

Policy No	Blisworth Community Primary School
Version No	(Inclusion including SEN report)



# Inclusion Policy

**This section should be completed following ratification of the Policy:**

Committee Ratifying Policy:		Date of meeting: January 2024 <i>(email ratification)</i>	
	Name	Signature	Date
Chair of Committee's Approval			
Chair of Governor's Approval			
Recommended Review Date:	January 2025		

### Ownership

Blisworth Community Primary School is a Local Authority School. It will be displayed on the policy list whether the policy is Local Authority adopted or school produced. The policy is issued by the Clerk to the Governors, to whom any change requests or queries should be directed by emailing [admin@blisworth.northants.sch.uk](mailto:admin@blisworth.northants.sch.uk)

### Version Control

This document is issued and maintained in accordance with Blisworth Community Primary School's procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

Version	Date	Description of Change	Changed By
2	Jan 2024	Updated in line with SEND Strategy	Danielle Warren

## Legislative Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 years (January 2015) and the following legislation:

- SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) - January 2015
- Ofsted Framework - December 2023
- Equality Act 2010 – June 2015

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- Children and Families Act 2014

The school monitors the updates via:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The policy has been written as guidance for staff, parents or carers and children with reference to the above guidance and documents.

This policy should be read in conjunction with the SEND Information Report.

## Inclusion Statement

- We aim to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Needs and Disabilities (SEND) might be an explanation for delayed or slower progress, but we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- 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 identify this and ensure that appropriate interventions are put in place to support these pupils.
- Some pupils who are identified as having special educational needs **may** have 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 progress.
- Accurate assessment of need and carefully planned programmes, which address the causes of any learning difficulty and presenting barriers, are essential. As part of the graduated approach, all children with SEND will have an individualised Support Plan following the assess, plan, do and review process.
- Children's needs are individual and therefore approaches taken will be written specifically to meet their needs.

## Aims and Objectives of this Policy

The aims of our inclusion policy and practice at Blisworth Community Primary School are:

- To provide curriculum access for all
- To secure achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

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- To promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

The Headteacher and the Governing Board have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

The Deputy Headteacher of Pupil Achievement has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

## Roles and Responsibilities

### Headteacher and Deputy Headteacher for Pupil Achievement

The name and contact details of the Headteacher.

Miss L Jenkins

[head@blisworth.northants-ecl.gov.uk](mailto:head@blisworth.northants-ecl.gov.uk)

01604 858414

- the Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day-to-day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCO).
- the Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school’s provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO)
  - pupil progress meetings with individual teachers
  - regular meetings with the SENCO/EMA Co-ordinator
  - discussions and consultations with pupils and parents

This information may be presented to the Headteacher by the Deputy Headteacher for Pupil Achievement.

### Special Educational Needs Coordinator (SENCo)

The name and contact details of the SEND co-ordinator.

Miss D Warren

[admin@blisworth.northants.sch.uk](mailto:admin@blisworth.northants.sch.uk)

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In line with the recommendations in the SEN Code of Practice 2015, the SENCo will oversee the day- to-day operation of this policy in the following ways:

- working with teachers in the maintenance and analysis of whole-school provision for vulnerable learners
- working with teachers in identifying pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of targeted funding and those with Education Health and Care Plans (EHCPs).
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other staff involved in supporting vulnerable learners including those with SEND
- overseeing the records on all children with SEND
- contributing to the training of staff
- implementing regular review meetings with parents and wider professionals (if applicable) for all pupils with SEND
- complying with requests from the EHCP Team to participate in an annual reviews
- carrying out referral procedures to the Local Authority and accessing the Local Offer
- overseeing the transition arrangements and transfer of information for pupils with SEND
- monitoring the school's system for ensuring that children with a SEND Support Plan are receiving the agreed support
- evaluating regularly, the impact and effectiveness of all additional interventions – in addition to or different from their peers - for all vulnerable learners (including those with special educational needs)
- meeting regularly with teachers to review and revise the targets, curriculum access and support for all vulnerable learners in their class
- working with teachers to ensure they are liaising and consulting sensitively with parents and families of pupils receiving SEND Support, keeping them informed of progress and listening to their views of progress
- attending training and professional development opportunities including network meetings and delivering key messages to relevant individuals including teachers
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

The SENDCO will also support learners who may be considered to be vulnerable in the following ways:

- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school

#### **Class teacher**

- liaising with the SENDCO to agree :
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions – but do not have special educational needs.
  - which pupils require additional support because of a special educational need be identified on the school's SEND register. Some of these pupils may require advice/support from an outside professional and, therefore, a SEND Support Plan is to be written by the class teacher (with the support of the SENDCO) to implement support – based on the graduated approach.
- securing good provision and good outcomes for all groups of vulnerable learners by :

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- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
  - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”.
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- working with the SENDCO to ensure information is up to date to track the provision for vulnerable learners including those with SEND
  - be responsible for working with the SENDCO in identifying pupils with special educational needs – and be highly aware of those in receipt of additional SEND support from the schools devolved budget, those in receipt of targeted funding and those with Education Health and Care Plans (EHCPs).
  - evaluating regularly, the impact and effectiveness of all additional interventions – in addition to or different from their peers - for all vulnerable learners (including those with special educational needs)
  - review and revise the targets, curriculum access and support for all vulnerable learners in their class
  - ensure they are liaising and consulting sensitively with parents and families of pupils receiving SEND Support, keeping them informed of progress and listening to their views of progress.

## **Pupils**

All pupils at Blisworth Primary School are recognised as an individual. We recognise their strengths and their talents, their wishes, and areas for development. All pupils are involved in appropriate ways in decisions relating to their own learning and school. Children with SEND contribute to their learning by creating and updating a one-page-profile with their teaching team along with regular opportunities to discuss their learning. Pupil voice is important to us, and we ensure that our children’s view is heard. All pupils at Blisworth Community Primary School are expected to follow the school’s behaviour policy. Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided” (Behaviour in Schools October 2022). Though reasonable adjustments may be made for children with SEND, where behaviour breaches the behaviour policy, the policy will be implemented. In our school this means that we may use; short term tracking and targets following the above structure, support plans for pupils with SEND to provide the right climate and experiences for success. For example, movement breaks, seating arrangements and adjustments in class as well as in school interventions. Outside agency support including accessing provisions through the SEMH panel where this is applicable, social care and other specialist agencies that would be deemed appropriate.

## **Partnership with Families**

The staff at Blisworth Community Primary School work hard to build positive home/school links and encourage parents/carers to become partners in the education process. This is partly achieved through the ordinary communication methods such as parents’ evenings and school reports but also through additional SEND Support Plan meetings. For those children with an EHCP, parents/carers also more formally encouraged to contribute in the annual review process. Parents and carers receive accurate information when they meet with teachers in order to ensure that they have a full picture of their child’s skills and abilities, as well as their behaviour. More information for our families can be found in the SEND Information Report.

## **Partnership with other Professionals**

For some children with SEND, multi-agency working is a vital part of offering the highest quality education possible. School works with a wide range of specialists including (but not limited to) speech therapists, physiotherapists, occupational therapists, dyslexia specialists, educational psychologists, specialist support services and school nurses.

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Staff also work to ensure advice and input from other professionals is fully integrated into day-to-day practice. Liaison also occurs through multi-professional meetings. More information on our partnership with professionals can be found in the SEND Information Report.

## Staff Development

High aspirations by all staff for all pupils is essential and this is supported by our aspirations for the staff and their practice. Our model for continuing professional development across the school is underpinned by the action research model with a focus on developing best practice by all staff. We conduct regular reviews for all staff within the school, run regular training sessions and have an induction process in place for new staff. There is targeted whole school training which is directed to meet specific needs within the school. There are regular staff meetings involving the teaching team with the explicit aim of monitoring and developing the quality of SEND provision in school. Staff are encouraged to attend external training, where appropriate.

## Equal Opportunities

We are firmly committed to the principles of equal opportunities. We believe that all pupils are entitled to learning experiences, which will enable them to achieve their potential and enrich their lives. We place great value on diversity and treat every member of the school as an individual. This means we value equally the unique qualities of each individual.

## Inclusion of pupils with English as an Additional Language

### Definition

A pupil who has English as an Additional Language 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. The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. 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 who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school.

### 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 high quality teaching including universal, targeted and individualised teaching (where required).

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# Inclusion of pupils who are Looked After in Local Authority Care / Previously Looked After

Our school recognises that:

Children who are looked after in Local Authority care have the same rights as all children, We also recognise that some children may have additional needs due to possible attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional mental health. There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children.

## Our Designated teacher for looked after children

The name and contact details of the Designated Teacher

Miss D Warren

[admin@blisworth.northants.sch.uk](mailto:admin@blisworth.northants.sch.uk)

01604 858414

The responsibilities of our designated teacher include (but are not limited to):

- Monitoring the progress of children who are ‘looked after’ to ensure that they have access to the full range of opportunities in school both socially and academically
- Ensuring that children who are ‘looked after’ have access to the appropriate network of support checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are ‘looked after’ is transferred between agencies and individuals
- 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 acknowledge the progress they are making.
- Our school will work closely with the county’s The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

## Curriculum

Our curriculum is designed to be inclusive of pupils with SEND and ensures that our school values compliment the learning opportunities for vulnerable learners, including those with SEND. At Blisworth Community Primary School we endeavour to create a secure, caring and educationally challenging environment, in which pupils feel happy, safe and eager to learn and succeed. We ensure that an individualised approach is taken for all of our children. A wide range of approaches will be used to adapt the curriculum including a range of visual, kinaesthetic and auditory approaches along with adaptations to the curriculum content. Sometimes, additional adult support may be used to support curriculum progress along with differentiated outcomes. We recognise that the curriculum may need to be adapted to the individual child. We will always capitalise on their strengths and minimise barriers to learning for all of our children, including those with SEND.

## Resources

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Blisworth Community Primary School seeks to ensure that additional support and adaptations are not solely reliant on adult support and that children's needs are met through a wide range of resources and interventions. We recognise the importance of group learning and where possible, group children together based on their learning needs so that they gain collaborative learning opportunities. We recognise that some interventions need to take place in designated spaces but also encourage in-class support. Where specialist recommendations, resources and equipment have been advised, school will do their best to ensure that these are utilised and available and used cost-effectively. The quality and impact of resources and how they are used are continually reviewed and opportunities to maximise the impact the progress of children's learning.

## Monitoring

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- Discussion with pupils and their parents / carers,
- Regular review of targets and next steps within SEND Support Plans,
- Observations and learning walks carried out by teachers and senior leaders,
- book looks, practical learning observations and data analysis,
- pupil progress meetings between teachers and with senior leaders,
- reviewing pupil progress against individual targets,
- analysing attendance records,
- analysing behaviour records,
- Headteacher's report to governors.
- The SENDCO specifically monitors the impact of support and interventions on the children's academic progress, as well as markers of increased participation, increased social integration and increased self-regulation. The SENDCO evaluates the attainment and progress of children with SEND within all these areas is used to evaluate the overall effectiveness of our school SEND provision.

## Working with other Agencies

The school works with a wide range of specialists and professionals and seeks a wide range of services dependent on children's needs. There are many different pathways to seek specialist support and school accesses the Local Offer in addition to Northamptonshire Healthcare NHS Foundation Trust - Specialist Children's services. Where appropriate, school may make referrals through the Northamptonshire Referral Management Centre (RMC). The RMC provides a single point of access into children and young people's specialist community health services. A full list of specialist services can be found in the SEND Report. In addition to specialist services listed in our SEND Report, we also work with

- Early Help Assessment team
- CAMHS (Children and Adolescence Mental Health Service)
- Educational Psychology Service
- Information, Advice Support Service (IASS)
- Local council Sensory Impairment team
- Local NHS services
- Targeted Prevention Team
- Education Inclusion and Partnership Team (EIP)
- Multi-agency safeguarding hub

For pupil with an EHC Plan, in accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school.



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## Transition

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education. We will ensure early and timely planning for transfer to a pupil's next phase of education and, offer transition meetings to all pupils in receipt of additional SEND support and all those with an Education Health and Care Plans will have review meetings. Pupils will be included in all class transition opportunities to the next phase but may also be offered additional transition visits. Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Further information regarding transition joining and moving on from Blisworth Primary School can be accessed in the school's SEN Report.

## Complaints

Any questions regarding the content of this Policy, along with the SEND Information Report, your child's own provision or complaints you have about your child's SEND provision should be addressed to the SENCO or the Head Teacher (See Complaints Policy available on the school website)

Frequently good communication can quickly resolve concerns and we genuinely invite parents into partnership with us.

## How to contact us:

Headteacher – Leah Jenkins

Deputy Headteacher for Pupil Achievement, Designated Safeguarding Lead  
and SENDCO – Danielle Warren

School telephone: (01604 858414)

School Email: [admin@blisworth.northants.sch.uk](mailto:admin@blisworth.northants.sch.uk)

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