



Newton British Academy
Barwa City

EYFS Inclusion Policy

Policy Date: June 2025 - June 2027

Review Date: June 2026

**“An international community of learners striving for
excellence and celebrating success”**

Introduction

Students are identified as having Inclusion needs, meaning they require additional educational support to learn at the same pace as their peers of the same age and to access the curriculum effectively. This category also includes students who have English as an Additional Language (EAL) and are working below the expected level for their age. These students will receive tailored EAL support to address their needs.

In EYFS at Newton British Academy we aim to provide an environment and an experience in which learning and the growth of expertise can take place, within a supportive, stimulating, happy and co-operative community. Through respecting each student's unique personality, experiences, interests, strengths and areas of development, we aim to maximise the development of our students and to work towards realising their individual potential. To this end, teachers will monitor students's progress and provide appropriate experiences and tasks to stimulate, challenge and reinforce learning. In doing so, teachers will identify both students of exceptional ability and students who display significantly greater difficulties in learning than their peers.

Aims

- Identification of students who require Additional Educational Support through a variety of methods to include observations and assessments and to ensure that their specific needs can be met
- Support provided to students will be based on identified needs and be informed by regular reviews of progress as outlined in the Individual Education Plans (in consultation with parents and students)
- Ensuring that all learners make the best possible progress as outlined in their Individual Education Plans by the Class Teacher and Inclusion Department
- Provide students with the opportunity to express their views and involve them in decisions which affect their education
- Primary responsibility for the progress and care of all students in the classroom, including students with AESN lies with the Class Teacher
- Promotion of effective partnerships and involvement of outside agencies when appropriate to provide statements and other support
- Students with the greatest levels of need will have access to the greatest level of support, and whenever possible, these students will be supported by teachers with relevant expertise who can provide continuity of support
- Provide a supportive learning environment where students with English as an Additional Language can develop their language proficiency and access the curriculum fully, fostering their confidence, integration, and academic success

Objectives:

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for Inclusion
- To demonstrate that meeting the needs of Students's learning and / or behaviour is part of high quality mainstream education
- To plan for any pupil who may at some time in their education have Additional Educational Support Needs
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels

- To give every student the entitlement to a sense of achievement
- To identify, monitor and support all students who will need extra resources and/or teaching help as early as possible
- To work in partnership with the student's parents to provide them with support for the student against their specific, individual targets
- To regularly review the policy and practical arrangements to achieve best value

Identification & Support of Educational Needs (3 Sections)

Wave 1

Quality First
Teaching
6 months below
age related
expectations and
Class Teacher
recommendation

Person

Responsible:
Class Teacher

Type of Plan:

Classroom
Support Plan

Timeframe:

IEP Cycle + Review

The class teacher is responsible for differentiating the teaching and learning effectively to meet the needs of all students in the class. The class teacher recognises the student is below age-related expectations and is not responding appropriately to the standard differentiation provided. In this instance the Class Teacher sets an In Class Individual Education Plan (IEP) to incorporate further bespoke differentiation and strategies to help the student to make academic progress in line with age-related expectations. This IEP is developed by the teacher for an individual student and is reviewed and adjusted after each IEP cycle, after AESN assessments. A student will be removed from an In-Class IEP once they have achieved age-appropriate, academic goals.

Parents are met with where the IEP is shared, actions agreed and signed by all adults. The IEP targets can be shared with the child, where appropriate.

This is informed by but not limited to:

- ***Teacher observation records***
- ***Pastoral Notes***
- ***In class quizzes/assessments***
- ***Indicator Checklists***
- ***Key Objective Trackers***
- ***Parent and pupil consultations***
- ***Baseline Assessments***
- ***Termly Reports***

<p>Wave 2 Short Term Interventions 6 to 11 months below age-related expectations</p> <p>Person Responsible: Class Teacher Inclusion Dept ILS Teachers</p> <p>Type of Plan: In-Class Intervention Support Plan</p> <p>Timeframe: IEP Cycle + Review</p>	<p>In class intervention will be set by the Inclusion Department with specific focus groups and individual in-class support where required. An Individual Education Plan will be written and implemented by the Inclusion Department who will also provide in class support as outlined in the IEP. The aim of Wave 2 is to provide students with support to progress towards age-related expectations. Diagnostic assessments will be conducted to determine the student's current level in relation to their age/Year Group. From this, the Inclusion Department will work with the Class Teacher to create an IEP that outlines appropriate targets and strategies. This IEP is reviewed and adjusted after each IEP cycle, where the child will be reassessed using the same diagnostic assessments. A student will be removed from Wave 2 intervention if they have progressed to working within six months of their chronological age. Support will commence with an In-Class IEP developed by the class teacher and Inclusion Department.</p> <p>Parents are met with where the IEP is shared, actions agreed and signed by all adults. The IEP targets can be shared with the child, where appropriate. This is informed by but not limited to:</p> <ul style="list-style-type: none"> • Teacher observation records • Pastoral Notes • In class quizzes/assessments • Indicator Checklists • Key Objective Trackers • Parent and pupil consultations • Baseline Assessments • Termly Reports
<p>Wave 3 Long Term Needs 12+ months below age-related expectations.</p> <p>Person Responsible: Class Teacher Inclusion Dept ILS Teachers</p> <p>Type of Plan: Out of Class Intervention Support Plan</p>	<p>Wave 3 intervention will involve withdrawal from lessons where students will work in group, individual or paired sessions with the Inclusion Department. Wave 3 interventions also include students who require external academic support. This level of intervention is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports or statements from outside professionals (as appropriate). The aim of Wave 3 is to provide students with support to progress towards age-related expectations. Diagnostic assessments will be conducted to determine the student's current level in relation to their age/Year Group. From this, the Inclusion Department will work with the Class Teacher to create an IEP that outlines appropriate targets and strategies. This IEP is reviewed and adjusted after each IEP cycle, where the child will be reassessed using the same diagnostic assessments. A student will be removed from Wave 3 intervention if they have progressed to working within 12 months of their chronological age. Parents are met with where the IEP is shared, actions agreed and signed by all adults. The IEP targets can be shared with the child, where appropriate.</p>

Timeframe: IEP Cycle + Review	<p>This is informed by but not limited to:</p> <ul style="list-style-type: none"> • <i>Teacher observation records</i> • <i>In class quizzes/assessments</i> • <i>Pastoral Notes</i> • <i>Key Objective Trackers</i> • <i>Indicator checklists</i> • <i>Diagnostic assessments in literacy/numeracy</i> • <i>Parent and pupil consultations</i> • <i>Formal observation of behaviour if necessary</i> • <i>Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc</i> • <i>Any reports or statements received from outside professionals</i> • <i>Termly Reports</i>
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Outline of Staff Responsibilities:

SMT:

Overall responsibility for the day-to-day management of provision with the Inclusion Coordinator to:

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching roles, including AESN roles
- Coordinate teachers' work to ensure continuity of provision for all students
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, students and external professionals/agencies
- Ensure that effective systems are implemented to identify students' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of students with AESN, and ensure that all school staff (class teachers, Inclusive Learning Support Teachers (ISLs) teaching assistants and support teachers are clear regarding their roles and responsibilities in this area

Inclusion Coordinator / EYFS Coordinator and Deputy Head of Primary (Academics) :

- Overseeing the day-to-day operation of the AESN policy
- Coordinating provision for students with Additional Education Support Needs
- Organise the timetable for ILS teachers
- Liaising with and advising Class Teacher, Teaching Assistants, ILS Teachers and Shadow Teachers with regard to supporting students with Additional Education Support Needs
- Liaising with parents of students with Additional Education Support Needs
- Monitoring and evaluating the AESN provision
- Keeps a list of students who are receiving supplementary teaching
- Supports the implementation of the tracking system at a whole-school level to monitor the progress of students who avail of additional support
- Ensure all data is uploaded to SIMS

- Keeps teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals
- Stores all files for the students
- Participates in and or oversees the drafting of IEPs, IBPs and classroom support plans with the relevant persons

Inclusive Learning Support (ILS) Teacher

The Inclusive Learning Support Teacher plays a vital role in creating an inclusive and supportive educational environment for all students. They are responsible for identifying and addressing the needs of students with Additional Educational Support Needs, including those with English as an Additional Language. This involves working collaboratively with classroom teachers, parents, and external specialists to develop and implement individualised support strategies. This includes:

- Monitoring student progress
- Adapting teaching methods
- Creating session plans
- Working alongside the Inclusion Department
- Updating IEPs
- Attending and contributing to meetings within the Inclusion Department

Class Teacher:

Effective teaching and learning is critically important for all students, and especially for those with Additional Education Support Needs. Meaningful inclusion implies that all students are taught in stimulating and supportive classroom environments where they are respected and valued. Class teachers have first-line responsibility for the education of all students in their classes. Accordingly, Class Teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom. This will include adapting their teaching approaches for some students whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All Class Teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of students with Additional Education Support Needs. These include:

- Collaborative/Team teaching and learning within the classrooms
- Collaborative problem-solving activities
- Pair/Group work
- Differentiation
- Interventions to promote social and emotional competence
- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of students' interests
- Matching tasks to students' abilities and needs
- Adapting and utilising resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

School Counselor:

The School Counselors should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of collaborative/team teaching, early intervention and small

group or individual support. Depending on the learning needs identified, a student with Additional Educational Needs may be supported at classroom level, or through classroom placement with additional teaching delivered through in-class or withdrawal support models.

Some students with more complex and long-term needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions should be based on careful identification of strengths and needs, including multi-disciplinary assessment when necessary.

The type of support offered depends on the student's individual needs and takes the form of:

- Curriculum support
- Life and/or social skills training
- Fine/gross motor development
- Communication and/or language development
- Behaviour modification programs
- Assistance with sensory modulation
- Development of anger management strategies
- A combination of some/all of the above

School Counsellors, in consultation with class teachers, should plan their interventions carefully to address students' priority learning needs and to achieve the targets identified in the relevant continuum of support plan. Short-term planning should reflect the support plan targets and should break down the development of skills and content into small incremental steps to address each student's specific needs on a weekly basis. Outcomes for students should be routinely assessed, recorded and used to review progress. These outcomes should also be used to inform the targets for the next phase of intervention.

Parental Involvement:

Good parental engagement is a critical factor in enhancing outcomes for students with Additional Education Support Needs. Parental engagement is enhanced when parents are consulted in relation to their child's needs and strengths, on the support and strategies being developed to support their child, and when they are involved in regular reviews of progress of the IEPs. Our school will consult with parents when developing and reviewing the Individual Education Plans for the student with Additional Education Support Needs. This helps to ensure that parents understand the school's approaches and better enables them to support their child in transitioning through the school.

The Parents can prepare for and support the work of the school by:

- Supervising, assisting with, showing interest in homework set
- Reading and telling stories to their child/ children
- Listening to and giving supportive feedback on oral reading
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers
- Signing and returning consent forms to the school regarding withdrawal for support teaching
- Keeping the Class Teacher informed of any home factors which may be affecting their student's progress
- Participating in activities organised by the school that are designed to increase the involvement of parents in their child's learning

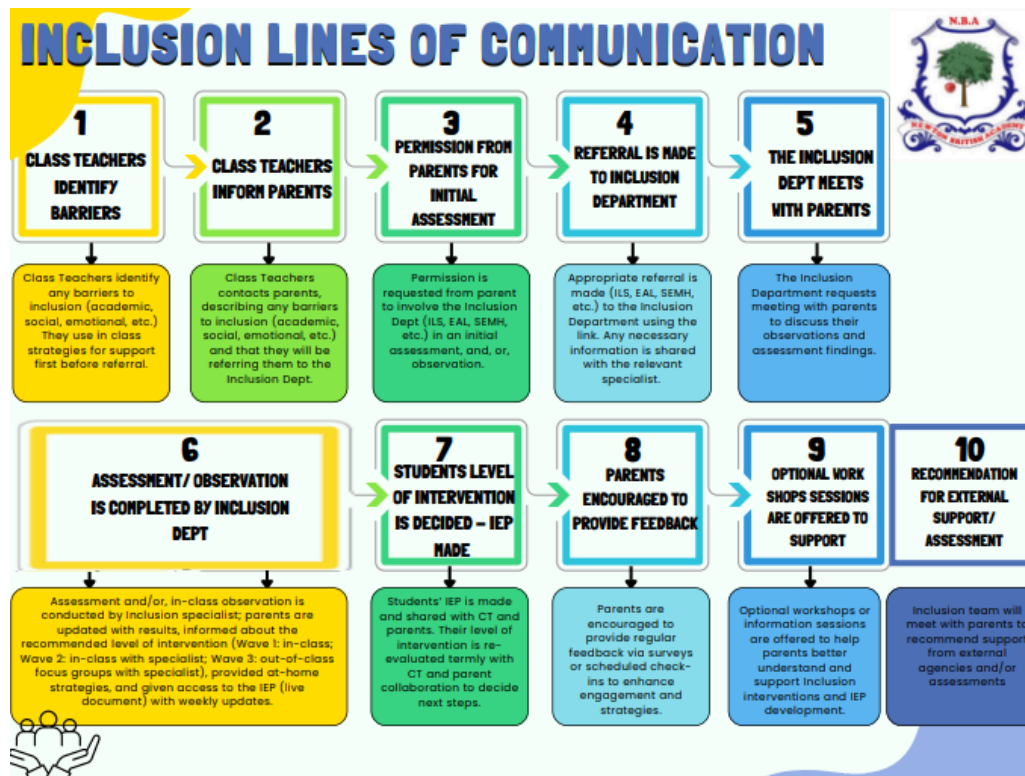
- Helping their child to develop their organisational skills
- Helping their child to look after school books and other resources which are loaned to the students for use at home

Referrals

If a teacher notices that a child may need extra help, they follow these steps:

1. **Talk to parents** about any concerns.
2. **Ask for permission** to involve the Inclusion Team.
3. **Assess or observe** the child to understand their needs.
4. **Meet with parents** to share findings and plan support.
5. If needed, an **Individual Education Plan (IEP)** is created.
6. **Parents give feedback** and may be offered workshops.
7. If further help is needed, we may suggest **external support**.

We work closely with families to help every child succeed.



Whole School Strategies to minimise learning difficulties

As a school we strive to minimise learning difficulties. To support this we have the following strategies in place:

1. Early Intervention:

We believe it is important to identify and assess students with Additional Education Support Needs as early as possible so that effective interventions can be put in place. Baseline and screening tests are administered in all year groups. Students who present with scores below expected level are highlighted and monitored by their Class Teachers. If a support plan is deemed necessary the parents of these students are invited to attend an initial meeting to discuss the proposed plan with the relevant staff members and are invited to contribute to the plan. Targets are also set for completion at home. Support and ideas on how to instigate these plans at home are provided to the parents. These plans run on an 8 week cycle.

2. Promotion of Literacy/Numeracy:

- Pie Corbett Talk for Writing
- Guided Reading
- Print rich environment
- Shared/paired reading
- Story time, library time, Book Week, Book Fair, Class library, visiting authors
- Philosophy for Children (P4C)
- Problem Solving opportunities
- Questioning techniques
- Development of mathematical approaches through White Rose Maths

3. Parent Workshops:

Throughout the school year parent workshops take place to share aspects of the curriculum and programs being followed by the school. Support from the Inclusion team and School Counsellor is provided where appropriate.

4. Developing Listening Skills:

Promoting a classroom environment where students listen to others, do not interrupt the speaker and wait their turn; circle time, listening games/activities; listening to music etc.

5. Observation:

The current methods in use for adequate Student Observation of an identified student are:

- Indicator checklists – AESN, Literacy, Numeracy, Behavioural
- Pastoral Notes / My Concern notes and Social and Emotional Journals
- Success Criteria Trackers

- Records of teacher observation
- Success Criteria Trackers
- Guided Reading records
- Feeding Forward Observations
- Shared observation (involving Inclusion Department or School Counsellor)
- Reports from previous class teacher (if applicable)
- Reports from outside agencies such as Speech and Language

Associated Policies and Documents

- NBA Curriculum Policy
- NBA Teaching and Learning Policy
- IEP (individual Education Plan) Template
- NBA Behaviour Policy
- NBA Counselling Policy
- On-Line Learning Policy