wave 3 intervention programs by the teacher and discussed at pupil progress meetings with the SENDCo
- By a reduction in the quantity of support they require in order to continue progressing.
- Progressing within the National Curriculum.
- Attainment / progress against ARE

## Working with Support Services and External Agencies

The school values the support of specialists from a variety of professional and voluntary services. The school also welcomes and positively promotes links with educational bodies that support pupil's learning and provide enhanced opportunities for our Gifted and Talented learners.

## Working with Parents

Positive parental involvement is important for the success of all children but it is particularly important for children who are identified as Gifted and Talented or those with Special Needs.

In accordance with the Code of Practice parents are involved from the initial stages. Parents are given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Pupils are given the opportunity to express their views and comment on their success.

## Complaints

If any parent feels that the school is not meeting the needs of their child, they will be supported via the procedures outlined in the Complaints Policy.

## Staff Development

It is vital that everyone involved in working with children and young people feel able to meet an increasing diversity of need. Therefore, we believe that a range of professional development and training opportunities should be available. The Headteacher and the SENDCo will review the needs of the teaching and support staff, and provide INSET via external courses and in school training. The needs of pupils and the interest areas of staff will also be taken into account when planning INSET.

## Policy Review

The Panshanger Primary School Inclusion Policy will be reviewed as and when necessary to respond to any LEA or Government requirements.

In the absence of any such changes, the policy will be reviewed on a two yearly cycle.

*Last review - February 2026*

**APPENDIX A**

**Statutory inclusion statement**

**<u>Including all learners</u> - Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning.**

Schools must:

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

**A. Setting suitable learning challenges**

1. Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The national curriculum programmes of study set out what most pupils should be taught at each key stage – but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling (for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions).
2. For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.
3. For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on work from higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

**B. Responding to pupils' diverse learning needs**

1. When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils from all social and cultural backgrounds, pupils from different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively.
2. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.
3. Teachers should take specific action to respond to pupils' diverse needs by:
    - creating effective learning environments
    - securing their motivation and concentration
    - providing equality of opportunity through teaching approaches
    - using appropriate assessment approaches
    - setting targets for learning.

**C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils**

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described above and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

1. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and

assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

**Pupils with special educational needs**

2. Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school- based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice or, in exceptional circumstances, with a statement of special educational need. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

3. Teachers should take specific action to provide access to learning for pupils with special educational needs by:

- providing for pupils who need help with communication, language and literacy
- planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- planning for pupils' full participation in learning and in physical and practical activities
- helping pupils to manage their behaviour, to take part in learning effectively and safely and, at key stage 4, to prepare for work
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

**Pupils with disabilities**

4. Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the national curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to formal provisions for disapplication.

5. Teachers should take specific action to enable effective participation of pupils with disabilities by:

- planning appropriate amounts of time to allow for the satisfactory completion of tasks
- planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

**Pupils who are learning English as an additional language**

6. Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in the country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.

7. The ability of pupils for whom English is an additional language to take part in the national curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.

8. Teachers should take specific action to help pupils who are learning English as an additional language by:

- developing their spoken and written English
- ensuring access to the curriculum and to assessment.