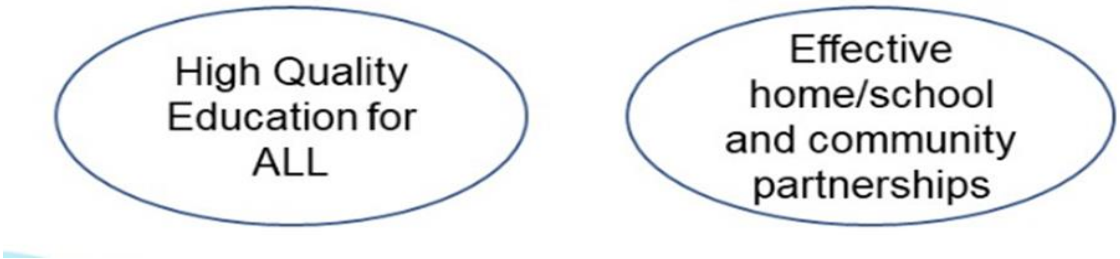
Inclusion Policy
(including SEND and EAL)

Our Shared Vision

Striving for excellence in everything we do



Equality Mission Statement

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Approved by: Full Governing Body	**Date:** 16.10.2025
Signature (Chair of Governors): Signed copy held on file	**Signature (Headteacher):** Signed copy held on file

Last reviewed on: September 2026	**Next review date:** September 2027

This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 3
All organisations concerned with children should work towards what is best for each child.

Article 6
Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

Article 12
Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Article 16
Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

Article 18
Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19 Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 28
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Rationale:

At Becontree, we believe that every pupil should be supported to fulfil their potential in their academic, emotional, social and physical development. This policy reflects the school's commitment to supporting the wide range of additional needs that children may experience either short term or long-term including SEND and English as an additional language.

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them in one or more areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

(SEN Code of Practice 6.28 – 6.35)

Pupils are identified as EAL if their main spoken language at home is something other than English. EAL pupils can range from complete beginners in spoken and written English to those with considerable fluency.

Aims

- To promote a whole school approach to meeting additional educational needs, in which all members of the school community understand their role.
- To foster an educational environment in which pupils make progress and their achievements and abilities are valued.
- To provide additional support to those pupils who require it, through the graduated response set out in the Code of Practice (2015) and the Equality Act (2010)
- To support pupils to become confident in speaking, listening, reading and writing in English therefore enabling them to access the curriculum and communicate effectively with all members of the school community.
- To ensure access to a broad and balanced curriculum.
- To ensure a high level of staff expertise to meet pupil need through well targeted continual professional development.
- To achieve high levels of satisfaction and participation from pupils, parents and carers.
- To provide a framework within which the school can monitor, review and evaluate its provision for pupils who require additional support on an annual basis.

Objectives:

The specific objectives of our inclusion policy are as follows:

- to identify pupils with additional needs and/or disabilities and/or EAL to ensure that their needs are met
- to ensure that pupils who are EAL or have learning difficulties and disabilities are given the opportunity to join in with activities of the school and be a fully included member of the school community
- to ensure that all learners make the best possible progress
- to promote involvement from care givers and to ensure they are informed of their child's progress
- to ensure that there is effective communication between care givers and the school
- to ensure that all learners are given the opportunity to express their views and are involved in decisions which affect their education where appropriate
- to promote effective partnership and multi - agency working
- to consult with departments and teaching staff.

The success of the school's inclusion policy will be judged against the aims and objectives out above. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The head teacher and governors will set new success criteria. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in our SEND information report.

Definitions of SEN, Disability and EAL

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or
b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Children will not be regarded as having a learning difficulty solely because they use a different language within their family home or if they are underachieving caused by poor early experiences of learning.

Special educational provision means:

a) for children aged two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area
b) for children under two, educational provision of any kind

"A person has a **disability** for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

EAL is defined as

'*A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English.'*

Source: English proficiency of pupils with English as an additional language (February 2020)

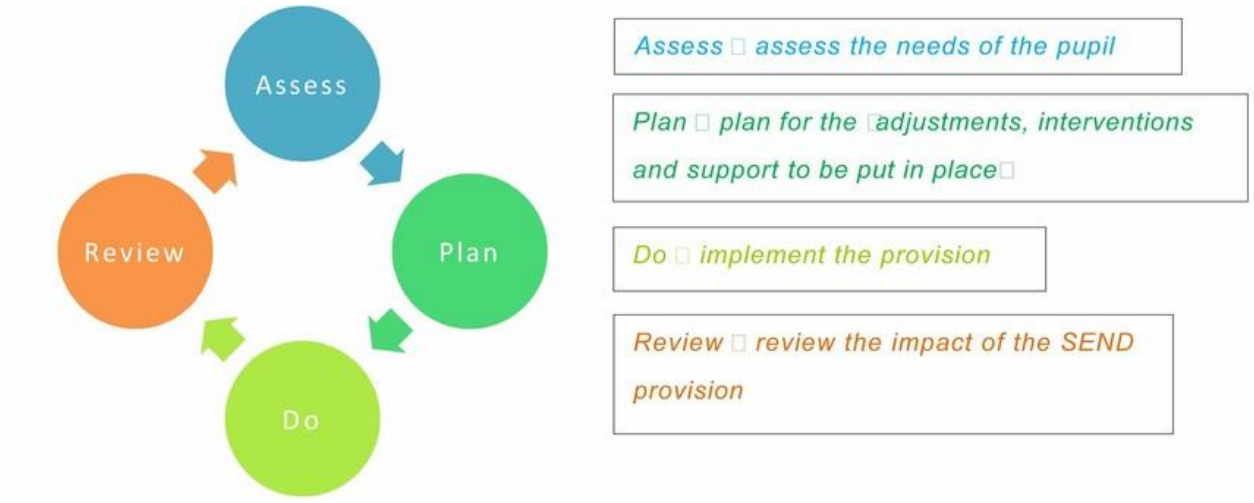
How do we identify and support children who have a Special Educational Need/Disability (SEND) or EAL?

SEND

A relatively high percentage of the school's population may experience a difficulty at some time that could be defined as a special need. (e.g. emotional difficulty due to close bereavement, physical difficulty after an accident resulting in serious but short-term injury, social difficulty caused by loneliness and isolation through changing schools or Covid related closures or academic difficulty after a long absence when key concepts are unclear to the child.) Most of these needs are short term and are dealt with as part of the normal class through high quality teaching or school procedures and require no formal systems.

Children who experience significant and potentially long-term need are those children who need to be recognised through the school's SEND systems. These children need to have the support they receive recognised through SEND support. This support should be planned, co-ordinated assessed and reviewed, through the use of SEND passports, One Plans or Education Health Care Plans (EHC Plans)

- The SEND passports should only record that which is **additional to or different from the differentiated curriculum.** SEND passports focus on a manageable number of SMART targets.
- Ideally SEND passports and One Plans (for those children with an EHC Plan) should be kept under continual review and as such there can be no specified length of time that SEND passports should last for but they should be reviewed at least 3 times a year by parents, pupil and the class teacher. Where necessary, the SENCo may also be part of the reviewing process. At this meeting, the child's SEND Passport or One Plan is discussed and appropriate changes are agreed.



Assess: If a concern is raised by a member of staff or the family/career this will be investigated by the SENCo. This will include informal observations of the child, a review of their learning and progress and a discussion with the class teacher. This step may, or may not, involve outside agencies such as the Speech and Language Service. At this point the child will be placed upon a monitoring register if it is felt they may have an additional need.

Plan: A plan, based upon the findings during the assessment will be formulated. It may, or may not, involve referring to outside agencies/medical professionals. The family/career will be informed of the plan. The plan may involve the child receiving support that is additional or different to their peers such as a learning-based intervention or mental health support.

Do: The plan will be carried out over a set time frame, usually between 6-12 weeks.

Review: The impact of the plan will be reviewed by the SENCo and any other agencies / staff who may have been involved. At this point the child may cease to need support that is additional or different. Or it may be felt they need further support. If this is the case, they will be placed upon the school SEND register and a new cycle of assess, plan, do and review will begin.

- School has a clear approach to identifying children with SEND. Early identification and making effective provision improve long-term outcomes for the child.

(SEN Code of Practice 6.14)

EAL

To support our EAL children we apply the following strategies:

- Assess the pupil's competence in English and their home language. This is completed in conjunction with a care giver
- Show adaptations for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give you more than one-word answers.
- Monitor progress carefully and ensure EAL pupils are set appropriate and challenging learning objectives.
- Recognise that EAL pupils may need more time to process answers.
- Allow pupils to use their first language to explore concepts.
- Give young children time to absorb English.
- Group children to ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques.
- Run specific interventions for those children who require more support.

Critical Success Factors

- The culture, practice, management and deployment of resources in a school are designed to ensure all children's needs are met.
- Pupils are identified early.
- The wishes of the child are considered in light of their age and understanding.
- All professionals and care givers work in partnership.
- Professionals consider the views of care givers.
- All interventions are reviewed regularly.
- A multi-agency approach is adopted as required to resolve issues and meet needs.
- LA assessments are made within the prescribed time limits and EHC plans are reviewed annually.

Responsibilities

The named SENCo for the school is Ms Reilly

The named link SEND Governor is Ms Sawar

The named lead for EAL is Mrs Begum

- The governing body should, in co-operation with the Headteacher, determine the school's general policy and approach to inclusive provision, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- The Headteacher has overall responsibility for the management of the inclusive provision and should keep the governing body fully informed as well as work closely with the SENCo.
- The SENCo has responsibility for day-to-day operation of the Inclusion policy. The key responsibilities of the SENCo are details in the job description for SENCos and include:

• overseeing the day-to-day operation of the school's SEN policy
• co-ordinating provision for children with SEN
• liaising with the relevant Designated Teacher where a looked after pupil has SEN
• advising on the graduated approach to providing SEN support
• advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
• liaising with parents of pupils with SEN
• liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
• being a key point of contact with external agencies, especially the local authority and its support services

• liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
• working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
• ensuring that the school keeps the records of all pupils with SEN up to date

(SEN Code of Practice 6.90)

All staff are responsible for ensuring they are fully aware of the school's policy and procedures for identifying, assessing and making provision for pupils with additional needs.

Provision

The Governors and the Strategic Leadership Team at the school have identified a budget for inclusion which

- provides time for the SENCO to co-ordinate support and liaise with agencies and teaching staff.
- provides a team of learning support assistants who support pupils in working towards their individual targets and needs.
- is used to purchase additional equipment and resources to support pupils and enabling them to achieve their full potential.

This provision is used to

- promote inclusive practice across the curriculum for all pupils with additional needs, including adaptation of learning;
- provide intensive support for pupils with a higher level of need than others. This may include withdrawal for more focused work on the basic skills of literacy and numeracy, speech and communication and other areas of need.

At Becontree we have an intervention space called the Zen Den. Some children attend our Zen Den for part of their learning. Within the Zen Den, we have highly trained teaching staff who deliver an adapted curriculum under the guidance of the SENCo.

We also have an intervention space called the Nurture Room. Some children attend our Nurture Room for part of their learning. Within the Nurture room, we have highly trained teaching staff who deliver an adapted curriculum under the guidance of the SENCo.

The school also has an Additional Resource Provision (ARP) for Autism called The Four Seasons. Children who have an EHC Plan and who have been identified with needs that cannot be met within mainstream provision may be offered a place in our ARP. All places within Becontree ARP are allocated by Barking and Dagenham Local Authority.

- Within our ARP, teachers, SLSAs and LSAs use assessment and observations to identify pupils' additional needs and inform planning. Teaching approaches are varied to ensure

all children's needs met. Teachers deliver a specific curriculum that is sensitive to different learning styles, pace of learning, interests and ability of all the children. Teachers aim to address difficulties promptly and effectively.

Working in Partnership

The SEND Code of Practice stresses that schools should work in partnership and be supported by a number of individuals and agencies in addressing the special needs of children within the school. Information regarding this can be found in the LA's local offer and the schools SEND offer Home - Barking and Dagenham SEND Local Offer (lbbd.gov.uk)

How are levels of support defined and accessed?

When a child's needs are being meet through support available within the school the child is said to being supported through **SEN Support.** This may take the form of additional or adapted learning plus help in class or in a group for targeted intervention. Arrangements, support and curriculum work which are significantly altered from the usual range of adaption will need to be recorded on the SEND overview. Arrangements at this level of support are wholly managed by the school in partnership with parents.

Through appropriate and successful support at SEN Support stage it may be agreed that a pupil has made adequate progress and that support at SEND support can cease.

- Adequate progress can be identified in a number of ways. It might, for instance, be that:

  -which closes the attainment gap between the child and the child's peers
  -prevents the attainment gap from growing wider
  -is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
  -matches or betters the child's previous rate of progress
  -ensures access to the full curriculum
  -demonstrates an improvement in self-help, social or personal skills
  -demonstrates improvement in the pupil's behaviour

Supporting a child through an Education, Health, Care (EHC) Plan

Where a child's SEND becomes so significant, the school may request an Education, Health, Care assessment.

'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.'

(Code of practice 9.2)

If it is agreed at the review that progress remains inadequate then, with parental agreement and permission, it may be decided to request the authority undertake an assessment of the child's needs. This can lead to the issuing an EHC Plan which will identify additional support that the child has the right to receive.

Deployment of Learning Support Assistants (LSAs) and Specialist Learning Support Assistants (SLSAs)

The funding for LSAs and SLSAs at Becontree allows us to provide many children with support on a daily basis.
The LSAs work basically falls into two categories.

1. Some LSAs and SLSAs are primarily employed to support the needs of a small group of pupils with an EHC Plan in our intervention spaces (Zen Den and Nurture Room) and our Additional Resource Provision (Four Seasons ARP). These pupils have their needs met through a range of strategies which include in class group and individual work and withdrawal work as an individual or as part of a group. Where beneficial to the pupil and not detrimental to other children, the LSA will support the needs of other children working alongside the pupil.

2. Other LSAs and SLSAs are primarily employed to support the curriculum with groups of children. This support may take place in class and/or in intervention groups. This is completed under the guidance of the class teacher or SENCo.

Concerns

To raise a concern please follow these steps in order.

1. Make an appointment to see your child's class teacher or Quality of Education (QED) Lead.
2. Make an appointment to talk to the school's Special Educational Needs Coordinator (SENCo) Ms B Reilly
3. Follow the school's complaints procedure, which can be found on the school website, if they are unhappy with the outcome from points one and two

Some useful documents

The following documents have informed this policy, which you may find helpful:

Special Educational Needs and Disability Code of Practice (0-25 years)
SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

Special Educational Needs and Disability: A guide for Parents and Carers
https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

Supporting Pupils at Schools with a Medical Condition

https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

Keeping Children Safe in Education
Keeping children safe in education 2025