

Statutory

Inclusion Policy
Including
SEND Policy
EAL Policy

Purley CE Primary School

Date of policy: Spring 2016

Review Cycle: Annual

Reviewed By: Learning & Teaching Committee Summer 2026

Ratified By: Full Governing Body Summer 2026

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Next review date: Summer 2027

Learn to love, love to learn



'Let all that you do be done with love', 1 Corinthians 16:14

Change History

Version	Date	Description	Change ID
1.0	May 2020	Updated by JP and KF. Initial version approved by FGB 20/05/2020	SH - Clerk
2.0	Feb 2021	Updated on page 8 regarding process from formal complaints	SH - Clerk
3.0	Feb 2022	Gifted and Talented removed	JP - SENDCO
4.0	May 2025	Updated by SM & teachers reviewed at staff meeting	SM SENDCO
5.0	May 2026	Reviewed and updated by SENDCo	KE SENDCO

Inclusion Policy

Aims and objectives

Purley Primary School is a fully inclusive school, committed to ensuring that every child feels safe, respected, and valued. We proudly embed the principles of the *No Outsiders* approach, which promotes:

- Respect for diversity through education;
- A commitment to community cohesion through understanding and acceptance of difference;
- Dialogue and openness as tools to counter fear, prejudice, and hate in society.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school.

We believe that all teachers are teachers of all pupils, including those with SEND. High-quality inclusive teaching is the first step in meeting the needs of all learners and reducing barriers to achievement.

Groups considered Within Our Inclusive Practice

We are committed to meeting the needs of all learners. We consider the protective characteristics of pupils, including the following groups:

- Gender
- Pupils from disadvantaged backgrounds (including those eligible for the Pupil Premium Grant and Free School Meals)
- Pupils from minority ethnic and faith backgrounds
- Children learning English as an Additional Language (EAL)
- Pupils with Special Educational Needs and Disabilities (SEND)
- Pupils with medical needs or disabilities
- Pupils requiring additional challenge and stretch
- Pupils at risk of disaffection or exclusion
- Traveller children
- Asylum seekers

Curriculum Provision

The National Curriculum provides a foundation for planning learning that responds to the unique needs of individuals and groups. We support educational inclusion by:

- Setting appropriate learning challenges
- Responding to the diverse learning needs of all pupils
- Identifying and overcoming potential barriers to learning and assessment
- Providing opportunities beyond the National Curriculum

- Providing high-quality, ordinarily available inclusive provision for all pupils.

We evaluate our inclusive practice by asking:

- Are all pupils achieving their best?
- Are there achievement gaps among different groups?
- What targeted actions are we taking to support those not achieving their potential?
- Are our interventions effective?
- Are we preparing pupils to thrive in a diverse society?

We value every child as a unique individual and ensure statutory inclusion requirements are fully met.

Section A: Special Educational Needs and Disabilities (SEND) Policy

Compliance and Integration

Our SEND policy is aligned with:

- The 2014 Children and Families Act and SEND Code of Practice
- The Equality Act 2010

It is interwoven with our Accessibility Plan, Behaviour and Mental Health Policy, Equality Policy, and Supporting Pupils with Medical Conditions Policy, ensuring a cohesive approach to inclusion and support across all areas of school life.

Aims

At Purley CE Primary School, we believe every child has individual needs. Some require additional support, whether temporary or long term. Our aims are to:

- Enable every pupil to experience success
- Build self-confidence and promote a positive attitude
- Provide a relevant, coherent and adapted curriculum
- Promote equity by ensuring all pupils have equal access to every aspect of school life, with support tailored to individual needs.
- Ensure pupil voice is valued and considered
- Identify and assess needs early, and review progress regularly
- Foster strong partnerships with parents, carers, and external agencies
- Maintain a whole-school approach to SEND, involving all staff and governors

Definition and Identification

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, in accordance with the SEND Code of Practice (2015).

Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need:

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

These categories help the school identify, assess and plan appropriate provision for pupils with SEND.

The school recognises that some pupils may experience social, emotional and mental health difficulties which impact on learning, attendance, participation and wellbeing. These may be short term difficulties which the school will plan suitable provision to support, or they may be

Early Intervention and Support

The school follows the graduated approach of Assess, Plan, Do, Review when identifying and supporting pupils with SEND.

Class teachers first respond to emerging concerns through adaptive teaching and targeted interventions. The pupil will be placed on our 'monitoring' list. Where assessment indicates that a pupil requires special educational provision that is additional to or different from that normally available through high-quality teaching, they may be placed on the SEND Register following discussion with parents. A Support and Achievement Plan (SAP) will be created, monitored, and reviewed with parents and the child.

Interventions may include:

- Specialised learning materials or equipment
- Individual or group support (e.g., SNAP Maths, Catch Up Literacy, ELSA)
- Additional adult support

External Agency Involvement

Where progress is still limited, external agencies may be consulted for specialist assessment or guidance. A statutory request for an Education, Health and Care (EHC) Plan may be submitted to the Local Authority.

Curriculum Access

We ensure all children access a broad and balanced curriculum, sharing learning experiences with their peers wherever possible.

Roles and Responsibilities

Headteacher

- Oversees the school's inclusive practice

- Ensures SEND provision is monitored and reported

Governing Body

- Determines and monitors SEND policy and provision
- Appoints a governor for inclusion
- Ensures pupils with SEND access all school activities
- Reviews the effectiveness of SEND funding and provision

SENDCo

- Leads the day-to-day implementation of the SEND policy
- Assesses pupils and coordinates targeted support
- Guides staff in creating and reviewing SAPs
- Liaises with parents and external agencies
- Oversees SEND records and staff training
- Supports transition between year groups and schools

Class Teachers

- Adapt teaching to meet individual needs
- Monitor and assess progress
- Work collaboratively with the SENDCo and parents

Learning Support Assistants

- Support teaching and learning under the direction of the teacher
- Provide feedback on pupil progress

Partnership with Parents and Pupils

Parents are key partners in supporting pupils with SEND. We maintain open communication, involve parents in decision-making, and value their insights. Pupils are also encouraged to express their views about their learning needs and support strategies.

Complaints Procedure

Concerns should first be raised with the class teacher. If unresolved, the SENDCo may be consulted. Formal complaints should follow the school's Complaints Policy.

Monitoring and Evaluation

We assess the success of our SEND provision through:

- Ongoing monitoring by the SENDCo and leadership team (with the involvement of school governors)
- Data analysis and progress tracking
- Feedback from staff, pupils, parents, and external reviews

More details and local provision can be found on our website: [SEND - Purley Church of England Primary School](#) within the school's SEND Information Report, which is reviewed

annually, and SEND Information pages.

Section B: Policy for Pupils with English as an Additional Language (EAL)

Vision and Commitment

The school recognises that having English as an Additional Language is not a special educational need. Careful assessment is undertaken to distinguish between language acquisition needs and SEND.

We value the achievements and backgrounds of all pupils, including those learning English as an Additional Language (EAL). We aim to raise attainment and promote well-being by recognising and supporting their linguistic and cultural needs.

Aims

- To ensure EAL pupils access the full curriculum
- To promote achievement through inclusive, culturally aware teaching
- To support development of English while valuing home languages
- To meet the requirements of the Equality Act 2010

New EAL pupils will be assessed to determine their level of English proficiency. Progress in language acquisition will be monitored regularly to ensure appropriate support is provided and barriers to learning are identified promptly, seeking support from external agencies where appropriate.

Teaching and Learning Strategies

Teachers support EAL learners by:

- Teaching both technical and everyday vocabulary
- Using diverse texts and materials
- Providing frequent, structured speaking and listening opportunities
- Encouraging language transfer from home to school
- Incorporating pupils' cultural and linguistic backgrounds
- Using accessible materials and support such as ICT tools, dictionaries, bilingual resources, and first-language support where appropriate

EAL Co-ordinator Responsibilities

- Ensure effective EAL provision across the school
- Monitor teaching and learning standards for EAL pupils
- Collaborate with staff to identify and support pupils with EAL needs
- Analyse relevant school data to inform strategic improvements
- Identify gifted EAL learners for enrichment opportunities
- Liaise with external support services
- Manage and evaluate the deployment of support staff
- Maintain and develop teaching resources