



# Poppy Academy Trust Inclusion Policy

## Statement of Intent

The Poppy Academy Trust is committed to improving the life chances of all our children. We will nurture a passion for learning to enable them to thrive in an ever-changing world.

We have shared values across the Trust which we teach explicitly and throughout the curriculum to the children. At our Church schools, these values are rooted in our Christian ethos and distinctive Christian character.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

<b>Inclusion Policy</b>	
Written by:	Laura McManus, Finella Parmar, Ayanna Stevens and Sarah Cavalier
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Our Local Governing Bodies are dedicated to the promotion of high standards of educational achievement. We are committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

'The school' refers to Fair Field Junior, St John's Infant and Nursery (Radlett) and Watford St John's.



## **SECTION 1 – Key Information**

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## **Our school beliefs and values around Inclusion**

Our goal is that children will be happy, enjoy school and make good or better progress in their learning. Every child in our school is valued and all achievements are recognised. Learning is matched to the needs of the children within the framework of the National Curriculum. All teaching and learning in our school takes account of the individual abilities of the child and the pursuit of the highest possible standard for them. Every teacher is a teacher of every child including those who fall under the inclusion umbrella.

### **Compliance:**

This policy is written in line with the requirements of:

- Children and Families Act (2014)
- SEND Code of Practice 0-25 (Published June 2014 last updated 30<sup>th</sup> April 2020)
- The Equality Act 2010: advice for schools Dfe (Feb 2013)
- Statutory Guidance on Supporting pupils at school with medical conditions (Published September 2015 last updated August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)



- The Special Educational Needs and Disability Regulations (2014)
- The SEN Information report regulations (2014)
- SEN and Alternative Provision Green Paper (2022)
- Teachers standards (2013, Terminology updated 2021)

This policy should be read in conjunction with the following school policies and documents: Anti-Bullying Policy, Accessibility Plan, Behaviour Policy, Safeguarding policy, Local Offer for SEND, Equality Policy. This policy has been created by the Trust SENCos, SEND Governor, SLT, staff and parents with SEND, all staff, and reflects the SEND Code of Practice 0-25 guidance.

### **Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2015.**

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at

- (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Contextual information about our school/setting**

Appendix A: Fair Field Junior School

Appendix B : St John's Infant and Nursery School

Appendix C: Watford St John's.

### **Aim**

At the Poppy Academy Trust we want to raise the aspirations of and expectations for all pupils and are committed to inclusive policies and practices. We want to provide a focus on outcomes for children and young people and not just hours of provision and support. We want to ensure that children leave our school equipped with the skills to support them in secondary school and the wider community.

It is our aim to be a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality must be a reality for all of our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- Girls and boys
- Children receiving the Pupil Premium Grant (PPG) and Early Years Pupil Premium



- Funding (including service children, free school meal children and ever 6 children)
- Children with special educational needs (SEN)
- Children with disabilities
- Children with English as an Additional Language (EAL)
- Black/mixed ethnicity
- Minority ethnic and faith groups
- Traveller children
- Looked after children (LAC)
- Summer born children
- High achieving children (able, gifted and talented)
- Other vulnerable groups

We focus on individual progress as the main indicator of success. We strive to make a clear distinction between “underachievement” and special educational needs.

Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

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

### **Objectives**

To provide an inclusive education for all pupils and use our best endeavours to remove barriers to learning by **providing high quality first teaching differentiated for individual learners**.

- To welcome pupils with SEND / additional needs and meet their needs in a positive manner so they achieve their full potential and encourage confidence and high self-esteem in these pupils.
- We adhere to the SEND Code of Practice (2020) and aim to meet the needs of pupils with Special Educational Needs and Disability.
- Ensure equal opportunities for all pupils to play a full part in school life in a way that is best suited for them.
- To support the early identification of needs, working closely with parents and professionals.
- To provide an Inclusion Leader and/or SENDCo, who will work with and lead the school team of staff, ensuring they follow and implement the SEND Policy.
- To provide support and advice for all those working with special education needs pupils and to develop the existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.
- To underpin the school philosophy of inclusion, supporting access to the environment and classroom learning for each and every child.
- To support the school in a ‘whole school’ responsibility, of all having an impact in raising the achievement in each and every child.
- To clarify processes and procedures for identification of needs within the school, using the graduated approach and the four-part process of assess, plan, do and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- To ensure funding is allocated to provide high quality provision for those with identified SEND, reviewing the impact of provision regularly and making adjustments as necessary.

- To provide resources to use and follow the advice from professionals, making adjustments if necessary, to fit our setting, ensuring we as a school support provisions so that they can have optimum impact on progress of children with SEND and other vulnerable groups.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- To ensure that, where possible, pupils participate and are involved in the process of information gathering and reviewing process, taking into account the needs of the whole child, for example their likes and dislikes, interests and preferred methods of learning.
- To have a rigorous monitoring and evaluation schedule in place for SEND and other vulnerable groups to ensure we are constantly striving to maintain and improve our high standards of SEND provision.
- To ensure that SEND and other vulnerable groups are reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To have a rigorous monitoring and evaluation schedule in place for Looked After Children (LAC) and access to the Virtual School for Support. All LAC to have PEPs which are completed termly.
- To ensure that children with English as an Additional Language are supported by Quality first Teaching, teachers use the Bell Foundation assessment model and support strategies to ensure progress.
- Work in close partnership with outside agencies to support the needs and provision for pupils with SEN. To ensure continuity for pupils when transferring between classes or schools through carefully planned transitions.
- Pupil Premium Strategy to be completed and evaluated by Inclusion Leader annually.
- Monitoring by the Inclusion Governor.

## **1. Legislation and guidance**

- This policy and information report is based on the statutory <https://www.legislation.gov.uk/ukxi/2014/1530/contents> and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## **Definitions**

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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

## **2. Roles and responsibilities**

### **The Executive Headteacher, Headteacher and/or Head of School**

The Executive Headteacher, Headteacher and/or Head of School will:

- Work with the Inclusion Leader, SENDCo and SEND governor to determine the strategic development of the Inclusion and SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability / vulnerable groups.

### **The Inclusion Leader**

The Inclusion Leader will:

- Work with the Executive Headteacher, Headteacher, Head of Schools and Inclusion governor to determine the strategic development of the Inclusion and provision in the school to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have day-to-day responsibility for the operation of Inclusion and vulnerable groups.
- Ensure policies are updated annually.
- Keep an up-to-date list of pupils who fall into the following vulnerable groups; EAL, PPG, LAC, more able and other vulnerable groups as well as track and monitor ongoing assessment of the groups.
- Analysis of the whole-school provision map for the vulnerable groups.
- Advising on and coordinating provision for children under the inclusion remit.
- Working collaboratively with teachers to support their teaching.
- Attend termly pupil progress meetings to review attainment and progress and lead monthly Inclusion meetings.
- Evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- In collaboration with the SENDCo, overseeing the smooth running of transition arrangements and transfer of information for Year 2 and Year 6 pupils of the vulnerable group.
- Contribute to the in-service training of staff.
- Keep up to date and analyse provisions and interventions of vulnerable groups, ensure provision maps are completed termly by the class teacher.
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school.
- Advise on and source interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information.
- Complete and evaluate the Pupil Premium Annual strategy.
- Ensure that the applications for PPG are applied for before the Census date.



- Complete termly Headteacher report for Governors.
- Attend termly governors meeting.

### **The SENCo**

They will:

- Work with the Executive Headteacher, Headteacher, Head of School, Inclusion Leader and SEN governor to determine the strategic development of the SEN policy and provision in the school to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provisions made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high - quality teaching.
- Advise on the graduated approach to providing SEN support and 'Assess, Plan, Do, Review' with parents and class teachers.
- Carry out referral procedures to the Local Authority for an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention, that a pupil may have a special educational need which will require significant support.
- Implement a programme of Annual Review for all pupils with a statement of special educational need and organising or complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Keep up to date with provisions and interventions of SEND pupils, ensure Individual support plans and provision maps completed termly.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Attend area SENCo network meetings, training and attend monthly Inclusion meetings.
- Meeting termly with each teacher to review and revise learning objectives for SEN pupils in their class who are being tracked on the school's provision map.
- In collaboration with the Inclusion Leader and SENCo, overseeing the smooth running of transition arrangements and transfer of information for Year 2 and Year 6 pupils of the vulnerable group.
- Complete termly Head Teacher report.
- Attend termly governors meeting.

## **The Inclusion governor**

The Inclusion governor will:

- Help to raise awareness of SEN / Inclusion at governing board meetings
- Monitor the quality and effectiveness of SEN / Inclusion and disability provision within the school and update the governing board on this
- Work with the Executive Headteacher, Head of School and/or the Headteacher, Inclusion Leader and SENCo to determine the strategic development of the SEN policy and provision in the school

## **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Inclusion Leader and SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring EHCP targets are used as part of planning for support/targeted intervention which is in place for those children with EHCP's.
- Ensuring they follow this SEN policy.
- Plan appropriate adjustments, interventions and support to children with SEND / PPG, EAL and other vulnerable groups.
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils within the classroom, through providing an appropriately adapted curriculum.
- Liaising directly with parents/carers.
- Completing termly Pupil Centered meetings (Assess Plan Do Review) with parents to review targets and adapt pupil passports where necessary.

## **Teaching Assistants / Learning Support Assistants**

- Be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN.
- Use the school's procedure for giving feedback to teachers about pupils' progress.
- Work as part of a team with the Inclusion Leader / SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEN within the class.
- Assist the teacher to monitoring a child's progress

### **3. SEN information report**

#### **The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment and trauma,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, physical impairment
- Moderate/severe/profound and multiple learning difficulties

#### **Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of 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
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCo, should assess whether the child has SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

#### **Consulting and involving pupils and parents**

We work very closely with parents and carers to ensure that all children reach their full potential and value their input into how we meet their child's needs. Parents can meet with their class teacher, SENCo, Inclusion Leader or Head of School, by appointment, to discuss any aspect of their child's needs.



Parent views and contributions are gathered in many ways including:

- Parent consultations
- Open evenings
- Parent workshops
- Parent coffee mornings
- Parent questionnaires
- Ofsted Parent View
- Pupil Centred Meetings (Assess, plan, do, review meetings)
- Daily meet and greet
- Families First Early Help Module
- CAF/TAF meetings
- Professionals and parent's meetings
- EHCP plan meetings
- Learning Journal parent comments and contributions (Early Years Foundation Stage)

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant



- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school or other settings the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. St John's Infant and Nursery school will set up an individual plan to support the transition to their new Junior school towards the end of Year 2. Fair Field Junior School and Watford St. John's will support the transition to Secondary school for Year 7. Most of the children from St John's Infant and Nursery transition to Fair Field Junior school, which has close links with St John's Infant and Nursery School.

The pupil will have the opportunity to take part in additional transition support to supplement what is taking place in class:

- Additional visits to the new school
- Pupil and parents will meet key staff of the new school
- Spend additional time in the new school
- 1:1 or group transition group run by the SENDCo
- SENDCo to facilitate an individual plan to be discussed and set up based on the pupil's needs, involving parents, pupil and class teacher

Depending on the pupil's need they may access some or all of the above strategies.

### **Inclusion of pupils with SEND**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we adapt programmes of learning from a previous phase delivered in age related interest level. This enables children to make progress within their own attainment level.

When the attainment of a child falls significantly below the expected level – using formative and standardised assessments - teachers enable the child to succeed by planning work that is in line with their child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

Teaching and support staff are familiar with the equal opportunities' legislation covering race, gender and disability.

Teachers and support staff ensure that all children:

- Feel secure and know that their contributions are valued.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Are able to wear clothing that is appropriate to their religious beliefs and sensory needs and participate in activities safely.
- Are taught in groupings that allow them all to experience success.
- Use materials that reflect a range of social and cultural backgrounds without stereotyping.
- Have a common curriculum experience that allows for a range of different learning styles.
- Have challenging targets that enable them to succeed.
- Participate fully regardless of disabilities or medical needs.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The school, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. The school's policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of planned learning or through the provision of additional learning resources. When necessary, we also support learning through the involvement of appropriate external specialists. In such cases, teachers work closely with them in order to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. This would only be undertaken following detailed consultation with parents/carers. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets half termly.



- Reviewing the impact of interventions half termly.
- Using pupil questionnaires.
- Monitoring by the SENDCo.
- Use of class provision maps.
- Use of Individual Support Plans (ISPs) and Pupil Passports.
- Holding annual reviews for pupils with EHC plans.

### **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We are committed to meeting the needs of these children in the same way that we are to meeting the needs of all groups of children within our school. The school meets the requirements of the Equality Act 2010. All reasonable adjustments are made to ensure that these children are not placed at a disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources and Health and Safety consideration, which allows disabled children full access to all areas of learning. The school's Accessibility Plan is reviewed every three years to identify how we meet the needs of all our children and their families.

### **Working with other agencies**

The school does not have a specialist unit attached but works in partnership with a wide range of support services through the LEA, together with other agencies. These include:

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- Educational Psychology Service (only for statutory assessments)
- Family Support Worker
- Social Services
- Specialist Advisory Service
- School Nurse
- Wellbeing Practitioners
- Mental Health Support Team
- Visual Impairment Team
- Hearing Impairment Team
- Speech & Language Therapists
- Hertfordshire Counselling Service
- Grief Encounter
- Chessbrook Outreach Support
- Colnbrook Outreach Support

- Acorn Tier 4 Behaviour Support
- CAMHS
- Virtual School
- Play therapists

#### **4. Inclusion of Pupils with English as an Additional Language (EAL)**

##### **Definition**

A pupil who has English as an Additional Language (EAL) is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need but are seen to benefit from the ability to live and learn in more than one language.

##### **Ethos**

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

##### **Admissions**

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

##### **Provision**

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through quality first teaching.

The following provision can be expected:

Initial assessment of EAL used to record the stage of language acquisition where it is below age-related expectations, using the Bell Foundation assessment tool.

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

Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.

Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of

key concepts and vocabulary and use of visual prompts.

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

Progress of EAL pupils will be monitored by the Inclusion Lead.

### **Parental support**

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

### **5. Inclusion of pupils who are Looked After in Local Authority Care (LAC)**

The schools recognise that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect and/or other forms of abuse, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There is a statutory requirement for all schools to have a designated teacher for looked after children, this may be the SENDCo or Inclusion Lead.

The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school,
- ensuring that children who are 'looked after' have access to the appropriate network of support,
- checking that the statutory electronic Personal Education Plan (PEP) has been arranged and that it is regularly reviewed termly with SMART targets.
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals,
- preparing a report on the child's educational progress to contribute towards the statutory review (these are usually held at six monthly intervals or more frequently if there is a concern),
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team,
- liaising with the child's social worker to ensure that there is effective communication at all times,
- celebrating the child's successes and acknowledging the progress they are making.

The school will work closely with the Hertfordshire's Virtual School (VS) for Children which

promotes the educational needs of Looked After Children and monitors admissions, ePEP completion, attendance & exclusions and any other virtual school linked to a LAC child.



## **6. Inclusion of pupils who in receipt of the Pupil Premium Grant (PPG)**

The aim of our Pupil Premium Strategy is to raise the attainment of disadvantaged pupils of all abilities and to diminish the difference in achievement between them and their peers.

Analysis shows that the barriers to educational achievement faced by eligible pupils of the school can be based on a range of factors including social aspects, learning capacity, relationships and special educational needs and disabilities (SEND).

Our key principles are to provide a broad and balanced curriculum for our pupils whilst striving for the highest academic standards. We have high expectations and are relentless in our determination for all pupils to achieve their full potential. We are committed to preparing them for the next stage in their education and to foster a love of learning.

Our Priorities are:

- Ensuring all pupils receive quality first teaching during lessons
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate accordingly based on up to date research. The Inclusion Leader will oversee, monitor, track and assess the provision. More information can be found on the website, please refer to the Pupil Premium Strategy.

## **7. Inclusion of pupils with medical needs**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and/or Education, Health and Care (EHC) plan which brings together health and social care needs as well as their special educational provision. The SEN Code of Practice (2015) is followed.



## **8. Children working above Age Related Expectations**

The school recognises that there are children who show a particular skill or aptitude in one or more curriculum subjects. We aim to ensure that all pupils are extended and stretched to reach their full potential. Our teachers have high expectations for all pupils and provide a range of differentiated provision in class that offers appropriate challenges.

Children working above 'Age Related Expectations' means that they are working beyond the expectations for their age. Higher attaining pupils will be predominantly supported by their class teachers and given activities that allow them to gain further 'mastery' of their learning by applying it in different ways.

### **Complaints about Inclusion / SEN provision**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

### **Contact details of support services for parents of pupils with SEN**

Hertfordshire Local Offer

DSPL9 – Delivering Special Provision Locally - <http://dsplarea9.org.uk/>

### **The local authority local offer**

Our local authority's local offer is published here:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

## **9. Monitoring arrangements**

This policy and information report will be reviewed **annually**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## **10. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Pupil Premium Strategy
- Complaints Policy

All policies can be found on the school website or via the office.

## Appendix A

Fair Field Junior School believes that each pupil has individual and unique needs. We acknowledge that a proportion of pupils will have special educational needs and disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

Fair Field Junior School is a mainstream two form entry junior school. We admit up to 240 pupils. We have families attending our school both from the local community and from further afield and draw children from a wide spectrum of social and economic backgrounds including social housing, a traveller site and private housing.

The percentage of children who receive Pupil Premium funding is currently 19.7%. The percentage of children with a special educational need is 19.2% with numbers varying between cohorts. The percentage of children with English as an additional language is currently 18.8%.

## Appendix B

St John's Infant and Nursery School believes that each pupil has individual and unique needs. We acknowledge that a proportion of pupils will have special educational needs and disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

St John's Infant and Nursery School is a mainstream two form entry Infant school. We admit up to 215 pupils from Nursery up to Year 2. We have families attending our school both from the local community and from further afield and draw children from a wide spectrum of social and economic backgrounds including social housing, a traveller site and private housing.

The percentage of children who receive Pupil Premium funding is currently 10.6%. The percentage of children with a special educational need is 14.6% with numbers varying between cohorts. The percentage of those SEND pupils with an EHCP is 3.3%. The percentage of children with English as an additional language is currently 15.1%.

The SEND governor at St Johns Infant and Nursery School is Jane Williams.

## Appendix C

At Watford St John's, the abilities and achievements of all our pupils are recognised and all children are valued as unique children of God. We aim to provide experiences and opportunities through the best possible learning environment for each individual pupil. It is our objective that each pupil should receive an education sensitive to their individual needs so that they may achieve their maximum potential as a learner and as a person. By doing this, we believe that children and young people shall:

- achieve their best
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training (SEN Code of Practice 2014)

Watford St John's C of E Primary School believes that each pupil has individual and unique needs. We acknowledge that a proportion of pupils will have special educational needs and disabilities (SEND) at some time in their educational journey. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

Watford St John's C of E Primary School is a two form entry primary school which admits up to 420 pupils from Reception to Year 6. We have families attending our school both from the local community and from further afield and draw children from a wide spectrum of social and economic backgrounds.

The percentage of children who receive Pupil Premium funding is currently 11%. The percentage of children with a special educational need is 14% with numbers varying between cohorts. The percentage of pupils who have an EHCP is 3.17%. The percentage of children with English as an additional language is 48% and varies between cohorts.

At Watford St John's, the Inclusion Leader role is split between members of the Senior Leadership Team and our Safeguarding & Family Liaison Advisor, Mrs Moore. The SEND Governor is Geraldine Freear.