



PORTFIELDS PRIMARY SCHOOL
INCLUSION POLICY

Date	Review Date	Co-ordinator	Committee Responsible
September 2025	September 2026	Headteacher	FGB

2025 Changes	Pg.
Use of 'adapted' rather than 'differentiated' throughout document	
Change from Inclusion Lead to Assistant Headteachers (EYFS/KS1 and KS2)	2
Removal of detail of they SEND report - this can be found on the website	3
Use of EAL Star as the assessment tool, no longer using NASSEA Steps	5
Re-written how we support pupils who are identified as very able or talented	

Inclusion Statement

We endeavour to achieve maximum inclusion of all children whilst meeting their individual need. We recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs or disabilities.

Teachers provide adapted learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.

Special Educational Needs and Disabilities (SEND) might be an explanation for delayed or slower progress but is not an excuse. We make every effort to narrow the difference in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Education Need. Adapted work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between "underachievement" (often caused by a poor early experience of learning) and Special Educational Needs and Disabilities. Some pupils in our school may be underachieving but will not necessarily have a Special Educational Need or Disability. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to support these pupils to catch up.

Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers.

Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

Aims and Objectives of this Policy

The aims of our Inclusion Policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers to carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, ensuring a multi-professional approach to meeting the needs of all vulnerable learners
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014)

The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this policy.

The Assistant Headteachers (EYFS/KS1 and KS2) are responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEND on the ongoing effectiveness of this Inclusion Policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have English as an Additional Language (EAL) and the achievement of vulnerable ethnic minority groups.

The Designated Teacher for Children Looked After (CLA) has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners through Quality First Teaching. Specifically, all teachers are teachers of pupils with Special Educational Needs and Disabilities and English as an Additional Language. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

[SEND Information Report](#)

Please find the full SEND information report on the school website.

[Roles and Responsibilities](#)

[Assistant Headteachers](#)

The inclusion within the different phases EYFS/KS1 and KS2 is the responsibility of the two Assistant Headteachers. Both have (or are obtaining) the professional qualification to lead special needs education.

This includes:

- making strategic decisions to maximise pupils opportunities to learn
- monitoring and evaluating the progress of all pupils
- identifying pupils with Special Educational Needs and Disabilities (including children on School Monitoring, the SEND Register and those with Education Health Care Plans)
- maintenance and analysis of whole-school provision map for children
- analysis of the whole-school pupil progress tracking system
- analysis of a whole-school provision map for vulnerable learners
- pupil progression meetings with individual teachers
- contributing to the in-service training of staff and signposting to external CPD
- implementing a programme of regular reviews for all children with SEND
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health Care Plan when it is suspected that a pupil may have a need which will require significant support
- transition arrangements and transfer of information at the end of each academic year, between Key Stages and on leaving the school for all SEND children
- evaluating regularly the impact and effectiveness of all additional interventions
- discussions and consultations with pupils and parents
- liaising with other schools and attending SENCo network meetings and training as appropriate
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for SEND children

- Liaising closely with a range of outside agencies to support SEND children

Ethnic Minority Achievement Coordinator

The EMA Coordinator will work closely with the Assistant Headteachers to ensure that the needs of pupils from ethnic minority backgrounds are fully identified, understood, and addressed across the curriculum and wider school life. They will support the development and implementation of strategies to raise achievement, promote inclusion, and close attainment gaps, particularly for pupils with English as an Additional Language (EAL). The Coordinator will analyse performance data, monitor progress, and lead on staff training to build cultural competence and inclusive classroom practice. They will also liaise with families, community groups, and external agencies to strengthen engagement and ensure every pupil has equitable access to opportunities, support, and a sense of belonging.

Class teacher

Class Teachers will liaise with the Assistant Headteachers to agree:

- which pupils in the class are vulnerable learners
- which pupils in the class require additional support because of SEND
- which pupils are underachieving and need to have their additional interventions monitored on Edukey – but do not necessarily have SEND

Securing good provision and outcomes for all groups of vulnerable learners will be achieved by:

- providing adapted teaching and learning opportunities, including work
- for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for SEND pupils to work on agreed targets which are genuinely “additional to” or “different from” those normally provided
- ensuring effective deployment of resources, including Teaching Assistant support, to maximise outcomes for all groups of vulnerable learners

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the School Development Plan and ongoing continuous professional development.

Specific training needs will be identified and met through the appraisal/performance management process.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

Inclusion of pupils with English as an Additional Language

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who is exposed to that language on a regular basis inside or outside of school.

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school

environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and adaption of the usual school curriculum.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in their first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English. The following provision can be expected:

Initial assessment of EAL using the **EAL STAR** and the DfE Proficiency in English Scale

Further assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language

Work in class will be adapted for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Adapted homework will be set to enable EAL pupils to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers. Additional support for pupils may be given through first language resources & translation facilities, Teaching Assistant support on a 1:1 or small group basis, peer group support, pre-teaching of key concepts and vocabulary.

Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, adaption will be made in order to access learning at an appropriate level.

Progress of EAL pupils will be monitored against the **EAL STAR** and the DfE Proficiency in English Scale. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Assistant Headteachers.

Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings.

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons why children who are looked after in local authority care often fail to make expected progress at school:

- placement instability
- unsatisfactory educational experiences of many carers
- too much time out of school
- insufficient help if they fall behind
- unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a Designated Teacher for Children Looked After.

The responsibilities of our designated teacher include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- Ensuring that children who are 'looked after' have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the child's educational progress to contribute towards the statutory review
- Discussing feedback from the statutory review with social workers and, where necessary, the carers and a member of the Virtual School team
- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledging the progress they are making progress.

Our school will work closely with the Milton Keynes Virtual School (VS) which promotes the educational needs of Looked-After Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of pupils who are very able and/or talented

At our school, we are committed to a fully inclusive approach that recognises and nurtures the strengths, interests, and potential of all learners. In this context, we use the term 'more able' to refer to pupils who demonstrate a high level of cognitive, creative, or academic ability across one or more curriculum areas. The term 'talented' refers to children who show particular aptitude in specific domains such as the performing arts, sport, leadership, problem-solving, creativity, or social insight. These abilities may or may not align with academic performance and may be observed in both formal and informal learning contexts.

We acknowledge that ability is not fixed or solely defined by prior attainment. Rather, we view potential as dynamic and context-dependent, and believe in fostering a culture where every child is challenged, supported, and stretched—regardless of background or starting point.

Our Commitment to Equity and Opportunity

All children have the right to experience high-quality teaching and learning that enables them to realise their full potential. Our school aims reflect a deep commitment to raising aspirations and achievement for all, including those who demonstrate advanced capabilities or talents. We believe that provision for more able learners should be embedded within responsive, inclusive teaching that is differentiated, ambitious, and equitable.

This policy sets out how we meet the needs of pupils who are more able and/or talented as part of our broader commitment to inclusion and excellence for every child.

Identification: A Holistic, Ongoing Process

We believe that identification of more able and talented pupils should be:

- Fair and inclusive: Every child has the opportunity to demonstrate potential.
- Contextual: Ability is recognised within the context of the class, school, and child's experiences.
- Flexible and dynamic: Identification is not fixed and should evolve over time.
- Multi-source and evidence-informed: A range of perspectives are considered.

Identification may include:

- Teacher observation and professional judgement
- Formative and summative assessments
- Self or peer nomination
- Parental input
- Specialist staff recommendations

While early observation begins in the EYFS and Key Stage 1, formal identification may occur during Key Stage 2 to ensure all children have had equal access to learning opportunities.

Provision: Inclusive, Responsive and Challenging

We do not view provision for more able learners as something additional or separate. Instead, it is part of our commitment to quality first teaching, adaptive practice, and responsive planning. Teachers hold high expectations for all and use a range of strategies to ensure all children can achieve depth and breadth in their learning.

Our provision includes:

- Differentiated tasks that allow learners to engage with content at greater depth.
- Enrichment opportunities that extend beyond the core curriculum (e.g. philosophy, creative thinking, STEM challenges).
- Open-ended and investigative learning that promotes curiosity, independence and critical thinking.

- Flexible grouping and collaborative learning that enables peer challenge and support.
- Opportunities for pupil leadership, creativity and enterprise.

Children progress at their own pace, with pathways that promote depth rather than simply acceleration. We focus on **thinking skills, resilience, and metacognition**, enabling learners to understand how they learn and take ownership of their progress.

Beyond the Classroom

We also offer a range of extra-curricular and enrichment activities that provide opportunities for pupils to develop their talents and interests further. These include:

- Musical ensembles and instrumental tuition
- Sporting teams and competitions
- Drama and performance opportunities
- Art and design clubs
- STEM and problem-solving challenges

These opportunities are inclusive and accessible, and we actively seek to engage underrepresented groups to ensure all children see their strengths recognised and celebrated.

Our inclusive approach reflects current best practice and national guidance, ensuring our provision for more able and/or talented learners is rooted in the principles of equity, inclusion, and aspiration. We continually reflect on and improve our practice to ensure every child, regardless of background or ability, has the opportunity to thrive.

Complaints

If you need to raise a complaint with regards to concerns over the provision for your child's SEND need, please read the Complaints Policy and follow the process within this document.

