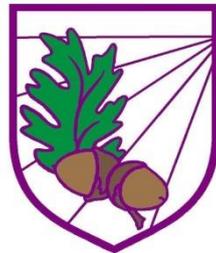


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OAK VIEW PRIMARY & NURSERY SCHOOL



INCLUSION POLICY

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INTRODUCTION

Oak View is an inclusive school that values the abilities, achievements, cultures and talents of all our children and is committed to providing the best possible environment for learning. We take into account our pupils' varied lifestyles and needs. Our experiential curriculum provides personalised learning in which we have high expectations for all children. The achievements, attitudes, contributions, health, safety and emotional wellbeing of our children are of great importance to us. Our expectation is that every child will achieve their maximum potential in a caring and supportive environment which is in line with our mission statement of "Empowering skilful, independent learners for the future".

AIMS AND OBJECTIVES

Our school aims to be an inclusive school, contributing to community cohesion through its quality of provision and the engagement of its pupils. We actively seek to remove any barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. We offer equality of opportunity to all groups of children who may be represented within our school:

- Girls and boys
- Children from diverse socio-economic backgrounds
- Minority and ethnic faith groups
- Children who need support to learn English as a second or third language
- Children who have special educational needs
- More able children
- Children who are looked after by carers
- Children who are at risk of disaffection or exclusion
- Travellers

We aim to achieve educational inclusion by continually reviewing our practice and asking these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?
- Is there cohesion between parents, carers, governors and the school personnel?

The main provision of the school is by quality first teaching in classes where a teacher and teaching assistant deliver a multisensory curriculum and support children in their learning, at whatever stage. Our school believes that children learn best with the rest of their class. We aim for all children to be involved in learning with their class and to be working towards being independent learners who are achieving their potential.

ADMISSIONS AND INCLUSION

The Local Authority (LA), Hertfordshire County Council, co-ordinates admissions to Oak View. Children with identified special educational needs (SEN) and those with an Education, Health and Care Plan (EHCP) will be offered places according to the Hertfordshire admissions criteria. Admission for all children is in line with national legislation, including the Equality Act, 2010.

Identification, Assessment and Provision

To ensure that **all** pupils are given the best opportunities for learning, and for making progress, the achievement of pupils is monitored each term. Underachievement is identified as early as possible through teacher assessment and tracking pupils' progress using age related assessment levels. Targets are set to address individual learning needs. These targets are monitored, evaluated and reviewed at least once a term. Pupil Progress Meetings take place between the class teacher and senior colleagues to make a judgement on whether sufficient movement towards targets has been made. The provision of learning opportunities and resources are adapted to encourage and enable pupils to move forward in their learning.

SPECIAL EDUCATIONAL NEEDS

We aim to provide a broad and balanced curriculum for all children by:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning
- Conducting appropriate assessment for individuals and groups of pupils

We recognise that many pupils will have additional needs at some time during their school life. Whilst many factors contribute to the range of needs experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. Children with SEND are entitled to be taught by their teacher, not always by a TA, either individually, as part of a small group, or as part of their whole class. We endorse the principles of equal opportunities for all.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The definition of Special Educational Needs and Disabilities (SEND) is outlined in the SEND Code of Practice (0-25 years) 2014.

Children have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them.

Children are considered to have special educational needs if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age
- Children under compulsory school age have special educational needs if they fall within the above definitions or:
 - o Have emotional or behavioural difficulties that interfere with their ability to learn

Children must not be regarded as having SEND solely because:

- They have a disability
- The language of their home is different from the language in which they are being taught
- They are making slow progress or have low levels of attainment
- They display persistent disruptive or withdrawn behaviours

There are four broad areas of need – described in the SEND Code of Practice 2014:

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children and young people with ASD, including Asperger's syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can impact on how they relate to others.

2. Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils mental health needs and behaviour difficulties in school – see the references under Chapter 6 for a link.

4. Sensory and/or Physical needs

Some children and young people require a special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require special support and/or equipment to access their learning. Children and young people with an MSI have a combination or vision and hearing difficulties. Information on how to provide services for deaf/blind

children and young people is available through Social Care or Deaf/Blind Children and Adults guidance published by the Department of Health (see references under Chapter 6 for a link). Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

IDENTIFYING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Children may enter full-time school where their needs may have already been assessed within a pre-school setting. In such cases, the school will liaise with the previous setting and any other professionals involved at a transition meeting. A plan will be made to ensure that the move from one setting to another is a smooth and positive experience for the child and their family.

Children will be assessed on entry into school to give a baseline of their skills and levels of attainment and so build on information received from their previous setting. Teachers are responsible and accountable for the progress in learning and development for all children in their class, including the management of support from teaching assistants or specialist staff. Teachers are continually aware of children's learning and adapt teaching and learning to meet the needs of individuals and groups of children. The SEND Code of Practice 2014 clearly states that "all teachers are teachers of pupils with special educational needs."

Children with SEN are identified in three main ways:

- Observation
- Provision and Assessment
- Consultation with parents/carers or professionals

In line with the Code of Practice 2014, if a child is observed to be making less than expected progress given their age and individual circumstances then a cause for this will be sort. This can be characterised by progress which;

- Is significantly slower than their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

The Senior Leadership Team (SLT), including the Inclusion Coordinator (INCo), coordinates the analysis of progress made by every child in the school at termly pupil progress meetings. If adequate progress had not been made by individuals in spite of Quality First Teaching (QFT), a plan of support is agreed. Information from a range of sources, including discussion with the pupil (pupil voice), parents/carers, teacher and/or INCo will be gathered to determine the needs and provision for the child.

Any queries or concerns expressed by parents/carers about their child's learning are taken seriously and are followed up. Frequently, a concern can be addressed through QFT and/or some parental support. However, sometimes further discussions may take place and school interventions put in place. The outcome of these interventions will determine if any further support, possibly involving outside agencies, is needed to remove their barriers to learning.

School has a graduated approach to SEN:

If a child is identified as having SEN, the school will take action to remove the barriers to learning and put appropriate special educational provisions into place. This SEN support will take the form of a four part cycle of Assess, Plan, Do, Review where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and what supports them in making good progress and securing desired outcomes.

- Initially, all children receive inclusive Quality First Teaching. Assessment and monitoring of progress is carefully tracked and reviewed regularly, not least at termly Pupil Progress Meetings involving members of the SLT and the INCo.
- If concerns persist relating to a child's progress or attainment then he/she may receive time-limited and targeted interventions that are different from, or additional to, the Quality First Teaching. The class teacher will keep parents/carers informed and draw upon them for additional information as necessary. The interventions are logged and reviewed as part of a termly cycle, and next steps considered when an intervention is completed.
- Should a child continue to experience difficulties in their learning and/or development, despite interventions, support may be sought from a specialist outside agency, such as Educational Psychologists or Advisory Teachers (see appendix 1 for a non-exhaustive list of the agencies to which we can make a referral if necessary). School can access this support by obtaining parental consent and then completing and submitting a Service Request (SR) form. Their advice will be implemented and reviewed at regular intervals. Advice can also be sought from internal specialists, such as Nurture Staff. It may be necessary in some cases to create a personalised plan for a child for whom we have received advice, in order to ensure consistency of support. Any plan will be created together with parents/carers and reviewed regularly.
- Should more than one agency be required and there are unmet needs then the completion of a Families First Early Help Module Assessment maybe necessary, in order to coordinate the range of support the family is offered (see appendix 2 for further information regarding the Families First EHM).
- In extreme cases, should a child continue not to make expected progress from all the support given, it may be necessary to apply for an assessment for an Education, Health and Care Plan (EHCP) if the child meets the relevant criteria. The child and their family are fully involved in this potentially 20 week process.
- Parents/cares and all involved in supporting the child will meet regularly to review progress. It should never come as a surprise to a parent/carer that their child is experiencing difficulties and is being identified as having SEND. Parents/carer and teacher consultations are available at least three times per year. These may be in addition to meetings with other professionals who are supporting the child.

Although the school is able to identify special educational needs and to make appropriate provision, we are not able to offer diagnoses. Parents/carers are advised to contact their GP who is able to make a suitable referral for consideration for any diagnosis of possible conditions which relate to health and/or wellbeing e.g Autism/ADHD, Dyslexia, Dyspraxia, mental health issues etc. School can provide supporting documentation to assist in this referral process if necessary.

CONSIDERING AN APPLICATION FOR ASSESSMENT FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)

The purpose of an EHCP is to make personalised special educational provision to meet the specific needs of a child/young person and to secure the best possible outcomes for them across education, health and social care. EHCP's are forward looking documents that outline the provision required to meet assessed needs and to support the child to move forward on their learning journey.

An EHCP has replaced a 'Statement of Special Educational Needs', the previous top level of SEN provision in this country. No new Statements were issued after 1st September 2014. All current statements should be converted to an EHCP by April 2018. Hertfordshire has a rolling programme for achieving the requirement.

Children eligible for a Statement should also be eligible for an EHCP. There are some instances in which this may not happen:

- The child's needs have significantly changed
- The child is no longer in education or training

Children for whom it is considered will manage in main stream schools, albeit with support, are less frequently assessed for an EHCP. Having a diagnosis e.g Autism, does not necessarily mean that an EHCP is needed.

Where children do not make expected progress, in spite of high quality teaching, differentiated activities and targeted support, after discussion with parents/carers, an application may be made for the child to be assessed for an EHCP. In general, school will apply for an assessment for an EHCP if:

- The child's achievements are so far below their peers that it is considered that the child may, at some point, benefit from special school provision.
- The child has a disability which is life long and means that they will always need support to learn effectively
- The child is Looked After and therefore additionally vulnerable

If an application for an EHCP is successful, a member of the Local Authority SEND team will call a meeting for parents/carers, the school and any health or social care professional involved with the family. At the meeting the child's strengths, their aspirations and also the barriers that they face will be recorded. Professionals and parents/carers will agree strategies for supporting the child to overcome their difficulties. From this information, an EHCP will be produced by the Local Authority.

An EHCP will be reviewed annually by parents/carers and professionals unless the child is under 5 years of age when there will be a review of the EHCP every 6 months. Where appropriate, the child may be involved in some or all of the review process.

SUPPORTING CHILDREN WITH MEDICAL NEEDS - including physical and sensory

Oak View is an inclusive community that supports and welcomes pupils with medical conditions. It provides them with the same opportunities and access to learning and activities, both school based and out of school, as other pupils. Our school's view is that no child should be excluded from an activity because of SEN, disability or medical needs. We recognise that, occasionally, a child with medical needs may not be able to participate in an activity as it would compromise their safety and /or well-being. Such a decision will be based on consultation with parents / carers and medical advice.

Our school will listen to parents / carers and advice from professionals in order to make reasonable adjustments to the environment or curriculum to meet the child's medical needs. This may include the provision of auxiliary aids and specialist services to prevent them from being substantially disadvantaged. School will ensure that nominated staff receive appropriate training to manage specific medical conditions. Training will be arranged in liaison with health professionals and monitored by them.

The school recognises its duties as detailed in the Children and Families Act 2014. Some children may be considered to be disabled under the definition set out in the Equality Act 2010. The disability may be long or short term. In such cases, school will make reasonable adjustments to promote their inclusion and comply with the duties of the Equality Act.

We aim to build trust between school and parents / carers so that they feel confident to leave the child in our care and that their needs will be met. We understand that children with the same medical condition will not have the same needs and we will focus on the needs of the individual.

Advice from medical professionals will be formulated into a Health Care Plan by the INCo which will address the child's needs and the actions that are required to enable them to be safe and cared for whilst they are in school or following off-site activities. It will also include actions to be taken in case of an emergency. Parents / carers agree the plan and this will be circulated to the staff in the child's class, the school office, parents / carers and the School Nurse. The Health Care Plan will be reviewed annually, unless there are changes that warrant an earlier review. The plan will accompany the child on all off-site activities to ensure that their well-being is not compromised in any way.

Some children with medical conditions may have a Statement or an Education, Health and Care Plan or the family may be involved in the CAF (Common Assessment Framework)/EHM (Early Help Module) process. These will embrace all aspects of the child's needs – health and social care as well as their special education needs. Team Around the Family meetings may be planned on a six-weekly cycle so that school are kept aware of any changes in the child's condition or any changes that may be necessary to the school's provision for them.

All staff, including Mid-day Supervisory Assistants (MSAs) are made aware of children with medical conditions from a visual reference resource which names the child, their condition and states whether there is a Health Care Plan.

Where medication needs to be administered at school, parents / carers will be asked to comply with school procedures and to complete the appropriate consent form. Medication will only be administered when it would be detrimental to a child's health or school attendance not to do so. School will keep detailed records of the administration of medications.

In some instances, it may be necessary for staff to make physical contact with a child whilst supporting them with their medical needs and / or their learning. Personal care will be managed discretely and with a second adult present. Agreement will be sought from the parents / carers prior to these actions.

FUNDING

School has a designated budget for SEND provision. Some children may be deemed to have exceptional needs which may require additional funding for school to meet their needs. Exceptional Needs Funding (ENF) **may** be granted on application to the LEA. This process of application requires a written outline of the exceptional needs of the child, the provision required to achieve desired outcomes and the funding requested. The contents of the application are discussed at a SENCo Cluster meeting and, with agreement of those present, the application goes forward to the LEA Panel for consideration.

Occasionally, a child may have complex needs which require the training of staff in medical procedures. Training and monitoring of practice is in partnership with NHS. Complex medical needs may require an application for Complex Care Funding to support the child being able to attend school, access educational provision and their health and well-being being secured. This application needs to be completed annually.

The Governing Body is informed of how the funding allocated for special educational and health care needs has been dispensed.

ACCESSIBILITY PLAN

A plan has been developed to improve the accessibility to our school and the learning journey for all, including pupils with physical disabilities and visitors.

Three areas have been considered for improvement –

1) the physical environment ~

- ramps to facilitate wheelchair access to ground floor areas
- exit door controls set at low level
- paved areas to level out uneven ground
- quality play equipment and safety surfaces

2) the curriculum ~

- a broad and balanced curriculum
- intervention strategies that support children to develop skills and encourage them to become independent learners
- use of a variety of teaching and learning styles + strategies
Visual, Audio and Kinaesthetic

3) the written word ~

- key areas within the school labelled in different languages
- display boards featuring different languages taught in school
- display boards featuring the languages of pupils within the school community
- newsletter translated into other languages
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- giving appropriate opportunities for talking, and using talking to support writing
- Teaching Assistant focussing on EAL children supports teachers and interacts with children in a group / individual basis
- support from other children whose English is more advanced
- Foundation Stage children are usually supported within the classroom, however, older children may be grouped in out of class activities

Access to the curriculum and assessment by:

- using texts and materials that suit the children's ages and learning stages
- using home or first language where appropriate
- support through a variety of materials – ICT, video and audio materials, dictionaries, readers

Assessment for learning:

- data analysis is carried out by the INCo to monitor the progress of EAL children and appropriate support is then allocated
- the Deputy Head monitors EAL pupils' progress in line with the Assessment Policy
- children are assessed in their acquisition of English by QCA assessment levels
- language support is available for children during the Key Stage 1 and Key Stage 2 tests where appropriate

TRANSITION

At Oak View, we understand that it can be difficult for some children to move from one class to another or to move from one setting to another. It is our aim to make transition as smooth and as positive an experience as possible for both the child and their family.

In order to achieve this support for transition may include:

- additional meetings for parents / carers
- prior to children starting in Nursery, staff arrange home visits with the family
- children with SEND - prior to entering Oak View, the INCo and receiving staff may arrange a home visit / visits to exchange information, views, observe the child and begin the home school partnership of working together co-operatively and effectively to meet the child's needs
- sharing of information between the current teacher and the receiving teacher
- additional visits to those planned to a new classroom to become familiar with its layout, location and facilities
- additional time with new staff
- gradual transition into a new setting where the child is moving from pre-school into full-time education
- visually based (photographs) transition book
- contact / meeting with the SENCo of a new setting, especially where transition is across a phase

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The progress of pupils whose first language is not English is closely monitored across the curriculum to ascertain whether any problems arise from an uncertain command of English or from special educational needs.

Proficiency in English is judged using termly assessments which track children's development in listening, speaking, reading and writing. Information from assessments is used to plan next steps, additional support, and to monitor the acquisition of skills in English.

In general, children need exposure and time in order to gain a command of this additional language – approximately 2 years.

A visually based EAL induction book is available for parents/carers to share with children entering our school to familiarise themselves with its environment, requirements and general information.

Across the school children are helped in their learning of English as an additional language by:

- use of visual prompts to introduce / extend vocabulary and concepts
- pre-teaching vocabulary in readiness for whole group teaching and learning
- modelling grammatically correct language
- provision of a range of reading materials to exemplify the different ways in which English is used
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- giving appropriate opportunities for talking, and using talking to support writing
- a dedicated EAL Teaching Assistant to focus on and interact with the children in a group / individual basis
- support from other children whose English is more advanced
- provision of a selection of dual language books, both fiction and non-fiction, including dictionaries
- multi-lingual signs across the school
- Foundation Stage children are usually supported within the classroom, however, older children may be grouped in out of class activities

Access to the curriculum and assessment by:

- using texts and materials that suit the children's ages and learning stages
- visual resources
- using home or first language where appropriate
- support through a variety of materials – ICT, video and audio materials, dictionaries, readers
- EAL focused support for vocabulary and language building from an identified adult

Assessment for learning:

- the INCo tracks the early acquisition of language skills – termly assessment
- curriculum data analysis is carried out by the INCo to monitor the progress of EAL children and, where needed, appropriate support is then allocated
- the Deputy Head monitors EAL pupils' progress in line with the Assessment Policy
- children are assessed in their acquisition of English through guidelines linked to attainment levels
- where a child is not making progress in learning in line with other EAL children starting from the same baseline, a request for an assessment in their own language may be made in order to identify barriers to learning and determine if the child has SEN
- language support is available for children during the Key Stage 1 and Key Stage 2 tests where appropriate

More Able Learners

At Oak View Primary and Nursery School we believe in treating all pupils as individuals and so catering for their individual needs. This includes the 5 – 10% of pupils of higher ability who we refer to as More Able.

Identification

The identification of more able pupils is a process in which all staff and parents have a part. It is overseen by the INCo.

The identification process is as follows:

- Twice yearly (Jan & July) the class teacher identifies the top three attainers in each of the core subjects, as well as any children they consider to be more able for other, perhaps extra-curricular reasons.
- These children are recorded as more able on our electronic system in order that they can be planned for and their progress can be tracked

Monitoring Progress

More Able children are monitored by class teachers, subject leaders and the INCo through a programme of work sampling, classroom observation, the analysis of test results and the amount of progress made over a specific period of time. Results are compared with the age related expectations.

The class teacher monitors pupils on a daily basis by setting targets, reviewing them frequently to track achievements. Pupils are tested at least once a year.

We believe that one of the most effective strategies for helping more able pupils to reach their full potential is by ensuring that they develop as rounded people so that their progress in social and interpersonal skills are monitored as well as their progress within the curriculum subjects. In particular, we encourage every child at Oak View to have a 'Growth Mindset', meaning that they are resilient, collaborative and inquisitive learners who celebrate mistakes as points of learning and see their brain as a muscle they can exercise and make stronger. This positive attitude is particularly important for our more able children, who can often be afraid of mistakes as they are not used to experiencing them.

There are three basic strategies for meeting the needs of more able pupils ~

- acceleration
- enrichment
- extension

Acceleration ~ is by enabling pupils to access work which would typically be for older pupils.

Enrichment ~ is the broadening of the child's education. This can consist of enabling a pupil to study aspects of a topic which there would not normally be time to study, or it can consist

of adding extra subjects to the curriculum. There are learning opportunities within the network schools for more able children.

Extension ~ is when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

At Oak View we focus on these basic strategies for meeting the needs of more able pupils to support them in reaching their full potential.

ARRANGEMENTS FOR THE CO-ORDINATION OF SEND PROVISION

– roles of the Headteacher / INCo

- implementing the requirements of the Code of Practice 2014 and its related documents
- ensuring that all staff are aware of new developments in SEND and the implications for teaching and learning.
- overseeing the day to day operation of the school whilst complying with the school's Inclusion policy
- liaising with relevant staff where a Pupil Premium or Looked After child has SEND
- advising on the graduated approach to SEND support
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with parents and carers
- highlighting training opportunities for staff which will enhance their practice in the classroom and therefore provision for children with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact for external agencies, especially the local authority and its support services
- liaising with potential "next step" providers of education to ensure that the parents / carers and children are informed of their options in order for a smooth and positive transition to be planned
- ensuring that the school keeps all records relating to SEND up to date
- ensuring that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

PARENT PARTNERSHIP:

Our school recognises the importance of, and values the partnership with parents/carers.

We aim to:

- develop a working partnership between school and home to support all aspects of a child's learning and development
- provide a welcoming and comfortable environment where parents / carers can discuss any concern
- ensure shared knowledge and support through formal and informal meetings with parents / carers
- access to an interpreter or another person able to translate when appropriate
- provide written communications in their first language, where necessary, for clarity and effectiveness

We recognise that difficulties may arise in a minority of cases and respect the right of parents / carers to seek independent advice and support.

REVIEWING THE INCLUSION POLICY

The Inclusion Policy will be revisited and reviewed bi-annually in order to ensure that provision remains relevant and continues to be used as a working document. Should any relevant government guidance or statutory guidelines be created the school will ensure that all necessary steps are taken to comply with these regulations.

The implementation of the Inclusion Policy is monitored by the SEND governor in co-operation with the Head Teacher and the INCo.

The INCo meets with the SEND governor once each term to ensure up to date knowledge of the provision being made for children in the school.

COMPLIANCE:

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 (July 2014)

It has been written with reference to the following guidance and documents :

- Children's and Families Act 2014 and associated regulations
- SEND Code of Practice (0 – 25 years) 2014
- Equality Act 2010
- Supporting Pupils at school with medical conditions 2014
- Safeguarding policy
- Teachers Standards' 2012

Oak View Primary & Nursery School – Inclusion Policy

Appendix 1

Agencies to which school can refer if necessary (this is a non-exhaustive list)

- Educational Psychology Team
- Early Years SEND Team
- Attendance Team
- Speech & Language Therapist
- Specific Learning Difficulties (SpLD) Base at Applecroft Primary School
- Intensive Families First Support Team
- School Health Nurse Team
- Counselling in Schools
- The Park Education Support Centre
- Springmead Primary Support Base
- Communication & Autism Team
- Sensory & Physical Impairment Team
- Education Support Team for Medical Absence (ESTMA)
- Access to Education Team for Refugees and Travellers

Oak View Primary & Nursery School – Inclusion Policy

Appendix 2

Further information regarding the Families First Early Help Module

In Hertfordshire, teams and agencies involved in early help are coming together under the overarching brand of 'Families First'.

Hertfordshire has long recognised that preventing problems makes more sense than trying to fix things further down the line. What Families First will do is provide families and practitioners with better co-ordinated support, an area which has been highlighted for local improvement by several reports in recent years.

We are defining early help as:

"Taking action to support a child, young person or their family, early in the life of a problem, ideally as soon as it emerges. It can be at any stage in a child's life from pre-birth to adulthood, and applies to any problem or need that the family cannot deal with or meet on their own".

The list of roles and services doing this is exhaustive and includes over 8000 practitioners across the county. Families can experience many difficulties, ranging from domestic abuse, bullying, trouble with police or with a child's behaviour, to child neglect, school attendance problems, financial difficulties or homelessness. An effective and consistent approach early on can prevent the need for more intensive support, and can minimise the impact of those problems in later life.

In Hertfordshire, the Families First Assessment (FFA) is our early intervention multi-agency single assessment tool. The FFA is used by practitioners who work with children, young people, parents and carers. It is used to identify needs, and to organise the right support and services to address those needs at an early stage. The FFA process allows different agencies and services to share information and work together in a coordinated way. FFAs are voluntary, and require consent from parents or carers before they can begin.

The FA process is designed to address needs which require a multi-agency response. FFAs can and should be started by any practitioner who has identified additional needs amongst any of the children, young people or families that they work with. The FFA process uses a "whole family" approach, which allows everyone's needs to be taken into account, in order to make a lasting difference. However, FFAs in Hertfordshire can also be used to assess individuals and their needs.

The Families First Assessment (FFA) will replace the existing CAF. It will be hosted on the Early Help Module (EHM).

For further information please go to

<http://www.hertfordshire.gov.uk/services/healthsoc/childfam/cafinfo/>