



Rosh Pinah Primary School

Inclusion Policy

Updated: September 2026

Date for Review: September 2027

Vision & Values

Rosh Pinah Primary School promotes the inclusion of all members of the school community e.g. pupils, parents, staff and governors according to Zionist, Modern Orthodox Jewish practice. Our Admissions Policy positively promotes inclusion and does not discriminate against any children or families if they fulfil the admissions criteria and the school can meet their varied needs.

We believe that all children, including those identified as having Special Needs, English as an Additional Language (EAL), or are disadvantaged (including pupils eligible for Pupil Premium) have a common entitlement to a broad, balanced academic and social curriculum. This should be accessible to them and should fully include them in all aspects of school life. We have the highest expectations of all children.

Inclusion involves three principles:

- Setting suitable learning challenges
- Responding to diverse learning and other needs
- Overcoming potential barriers to learning in order that all members of our diverse school community can participate in all areas of school life as fully as possible.

Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities and schools responsibilities for Education, Health and Care (EHC) Plans, SEN co-ordinators (SENDCo) and the Special Educational Needs Information Report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment, victimisation and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Education Act (2002 and 2011)
- DfE guidance on Pupil Premium (updated annually)
- The [Governance Handbook](#), which sets out Governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose Education, Health and Care (EHC) Plan names the school, and its duty not to disadvantage unfairly children with a disability or with Special Educational Needs.

Aims and Objectives

- To promote inclusion and provide a broad and balanced curriculum that is accessible to all
- To identify and address the individual needs of SEND, EAL and disadvantaged pupils early
- To create an environment that meets the needs of all pupils alongside the pupils who do not have SEND, EAL or are disadvantaged

- To ensure that all staff within the school are committed to providing effective education for all pupils with EAL, SEND or who are disadvantaged
- To ensure that the views of all the children are actively sought and considered
- To work in partnership with the parents of pupils with SEND, EAL or disadvantaged and to recognise the vital role they have to play in supporting their child's education
- To ensure pupils with SEND have access to the same curriculum as their peers, with appropriate adaptations.
- To use Pupil Premium funding effectively to address disadvantages and support equity
- To provide EAL support that enables pupils to engage fully in learning
- Implementing individual support plans, EHCPs, and pastoral support for vulnerable learners.

Definitions

SEND: A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

EAL: Pupils whose first language is not English and who are learning English in addition to their home language(s).

Disadvantaged: Pupils who experience barriers to achievement due to economic hardship or social disadvantage. This includes those eligible for Free School Meals (FSM), Looked After Children (LAC), and those with a Social Worker.

Able Pupils: Pupils who demonstrate higher ability than average for their age in one or more academic subjects.

Talented Pupils: Pupils who show outstanding ability or potential in areas such as sport, the arts, leadership, or creativity.

Different categories of SEND

Cognition & Learning needs

Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional & Mental Health needs

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences.

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Communication & Interaction needs include:

- Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication
- Pupils who are on the autism spectrum often have needs that fall in this category.

Sensory and / or Physical needs include:

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

SEND Register

- A special education needs register is kept by the school and when identified as having SEND, a child is placed on the register.
- Most children's need can be met through Quality First Teaching (QFT) which includes differentiation and a wide range of specialist resources. Children with greater needs will be placed on the SEND register. These children will go through the process of 'Assess, Plan, Do and Review'.

Graduated Approach (Assess, Plan, Do and Review Cycle)

At Rosh Pinah we use a four- part cycle, known as the graduated approach, this is also known as 'Assess, Plan, Do, Review' to support pupils with SEND.

Assess

- Early identification of need is vital so that interventions can improve the long-term outcomes for pupils. Some difficulties only become evident as children grow so all staff must be alert to emerging difficulties and respond early
- Assessment is an ongoing process in all lessons by all staff working with the child. Teachers meet with the Senior Leadership Team every half term to discuss the progress of all pupils in their class. Rigorous tracking identifies pupils who are making "less than expected progress".

This is defined as:

- (a) Progress that is significantly slower than that of their peers starting from the same baseline

- (b) Fails to close the attainment gap between the pupil and his or her peers
- (c) Widens the attainment gap
 - The identification and assessment of the Special Educational Needs of pupils whose first language is not English, requires particular care. Where there is uncertainty about a child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from a special educational need. First language assessments are the first step in this process.
 - For pupils arriving from a different school who have already been identified as having SEND, this information is transferred from their previous setting and support is put in place if necessary.

Plan

The class teacher and the Assistant Headteacher (SENDCo) will then use information from assessment to:

- (a) Provide starting points for the development of an appropriate curriculum
- (b) Identify and focus on actions to support the pupil within the class
- (c) Ensure that ongoing observations and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- (d) Provide a specialist intervention if needed.

At this point the class teacher and the Assistant Headteacher (SENDCo) will meet with the parents to discuss their child's needs and the provision that school will put in place to overcome potential barriers to learning and other needs. Class teachers under the guidance of the Assistant Headteacher (SENDCo) will set smart targets (SEND Support Plan). These targets will be reviewed half termly or termly as appropriate.

Do

Once targets have been identified, the Assistant Headteacher (SENDCo) and the child's class teacher will decide on the action needed to help the pupil to make expected progress. This may include:

- (a) Different learning materials or specialist equipment
- (b) Additional adult support in class from the teacher or TA
- (c) Some group or individual support, which may involve small groups of pupils being withdrawn to work with the class teacher or TA
- (d) Being part of an intervention group such as Maths, Reading, Writing or intervention to develop speech, language, inference and deduction skills
- (e) Regular staff development and training to ensure that strategies are effective for all pupils.

Review

During review meetings between teachers and SLT it will be discussed as to how the pupil is progressing towards their targets and in their learning. These targets will be monitored by the Class Teacher, Teaching Assistant and Assistant Headteacher (SENDCo). At this point 3 things might happen:

- (a) The pupil is making good progress but still needs further support to ensure they are meeting their full potential. The Assess, Plan, Do, Review cycle starts again and new targets are written
- (b) The pupil has made good progress and no longer needs further targeted support. At this point they will be removed from the SEND register and parents will be informed (pupils will continue to be monitored as part of the whole school assessment process)

- (c) The pupil has made little or no progress and the school feels that it is necessary to seek further assessment and advice from an external agency such as Educational Psychologist, Speech and Language Therapist, Child and Adolescent Mental Health Services [CAMHS], Paediatrician, Specific Learning Difficulty teacher or outreach support from the Advisory Teacher

After two cycles of Assess, Plan, Do, Review, if a child's progress is still a significant concern to the parents & carers and the school, there may be a consultation with other professionals and a decision may be made to apply for an Educational Health Care Plan (EHCP). This will then go to the Local Authority where they will conduct an Educational Health Care Needs assessment and a decision will be made whether to give a child an Educational Health Care Plan (EHCP).

EHCP

An Educational Health Care Needs assessment will not always lead to an Educational Health Care Plan (EHCP). The information gathered during an Educational Health Care Needs assessment may indicate ways in which the school can meet the child or young person's needs without an Educational Health Care Plan.

If the Local Authority does issue an Educational Health Care Plan, it will notify the child's parents and give the reasons for its decision and the final plan will be issued. The purpose of an Educational Health Care Plan (EHCP) is to make special educational provision to meet the special educational needs of the child or young person that is beyond the school's provision, to secure the best possible outcomes for them across education, health and social care.

EHCPs are documents that outline the provision required to meet the needs of the child with SEND. Annual Review Meetings will be held every year with the parents or carers and other external agencies to review the targets and provision set in the Education, Health and Care Plan.

Able and Talented Pupils

- At Rosh Pinah, we also recognise that the needs of high achieving pupils should also be catered for and recognised. Our provision for more able and talented pupils may come through specific and planned opportunities in lessons, at home or through extra-curricular activities
- As an inclusive school we believe that more able and talented children should be provided not only with work to challenge and motivate their abilities but also that their learning should impact positively on their peers, raising attainment throughout the school e.g. more able and talented children may lead mixed ability group learning opportunities, feedback their knowledge to the class or take part in investigations at their own level. All of this feed into an acknowledgement that all children have the right to a personalised learning experience
- We foster a culture that values diverse talents, including in SEND, EAL and disadvantaged learners who may also be A&T.

EAL Pupils

- At Rosh Pinah, we are strongly committed to promote equality of opportunity for all EAL pupils both at an early stage of English language acquisition and more advanced bilingual learners

- All EAL pupils will have full access to mainstream provision regardless of their proficiency in English
- Progress of all EAL pupils will be monitored on a regular basis and additional support and intervention will be provided to ensure all EAL pupils make expected progress in line with the Non – EAL pupils.

Pupils who are ‘Looked After’

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 placements moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

The Designated Teacher for looked after children and the Designated Safeguarding Lead will:

- Monitor 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
- Ensure that children who are ‘looked after’ have access to the appropriate network of support
- Check that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensure that information concerning the education of children who are ‘looked after’ is transferred between agencies and individuals
- Prepare a report on the child’s educational progress to contribute towards the statutory review
- Discuss feedback from the statutory review (chaired by the independent Reviewing Officer) with Social Workers and, where necessary, the carers and a member of the Virtual School team
- Liaise with the child’s Social Worker to ensure that there is effective communication at all times
- Celebrate the child’s successes and acknowledge the progress they are making.

Pupils with Pupil Premium

- Pupil Premium Grant (PPG) is a special additional grant that schools receive to support the learning of students from low-income families who are either eligible (or have been eligible within the past six years) for Free School Meals (FSM) or are Children in Local Authority Care (Looked After Children) who have been looked after continuously for more than six months.
- At Rosh Pinah, we aim to support pupils with Pupil Premium to ensure they make progress at an equal rate to their peers
- Pupil Premium is also used for a range of specific academic interventions, after school clubs, therapy and sports enrichment for individuals or group of pupils to promote a healthy life-style and develop social, emotional and mental health needs.

Disability Discrimination Act

- At Rosh Pinah, we are committed to providing a fully accessible environment which values and includes, all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and champion a culture of awareness, tolerance and inclusion.

Supporting Pupils with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education
- Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010
- Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHCP) Plan which brings together health and social care needs, as well as their special educational provision
- Some children may require a Health Care Plan which is monitored and reviewed by the designated member of staff.

Partnership with Parents and Pupils

- Partnership plays a key role in enabling pupils and young people with SEND, EAL and disadvantaged to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and will be treated as partners
- We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of their children
- We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child
- Through an open-door policy, parents always have access to the Assistant Headteacher (SENDCo) or any member of the Senior Leadership Team (SLT).

Roles and Responsibilities

The Governing Body, the Headteacher, the Deputy Headteacher and the Assistant Headteacher (SENDCo), Class Teacher and the Teaching Assistants, have important day to day responsibilities in identifying and providing the educational support for the pupils who have SEND, EAL or disadvantaged in our school.

The Inclusion Link Governor

The Inclusion link Governor is Mrs Nicole Blech.

The Inclusion governor will:

- Help to raise awareness of SEND, EAL and disadvantaged pupils' provision and practice at Governing Body Meetings
- Monitor the quality and effectiveness of SEND, EAL and disadvantaged pupils' provision within the school and update the Governing Body on this
- Work with the Headteacher and Assistant Headteacher (SENDCo) to determine the strategic development of the Inclusion Policy and provision in the school.

The Headteacher

The Headteacher will:

- Work with the Assistant Headteacher (SENDCo) and Inclusion link Governor to determine the strategic development of the Inclusion Policy and provision within the school
- Work with the Assistant Headteacher (SENDCo) and school Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, EAL and disadvantaged, and their progress

- Have an overview of the needs of the current cohort of pupils on SEND, EAL, disadvantaged register
- Identify any staff who have specific training needs regarding SEND & EAL, and incorporate this into the Schools' Development Plan for continuous professional development.

The Assistant Headteacher (SENDCo)

In line with the recommendations in the SEN Code of Practice 2014, the Assistant Headteacher (SENDCo) will oversee the day –to-day operation of this policy in the following ways:

- Work in close partnership with the Headteacher in developing the policies and practice, which promotes inclusion, equality and the extended services that the school offers
- Monitor and evaluate SEND, EAL and Inclusion arrangements across the school
- Monitor the progress of SEND, EAL and disadvantaged pupils, 'SEND Support Plans', 'statutory assessments or Education, Health and Care Plans' and take appropriate actions
- Conduct termly planning meetings and progress reviews for children with SEND, EAL and disadvantaged
- Monitor and track the progress and attainment of pupils with SEND, EAL, Pupil Premium and other vulnerable groups
- Monitor the implementation of the school's Inclusion Policy and ensure it meets local and national arrangements
- Update the school 'Governing Body' termly on SEND, Pupil Premium, EAL and other relevant issues
- Create a whole school 'Provision Map' for all children with additional needs
- Work in close partnership with the Senior Leadership Team to contribute relevant sections of SEF and SIP
- Assess the admission requests for children with EHCP's and consult the Headteacher on an appropriate action
- Monitor the attendance of pupils with the Headteacher and devise appropriate actions and strategies to improve pupil attendance and punctuality
- Take responsibility and accountability for identified areas of leadership (Inclusion)
- Work closely with the Senior Leadership Team in ensuring an appropriate programme of professional development for staff, in line with the School Improvement Plan
- Organise and conducting meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Maintain good partnership between parents and school and also liaising effectively with external agencies to promote and secure maximum support for pupils learning.

Class teachers

The Class teachers will:

- Work collaboratively with the Assistant Headteacher (SENDCo) to ensure the Inclusion Policy is implemented throughout the school and appropriate provision is delivered effectively
- Provide support to pupils who need help with communication, language and literacy
- Plan for pupils' full participation in learning, and in physical and practical activities
- Help pupils to manage their behaviour and to take part in learning effectively and safely
- Meet with the parents to discuss their children's attainment and progress.
- Set targets and review them half termly or termly under the advice and guidance of the Assistant Headteacher (SENDCo).

Training & Development

Staff receive ongoing training in:

- 'Adaptive Teaching' strategies
- Strategies for supporting SEND and EAL pupils
- Understanding of disadvantage and unconscious bias
- Safeguarding and trauma-informed practice

Pupil Voice and Wellbeing

- Pupils are encouraged to be active participants in their learning and support plans (e.g. via SEND Support Plans, EAL Profiles, Pupil Premium Passports)
- We promote emotional wellbeing and ensure access to pastoral support and mental health services
- We ensure a positive, safe, and respectful school culture.

Monitoring & Evaluation

We regularly evaluate

- Progress and attainment of SEND, EAL and disadvantaged pupils
- Quality of teaching and curriculum access
- Implementation of adaptive teaching strategies
- Effectiveness of interventions and use of funding e.g. Pupil Premium Strategy
- Feedback from pupils, parents and staff.

Complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Class Teacher, who will try to resolve the situation
- If the issue cannot be resolved within a reasonable time frame, the parent can contact the Assistant Headteacher (SENDCo). The office will arrange an appointment
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy.