



INCLUSION – Special Educational Needs/Disability Policy (Including Inclusion EAL Policy)

Document Control - Document Details	
Document Name	INCLUSION – Special Educational Needs Policy
Purpose of Document	To explain how our school meets the needs of students with SEND and to make reference to the county local offer
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Prepared by	Laura Gyngell
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Version number	Date Approved	Change/Reasons for Change/Comments
1		New policy to replace the previous Inclusion Policy
2	September 2023	Updated to add Deputy SENDCo details & small group work
3	October 2023	EAL policy added as appendix
4	April 2024	Small amendments to wording in Section 16
5	April 2026	Editing of acronyms and changing pronoun for a stated member of staff

Distribution list
Governors



**INCLUSION – Special Educational Needs/Disability Policy
(Including Inclusion EAL Policy)**

Head
Leadership Team



INCLUSION – Special Educational Needs/Disability Policy (Including Inclusion EAL Policy)

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1. About this policy (SEND CoP 6.81)

- The Children and Families Act 2014 says that all maintained schools must publish a special educational needs and disabilities (SEND) information report every year.
- This report explains how our school meets the needs of students with SEND and it will make reference to the county local offer.
- The local offer outlines support available for parents and families and can be found here: <https://www.westsussex.gov.uk/>
- In the report, we explain how we meet our duties towards students with special educational needs and disabilities.
- This report will be published on our school website and reviewed annually. We will gather the views of parents and students to inform this report. If you want to give us your views about the report, please contact the SENDCo.

2. Who do I contact? (SEND CoP 6.79 bullet 5)

- The special educational needs and disabilities coordinator (SENDCo) is responsible for managing and co-ordinating the support for students with special educational needs, including those who have education health and care (EHC) plans.
- The SENDCo also provides professional guidance to school staff and works closely with parents and other services that provide for students in the school.
- The SENDCo at Oathall Community College is Sam Goodyear, who is a qualified teacher and has been accredited by the National Award for SEND Coordinator.
- Miss Sam Goodyear is available on 01444 883225 or email sgoodyear@oathall.org
- The SENDCo is supported by a Deputy SENDCo Mr Steve Allen. Mr Allen is the lead SENDCo for year 10. He can be contacted via email sallen@oathall.org
- To make an appointment with the SENDCo you can also email sfry@oathall.org

3. Which students does the school provide for? (SEND CoP 6.79 bullet 1)

- We are an inclusive school. This means we provide for students with all types of special educational needs. There are other kinds of special educational needs which do not occur as



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frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

- There may be instances where the needs of a student are significant and/or complex and we will need to seek additional resources and advice or request statutory assessment for an appropriate provision and/ or setting to be identified.
 - The school also currently meets the needs of students with an education, health and care plan with the following kinds of special educational needs:
 - Cerebral Palsy; Autism (ASC); Specific learning disability; Moderate learning disability; Speech, Language and Communication needs (SLCN); Attention deficit hyperactivity disorder (ADHD); Visual Impairment and Foetal Alcohol Spectrum Disorder (FASD).
 - If you want a place for a student who has an education, health and care plan, contact your assessment and planning officer at West Sussex County Council.
 - If you want a place for any other student with special educational needs, you should apply as normal and your application will be considered in the same way as applications from students without special educational needs.
 - Please follow the school's website link for further information about admissions:
<https://www.oathall.org/>
 - Local authority school admissions:
West Sussex admissions -
<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/>
 - Contact information for families for admissions advice (West Sussex) 03330 142 903
4. How does the school meet the needs of students with SEN and disabilities? (SEND CoP 6.79 bullet 5, SEND CoP 6.80 re looked after child)

Our School Goals

- A culture of high aspiration and high achievement, underpinned by collaboration and compassion.
- Innovative, challenging and personalised provision.
- Inspiring, creative and dynamic teaching and learning experiences.
- Experiences that build self-esteem, leadership and resilience.
- Students are equipped to enjoy and thrive in their lives, in and beyond college.



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- A vibrant school, where staff enjoy their work and can fulfil their career ambitions.

Our Values

- **P**ersonal challenge and achievement
 - **R**espect for others
 - **E**njoyment of learning
 - **P**articipating in our community
 - **A**spiring to excellence
 - **R**espect for ourselves
 - **E**veryone's college: Oathall
-
- We are committed to meeting the needs of students with SEND as part of a whole school approach within our duties described under the Children and Families Act 2014, and the Equalities Act 2010.
 - We provide an appropriate and high-quality education for every student, delivered through quality first teaching.
 - Sometimes additional support is required to support a student's progress and achievement, making reasonable adjustments where necessary.
 - Where a student is identified as having special educational needs, the school will use a four-part cycle of support -

Assess, Plan, Do, Review (APDR)

- An analysis of a student's needs is carried out and evidence is gathered in collaboration with parents/carers and the student where appropriate.
- Targeted intervention is delivered within a given time frame and this is supervised by the SEND team and the class teacher.
- The effectiveness of support and progress made against these targets is reviewed at agreed intervals and next steps are planned, including referrals to external, specialist agencies.
- The SEND register is updated each term and the SEND profile of the school is provided to the local governing body when requested.
- If the student is looked after by the local authority, they will have a bespoke Personal Education Plan (PEP)/an Additional Needs Plan (ANP). We will coordinate these plans with the SEND



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support plan and will involve parents and carers as well as foster carers or social workers in discussions.

5. How does the school identify students' special educational needs? (SEND CoP 6.79 bullet 5)
- We aim to identify students' special educational needs (SEND) as early as possible, so that every student achieves the best possible outcomes.
 - A student has SEND where their learning difficulty or disability calls for special educational provision.
 - That is a provision which is different from or additional to that normally available to students of the same age.
 - The identification of students with SEND is built into our overall approach, to monitor their development and progress.
 - We gather information about any additional needs or concerns relating to individual students during transition meetings with parents before they enter the school. At the same time, we consider evidence that a student may have a disability under the Equality Act 2010 and what reasonable adjustments may need to be made for them.
 - We then assess students' current skills on entry, building on information from previous settings and, where applicable, continue the provision and support necessary for them.
 - Class teachers, supported by the senior leadership team, monitor the progress of all students three times a year to review their academic progress. We also use a range of assessments with all the students at various points to assess progress in literacy skills, eg spelling, reading comprehension.
 - The school uses a number of 'in house' diagnostics assessment tools: MidYIS, Exact, DASH, Renaissance Star Reading, CTOPP2, SPaRCS and WRAT 5.
 - For higher levels of need, we draw on specialist assessments from an external agency professionals, e.g. an educational psychologist.
 - These seek to identify students making less than expected progress given their age and individual circumstances. This also includes a student's wider development.
 - The SEND Code of Practice, 2015: 6.17, identifies less than expected progress, which:
 - is significantly slower than that of their peers starting from the same baseline - fails to match or better the student's previous rate of progress
 - fails to close the attainment gap between the student and their peers



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- widens the attainment gap.
 - Where progress continues to be less than expected, the class teacher, working with the Inclusion and SEND Team, will assess whether the student has SEND according to the broad areas of need identified in the SEND Code of Practice, 2015.
 - We work with parents/carers and the student when appropriate as part of the assessment and to agree the desired outcomes.
 - This is also the case for a student with behavioural difficulties who may have SEN (6.21) and a student with English as an additional language (6.24).
 - Students may have one or more broad areas of special educational need:
 - Communication and interaction – including speech and language difficulties and autism
 - Cognition and learning – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
 - Social, emotional and mental health difficulties – including difficulties with behaviour, Attention deficit hyperactivity disorder, an attachment disorder or anxiety
 - Sensory and/or physical needs - including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a student's learning.
 - We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.
6. How does the school teach and support students with SEND? (SEND CoP 6.79 bullet 7)
- Teaching of students on the SEND register is a whole-school responsibility. The majority of students will learn and progress with the general teaching and learning arrangements provided by the school. In planning and teaching the National Curriculum, teachers will adopt the principles of inclusion. They will:
 - Follow the whole school, “Ten for SEND” document
 - set suitable learning challenges
 - respond to students’ diverse learning needs
 - overcome potential barriers to learning and assessment
 - Some students, however, will need an enhanced level of provision. A range of additional support is available to meet the additional needs of students at Oathall. These include:
 - In-class support
 - Small group interventions



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- Literacy Interventions: The intervention is primarily aimed at students with a standard reading score below 84 and those who are finding literacy challenging. It is delivered in a 1:4 teaching ratio and is a program that improves students' reading and spelling scores, as well as their phonological awareness, automaticity, vocabulary and comprehension. The lessons provide practical approaches to support the literacy teaching of students with a range of abilities and needs, including those with dyslexia. Students are given a baseline reading and spelling Green WRAT5 test at the beginning of the intervention and the Blue WRAT test at the end.
- Numeracy Interventions: These lessons are taught weekly for small groups of up to four students. The lessons cover Numeracy skills and support students with further practise of topics from Maths department schemes of work.
- Bespoke small group interventions for those students working significantly beneath ARE
- We use quality first teaching to meet the needs of students with SEND according to the SEND Code of Practice, 2015: 6.19.
- Additional intervention and support cannot compensate for a lack of good quality teaching Code of Practice 6.37.
- Class teachers plan high quality lessons and will demonstrate the use of effective questioning, modelling and explanation. Challenging learning opportunities are differentiated to meet the abilities of groups or individuals.
- Appropriate differentiation is planned according to individual needs and, where applicable, these reflect individual targets.
- Students with an EHCP have bespoke planning based on the targets and identified provision in their individual EHCP.
- Resources are investigated to meet any sensory or emotional needs of students to support their full access to the curriculum.
- Staff demonstrate sensitivity to the needs of students with SEND when determining learning partners, seating arrangements and groupings.
- The inclusion and SEND teams provide advice for staff and a first contact for obtaining more specific advice from external professionals.
- A multi-sensory approach, using a range of practical resources, equipment and computing skills, supports all stages of learning.



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- When appropriate, teachers will make meaningful cross-curricular links between subjects in the curriculum. Real life, practical links are made wherever possible to ensure that students see the 'big picture'.
 - There is an emphasis on learning through dialogue, with regular opportunities for children to talk individually, in groups and pairs.
 - The expectation is that pupils will accept responsibility for their own learning and work independently where possible.
 - Adults will use encouragement and praise to engage and motivate students.
 - Strategic, adult deployment is coordinated by the inclusion team to ensure support staff are used effectively to support students' additional needs.
 - Provision management systems for each class/cohort identifies, 'additional to and different from' interventions with SMART targets to meet the additional needs of groups or individuals according to the four broad areas of need.
 - Teachers remain responsible and accountable for the development and progress of the students in their class, including when students access support from teaching assistants or specialist staff.
 - Teaching and support staff participate in continued professional development opportunities to refine skills and practice to meet the needs of students with SEND. Recommendations from external specialists will also be implemented.
 - The school employs some additional teaching approaches, as advised by internal and external assessments.
 - These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding'.
7. How will the curriculum and learning environment be matched to students' needs? (SEP 6.79 bullet 8)
- As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we update and publish our current school accessibility plan and equalities objectives on our website.
 - All students will have access to a broad and balanced curriculum.
 - We will set high expectations for all students. Please see our curriculum tab on the school's website for further information regarding your child's curriculum overview and whole school subject areas.



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- We adjust the curriculum for each student with SEND to make sure that they can access the subjects at their own level and make progress whilst remaining ambitious in terms of outcomes. This is called ‘differentiation’.
 - We will look at the student’s level of achievement and see what support they need to make good progress and reach their potential. We will talk with students and parents as part of the SEND ‘assess, plan, do, review’ support cycle.
 - According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.
 - We are a school that also promotes a dyslexia-friendly learning environment where seating arrangements can be adjusted with a reduction in background noise and visual movement.
 - Resources are clearly marked and arranged so that they can be found easily.
 - Individual students may benefit from periods of quiet reflection in a safe space away from the main learning environment to help reduce levels of anxiety and frustration.
 - Students may be given a designated workstation for occasions when they are unable to cope at a shared table or with classroom activity and noise levels.
8. How are parents and carers involved in reviewing their child’s progress and planning support?
(SEND CoP 6.79 bullet 3 and 5)
- Oathall Community College is committed to working in partnership with parents and carers.
 - Parents/carers are actively involved in the construction and review of additional needs plans/ personalised plans and they are invited to attend annual review meetings to evaluate their child’s progress in relation to an education, health and care plan (EHCP) targets.
 - EHCPs are reviewed every 12 months as one of the three review meetings.
 - They are given the opportunity to meet with external agency professionals to discuss their child’s additional needs during multi-agency meetings, including looked after children (LAC) reviews, individual health care plan construction, risk reduction planning, children protection review conferences, core group meetings and family support meetings.
 - In addition to parents’ evenings, we have a ‘meet the tutor’ event in year 7 to discuss the mentor's role in supporting your child at school.
 - Parents or carers can meet with their child’s class teacher informally after school if they have a concern.



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- They can also make an appointment to meet with a member of the inclusion/SEND team to discuss specific provision and any SEND-related issues.
 - There is an overview of the curriculum for each year group available on our website so that parents or carers are aware of what is being delivered each term.
 - An annual written report will be received by parents or carers at the end of each academic year.
 - Parents or carers are also encouraged to support their children with homework activities and through attending key performances or special events.
 - The school uses a range of communication methods to share messages and achievements to foster a positive partnership between home and school - e.g. Bromcom
 - Parental questionnaires enable the school to receive constructive feedback.
9. How are students involved in reviewing their progress and planning support? (SEND CoP 6.79 bullets 4 and 5)
- Wherever possible, the school will always encourage students with SEND to be involved in the decisions regarding their learning experiences.
 - We will:
 - listen to the views, wishes and feelings of pupils
 - provide them with appropriate information and support to help them make decisions - nurture all aspects of their development so they achieve the best possible educational and wider outcomes in preparation for adult life.
10. How does the school prepare and support students to transfer to a new school/ college or the next stage of education and life? (SEND CoP 6.79 bullet 6)
- The staff at Oathall work closely with primary schools to support all children when transferring to our school. In addition, we run a summer school transition programme for students with a high level of need. Year 6 SEND students have an enhanced transition with bespoke lessons in school. Parents and carers of Year 6 students are invited to meet with their child's tutor for an induction meeting and to attend an induction evening. Staff from the SEND and Inclusion team where possible will attend the Year 6 Annual Reviews of children with an Education Health Care Plan.



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- We are sensitive to the individual needs of your child at all points of transition and there are well structured arrangements within and between phases which can be tailored to suit specific needs.
- Appropriate members of staff will arrange and undertake transition meetings.
- Multi-agency transition meetings will be necessary to ensure a smooth transition for a student with more significant needs.
- Additional internal or external visits are organised when required.
- Preparation work can also be carried out with individual students to reduce feelings of anxiety for a smoother transition, using tailored resources.
- The school liaises with onward destinations to plan a series of transition sessions according to need.
- At Oathall we have a team of dedicated staff to monitor all careers/post-16 choices. These include a Level 7 qualified careers lead and a qualified careers advisor and co-ordinator.
- All year 11 have a one to one careers meeting to help with choices at 16+. SEN students are given these meetings as priority to allow time for any follow up meetings to happen as felt required. Students are assisted with college applications if this is appropriate and/or needed.
- Under the Provider access policy students have access to education providers through a series of assemblies and the 16+ options evening. Staff are present to assist and help students if needed.
- Transition visits to Further Education providers are done with students if identified as a need and we work closely with these establishments, and their support teams, to allow as smooth a transition as possible.
- Our Careers advisor works closely with the SENDCO and delivers Work related learning knowledge and skills to identified students. Examples include CV writing, interview skills and workplace expectations. All students follow a PHSCE and extended learning programme which also develops WRL skills.
- Students participate in two days of work observation in the summer term of year 10.
- Careers education is an important part of the development of our students and the college meets all Gatsby Benchmarks.

11. What training do school staff have? (SEND CoP 6.79 bullet 9)



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- When we plan support for a student, we think about the knowledge and skills their teachers and support staff will need.
- Training is planned to reflect expectations in the school strategic plan which is reviewed annually by senior leaders, governors and staff.
- The SENDCo, Sam Goodyear, gained the National Award in Special Educational Needs Coordination in February 2020.
- Teaching and support staff have participated in a range of continued professional development opportunities.
- The SENDCo has a wide range of knowledge and expertise, including specific qualifications in SEND (general), Speech and Language needs, Specific Learning Difficulties, Autistic Spectrum Conditions, SLD and SEMH.

12. How does the school measure how well it teaches and supports students with SEND? (SEND CoP 6.79 bullet 10)

- We regularly and carefully review the quality of teaching for all pupils to ensure an inclusive curriculum.
- We use information systems to monitor the progress and development of all students. This helps us to develop the use of interventions that are effective and to remove those that are less so.
- The school has tracks and discusses student progress regularly.
- Leaders review the quality of teaching and learning for all students with SEND through lesson observations, learning walks, book looks and student voice.
- This is to evaluate whether teaching and programmes of support have made an impact on students' progress within the four broad areas of need.
- Leaders hold regular meetings with the inclusion team to maintain a strategic overview and to facilitate a consistent, professional dialogue to plan next steps.
- The inclusion team maintains regular contact with the SEND governor to review provision against strategic priorities.
- We invite parents/carers to provide feedback in a variety of ways including structured conversations, pastoral support meetings, SEND check-in calls, regular parental surveys, parent forums, SEND surgeries and the Ofsted parent view website:

<https://parentview.ofsted.gov.uk/>



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13. How accessible is the school and how does the school arrange equipment or facilities that students need? (Section 69 Children and Families Act 2014)

- The school is subject to the Equalities Act, 2010 and makes reasonable adjustments, providing auxiliary aids and services to prevent a disabled child being disadvantaged.
- Outside agencies are also consulted when necessary for their expertise and advice.
- Specialist equipment or resources may be sourced by the inclusion team to enable identified pupils to access all aspects of the curriculum. Those resources will be purchased using the notional SEN funding. See WSCC local offer for further information <https://westsussex.local-offer.org/>

14. How are students with SEND included in activities with other students, including school trips? (SEND CoP 6.79 bullet 11)

- Our current accessibility plan and equalities objectives can be found on the school's website.
- We have a commitment to every student being included in all activities, including physical activities, extra-curricular activities and school trips.
- Through careful planning and reasonable adjustments, students with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- The destination and nature of off-site visits will be taken into account when considering the needs of students with SEND and the relevant risk assessments will be written to reflect any additional needs.
- We work with parents/carers and students to listen to their views, feelings and wishes with the expectation that they will allow their child's full participation.
- They may be invited to accompany their child during visits or agree to flexible arrangements such as different transportation or adjusted timings.
- Reasonable adjustments are made to ensure that students with SEND are able to participate alongside their peers during performances or sports days.

15. What support is there for students' overall well-being and their emotional, mental and social development? (SEND CoP 6.79 bullet 12)



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- Oathall Community School is proud of its inclusive ethos which forms an intrinsic part of our daily practice to include a wide range of interventions to support the social and emotional development of our students.
- Our school vision and aims also reflects this commitment:
- We will monitor and review progress as part of the SEND support planning cycle of ‘assess, plan, do, review’ (APDR).
- For some students with the most need for help in this area we can also provide the following list:
 - counselling support
 - tutor time
 - West Sussex Mental Health Support team
 - West Sussex School Health Service
 - referral to CAMHS
 - time-out spaces
- The school may work with external services to support students: such as CARM, SENAT, Educational Psychologists, CAMHS.
- Provision groups are established: daily lunchtime group, tutor circle time to develop confidence and positive social interactions.
- Young carers are supported by the Young Carers Support organisation.
- The school accesses local support for students suffering a bereavement.
- Early help key worker (EHKW) or a family support worker may be used to work with students and their families for an agreed period.
- Emphasis is placed on regular and well planned personal, social and health education (PSHE) teaching.
- A daily breakfast club is available for pupils of need
- A weekly after school homework club
- A robust positive behaviour policy is consistently implemented which includes a clear, staged approach to rewards and consequences.
- The school council meets regularly to discuss a range of issues relating to school management.
- The school also participates in events such as the anti-bullying, mental health day and e-safety weeks.
- 1:1 adult support may be given for students with complex needs within the learning environment or during transition times and to support personal care.



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- A student voice questionnaire may be carried out to gain an understanding of a student's perceptions and views.
- Trusted adults are used to checking-in with students to enable them to discuss any worries.
- Staff are informed via teaching/support staff meetings and whole staff briefings of specific, individual needs to ensure there is a consistency of approach, e.g. for risk reduction plans.
- Themed assemblies are used to address topics such as personal safety, online safety, anti-bullying, disability, peer pressure, friendships and ASC.
- Please also see our current policies available either on the school's website or upon request.

16. What specialist services does the school use to support students and their families? (SEND CoP 6.79 bullet 13)

- As part of the cycle of SEN support – 'assess, plan, do, review' (ADPR) we will consider whether we need to involve other services to make sure a pupil's specific needs are met.
- Parents or carers will be asked to give their consent for other external specialists to work with their children.
- Specialists from a range of support services might be working with a student on a regular basis, over a set period of time, e.g. weekly for one term.
- The school has developed positive links with a number of external agencies in order to support students with SEND:
 - School Nurse
 - Educational Psychology Service
 - Speech and Language Therapy Service
 - CARM
 - Behaviour and Attendance Support Service
 - Child and Adolescent Mental Health Service
 - English as an additional language (EAL)Service
 - Social Services
 - external providers e.g. YMCA Dialogue Counselling Service.
- The designated teacher for looked after and previously looked after children is Laura Gyngell. [As such, her responsibilities include, but are not limited to:]
 - the management of additional needs plans (ANPs)/ Personal Education Plans (PEPS), attendance at CLA review meetings to discuss educational progress and targets;



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- regular liaison with The Virtual School, social workers, foster carers/parents where appropriate, relevant adults in the school community, review of behaviour logs.
 - The designated safeguarding lead coordinates risk reduction planning for safeguarding issues, attends core group meetings and multi-agency strategy meetings.
 - Please also see the link to local offer pages on council and health services
17. Where can I get information, advice and support? (SEND CoP 6.81 re local offer, Children and Families Act regulation 51, schedule 1 (11) - re advice)
- The 'local offer' on the internet shows advice and advocacy services for children, young people and parents and carers. [See link below:]
<https://westsussex.local-offer.org/>
 - SENDIAS:
SENDIAS supports children and young people with special educational needs and disabilities (SEND) and their families in West Sussex. Details are found below:
<https://westsussexsendias.org/>
18. What do I do if I am not happy or if I want to complain? (SEND CoP 6.79 bullet 14)
- In the first instance, you should contact the class teacher/tutor or a member of the inclusion team and we will work with parents or carers to resolve any issues you may have.
 - If parents or carers continue to be unhappy, they can use the Oathall Community College Complaints Policy, which is available to view via a link on the school's website.

Key terms:

ASD/ASC – Autism Spectrum Disorder/ Condition
CAT4 - Cognitive Abilities Test
CTOPP-2- Comprehensive Test of Phonological Processing
DASH – Detailed Assessment of Handwriting
DST – Dyslexia Screening Test
EHKW – Early Help Key Worker
HI – Hearing Impairment



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LAC - Looked after Child
MidYIS - Middle Years Information System
PD- Physical Disability
SLCN – Speech Language and Communication Needs
SDMT - Symbol Digit Modalities Test
SPLD- Specific Learning Difficulty
SEMH- Social Emotional and Mental Health
SPaRCS - Spelling, Processing and Reading Comprehension
WRAT 5 - Wide Range Achievement Test Fifth Edition
VI- Visual Impairment

Appendix

Document Control - Document Details	
Document Name	INCLUSION – English as an Additional Language (EAL) Policy
Purpose of Document	To explain how our school meets the needs of students with EAL
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Prepared by	Pauline Hamilton



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Version History		
Version number	Date Approved	Change/Reasons for Change/Comments
1	April 2023	New policy to replace the EAL element included in our previous Inclusion Policy
2		Added to Inclusion policy as an appendix

Definition of English as an Additional Language (EAL)

A student with EAL is any student exposed to a language at home that is known or believed to be other than English.

Aims

- to welcome the cultural, linguistic and educational experiences students with EAL contribute to the school.
- to ensure strategies are in place to support students with EAL.
- to enable students with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

To achieve these aims we will:

- Provide a welcoming atmosphere to newly arrived students with EAL.
- Assess the skills and needs of students with EAL - assessments are carried out by the EAL lead.



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- Gather accurate information regarding the students' backgrounds, cultures and abilities. A full EAL Induction will be carried out by the EAL Lead.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL.
- Use all available resources to raise the attainment of students with EAL.
- Monitor students' progress and adapt policies and procedures accordingly.
- Ensure students with EAL are acknowledged for their skills in their own languages.
- Welcome and encourage EAL parents to become involved in the life of the school.

EAL Provision

All EAL students are placed in mainstream lessons. Teachers maintain high expectations for all students regardless of gender, ethnicity, social background or English ability.

Bilingual dictionaries and translation devices will be permitted (and can be provided, where appropriate).

Students requiring additional support will receive this in the form of 1:1 lessons (or interventions), small group work as well as in-class support, when appropriate. This support is provided by the EAL Lead.

Students with EAL will have the option (whenever possible) to be enrolled for national examinations in their first language (Community Language GCSEs).

Learning Difficulties, SEN and Gifted and Talented Pupils

Whilst we recognise that most EAL students needing additional support do not have learning difficulties, should a learning difficulty be identified during assessment, EAL students will have equal access to their schools learning support provision.



INCLUSION – Special Educational Needs/Disability Policy (Including Inclusion EAL Policy)

Similarly, we recognise that there may be EAL students who are gifted and talented even though they may not be fully fluent in English. Provision is made for them to fulfil their full potential.