

Policy No	Blisworth Community Primary School
Version No	Inclusion Policy



Inclusion Policy

This section should be completed following ratification of the Policy:

Committee Ratifying Policy:	Date of meeting: September 2025 (email ratification)_
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	Name	Signature	Date
Chair of Committee's Approval			
Chair of Governor's Approval			
Recommended Review Date:	September 2026		

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

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
2	Jan 2025	Review – no changes	Danielle Warren
3	Sept 2025	Updated inline with KCSIE and updated inspection framework	Danielle Warren

Policy No	Blisworth Community Primary School
Version No	Inclusion Policy

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 – September 2025
- Equality Act 2010 – June 2015
- 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 Blisworth Community Primary School's SEND Information Report, Accessibility Plan and Equality and Diversity Duty. Further policies may also be references throughout including the school's Behaviour and Anti-Bullying Policy.

Inclusion Statement

At Blisworth Community Primary School, we aim to achieve maximum inclusion of all children whilst meeting their individual needs. We ensure that the following pupil groups are identified when outlining inclusion at our school; socioeconomically disadvantaged pupils (further information can also be obtained from our pupil premium strategy with carefully targeted support to benefit those eligible for pupil premium), pupils with SEND, pupils who are known (or previously known) to children's social care, such as children in need and looked-after children, pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic. Through our embedded practise including high quality teaching of a carefully mapped curriculum, our staff have high expectations for all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.

We have an embedded approach to ensure that pupil's needs are accurately assessed and use this information to ensure that a continuous cycle of support is implemented across the school. Our pupils benefit from a team who know them very well including their strengths in addition to their potential barriers and next steps to support their learning or wellbeing. Blisworth is committed to deliver a thoughtful and bespoke curriculum which has been personalised to our ethos and values. We pride ourselves on ensuring that quality first teaching is the first aspect of inclusion and our teachers provide adaptive or differentiated learning opportunities for all the children within the school to ensure all pupils can access their learning. The delivery of lessons and adapted materials in addition to scaffolded support aims to foster children's interests and abilities and ensure that children can access their learning in a variety of different ways.

Our team works on the basis of removing barriers which may impact pupil's learning or wellbeing and therefore much of our provision is embedded within classroom practice for all pupils. However, where pupils may benefit from further support, we recognise that children's needs are individual and therefore approaches taken will be written specifically to meet their needs. We always work in partnership with specialists, professionals and outside agencies where necessary to ensure that our pupils have the best possible support in place including training and support for our school staff. We work effectively with pupils by building support around their pupil voice including discussions, one-page profiles or other methods of communication. Teachers meet regularly with parents to obtain their views and aspirations for their children and ensure that they are included in support processes in place for their children. Likewise, specialist support and recommendations are built into our pupil's support plans.

Policy No	Blisworth Community Primary School
Version No	Inclusion Policy

At Blisworth Primary School, our team is supported by a qualified SENDCO who operates within the Senior Leadership Team (SLT) to ensure that SEND and Inclusion is held in high regard across the school. Inclusion is embedded within the practices across the school with further information available in our SEND Information Report which can be accessed on the school website. Through training and support, teachers can identify pupil's needs quickly and ensure that they access support from the leadership team effectively to ensure that swift support can be implemented or sought. Teachers are effective in implementing the graduated approach within their classroom and work closely with the leadership team to ensure a continuous cycle of 'assess, plan, do and review' is in place. At Blisworth, this is in the form of a SEND Support Plan which helps to ensure that pupils receive an appropriate level of support and meets pupils individual 'needs. Often, needs are met through quality first teaching including any adaptations in addition to targeted or individualised support which is closely monitored by the leadership team who supports teachers to review and make further adaptations to ensure that support is in place to improve learning and wellbeing of individuals. The SENDCO is familiar with the local offer and committed to access support and specialist support where applicable – this information and any training is then delivered to staff to ensure that they are equip to implement the support within the classroom. In addition to this, information is frequently shared with parents to access a range of support available within the local offer and where applicable, wider agencies and specialists. The SENDCO works closely with the assessment leaders to ensure that pupils make progress and that the achievement of pupils with SEND is monitored and acted upon. Staff have high expectations of pupil's and are rigorous in ensuring that support has a positive impact on learning and wellbeing, against both academic outcomes and individualised targets. At Blisworth, we recognise the importance of record keeping but will always prioritise the implementation of provision to ensure that children's needs are met first. During periods of transition both internally and externally, information, support and additional transition support is sought especially when sharing information with secondary schools for our older pupils.

The designated teacher for looked-after and previously looked-after children is a member of SLT and has carried out training including a designated safeguarding lead certificate. Any pupils who are defined as being a 'looked-after child' has a personal education plan and receive high-quality support to improve their learning and/or well-being. This plan will be built around the pupil's voice, dreams, wishes and goals but also include information obtained by relevant individuals including carers and by following the local authority procedures ([Personal Education Plans: Early Years and statutory school age | West Northamptonshire Council](#)). The designated safeguarding lead and team use their knowledge of a pupil's social care status to inform decisions about promoting their welfare, such as providing additional academic support, supporting their well-being or reducing barriers to attendance and will share information effectively with the local authority including needs for behaviour support, and support the authority to complete statutory assessments in relation to pupils' social care needs including working with social workers, the virtual school ([About the Virtual School | West Northamptonshire Council](#)) and other professionals alongside the headteacher.

The school has a comprehensive pupil premium strategy which is available on the school website and outlines Blisworth's priorities and intended outcomes and actions for pupils in receipt of pupil premium. We use a range of research including our contextual profile for our school to inform the approaches to addressing these and the headteacher is supported by SLT to implement these approaches across the school. Further information and links outlining the plan can be found here: [Pupil premium strategy statement](#). The statement also outlines the school's challenges and aims to overcome these challenges, particularly for those pupils with more than one vulnerability including both SEND and socioeconomic challenges.

Aims and Objectives of this Policy

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

- To provide an inclusive and accessibly curriculum access for all
- To secure achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of engagement 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.

Policy No	Blisworth Community Primary School
Version No	Inclusion Policy

- 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.
- 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 in addition to groups outlined within the accessibility plan, equality duty and SEND information report. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care. The responsibility is obtained by the headteacher which may be distributed to other members of the leadership team should the above individual be on leave.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with socioeconomically disadvantaged backgrounds, pupils with SEND, pupils who are known (or previously known) to children's social care and pupils who may face other barriers to their learning and/or well-being. We also recognise pupils who may face barriers within their learning who have 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

The name and contact details of the Headteacher.

Miss L Jenkins

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.

Policy No	Blisworth Community Primary School
Version No	Inclusion Policy

Special Educational Needs Coordinator (SENCo) and Deputy Headteacher for Pupil Achievement

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

Miss D Warren

admin@blisworth.northants.sch.uk

01604 858414

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 with a SEND Support Plan, 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
- applying for and complying with the EHCP Team to apply for a plan or review
- 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.

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

- working collaboratively with teachers to plan for and teach pupils with socioeconomically disadvantaged backgrounds, pupils with SEND, pupils who are known (or previously known) to children's social care and pupils who may face other barriers to their learning and/or well-being. We also recognise pupils who may face barriers within their learning who have EAL.
- Working with the virtual school and/or the local authority to produce personal education plans for looked after/previously looked after pupils
- managing other classroom staff involved in supporting these pupils
- overseeing the initial and on-going assessment records on all children with identified vulnerabilities or within the above groups.
- 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

Policy No	Blisworth Community Primary School
Version No	Inclusion Policy

Class teacher

- liaising with the SENDCO / Deputy Headteacher to agree:
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional provision and/or 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.
 - which pupils have a personalised education plan and the implementation of that plan within their class
 - which pupils have a personalised plan, including a behaviour plan to ensure that school policy is adhered to at all times to ensure the safety and best interests of all individuals within the school
- securing good provision and good outcomes for all groups of vulnerable learners by:
 - 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 a personalised plan 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 safeguarding, behaviour and anti-bullying policy. Schools need to manage pupil behaviour effectively, whether the pupil has underlying needs or not. 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 local offer or where this is applicable, social care and other specialist agencies that would be deemed appropriate. If a pupil has an EHCP, school may request an emergency review to ensure that the local authority is involved in supporting the school to avoid both foreseen and unforeseen risks.

Policy No	Blisworth Community Primary School
Version No	Inclusion Policy

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 are 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. 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 an inclusive 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. Further information on our school's equality statement and accessibility plan can be found on our school website.

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.

Policy No	Blisworth Community Primary School
Version No	Inclusion Policy

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).

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

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.

Policy No	Blisworth Community Primary School
Version No	Inclusion Policy

Inclusion of pupils who may be socioeconomically disadvantaged pupils (those in eligible for pupil premium)

Further information can also be obtained from our pupil premium strategy with carefully targeted support to benefit those eligible for pupil premium

Our Pupil Premium Lead

The name and contact details of the Pupil Premium Lead

Miss L Jenkins

admin@blisworth.northants.sch.uk

01604 858414

The aims, objectives and responsibilities of our pupil premium lead can be found here: [Pupil premium strategy statement](#)

Curriculum

Our curriculum is designed to be inclusive of all pupils including those with potential vulnerabilities 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 who could be considered disadvantaged.

Resources

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 personalised plans including 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,

Policy No	Blisworth Community Primary School
Version No	Inclusion Policy

- 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 (but are not limited to)

- 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.

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 support including those with a SEND Support Plan 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

Policy No	Blisworth Community Primary School
Version No	Inclusion Policy

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

admin@blisworth.northants.sch.uk

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

admin@blisworth.northants.sch.uk

School telephone: (01604 858414)

School Email: admin@blisworth.northants.sch.uk

School Website: <https://blisworth.northants.sch.uk/>