

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 2026 (email ratification)
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	Name	Signature	Date
Chair of Committee's Approval			
Chair of Governor's Approval			
Recommended Review Date:	September 2027 (interim review: December 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 in line with KCSIE and the updated inspection framework	Danielle Warren
4	Sept 2026	Updated for the 2026–2027 model and aligned with the Inclusion Strategy and SEND Information Report	Danielle Warren

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Legislative Compliance

This policy has regard to the Special educational needs and disability code of practice: 0 to 25 years and is informed by the following legislation and statutory guidance:

- Children and Families Act 2014, Part 3
- Special Educational Needs and Disability Regulations 2014
- Special educational needs and disability code of practice: 0 to 25 years
- Equality Act 2010, including the duty to make reasonable adjustments
- Education Act 1996
- Supporting pupils at school with medical conditions: statutory guidance
- Current statutory guidance on school attendance, suspensions and permanent exclusions
- Current Department for Education guidance on SEN and disability duties for governing boards

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 referenced throughout including the school's Behaviour and Anti-Bullying Policy.

Definitions and Areas of Need

Special educational needs and disability

A child has special educational needs where they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they have significantly greater difficulty in learning than most others of the same age, or a disability that prevents or hinders them from using educational facilities generally provided for others of the same age in mainstream schools.

A person is disabled under the Equality Act 2010 where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Some disabled pupils also have SEN, but disability does not always constitute SEN and SEN does not always constitute a disability.

Four broad areas of need

The school considers needs within the four broad areas described by the SEND Code of Practice. These areas guide assessment and planning but do not label or limit a pupil; needs may overlap and change over time.

- **Communication and interaction**, including speech, language and communication needs and differences associated with autism.
- **Cognition and learning**, including specific, moderate, severe or profound learning difficulties.
- **Social, emotional and mental health**, where needs may affect regulation, relationships, attendance, engagement or behaviour.
- **Sensory and/or physical needs**, including visual, hearing, multisensory and physical impairments.

Inclusion Statement

At Blisworth Community Primary School, our vision is that every child belongs, participates and succeeds as a valued member of our school community. Inclusion is a shared responsibility woven through leadership, governance, teaching, relationships and the wider life of the school. We are ambitious for all pupils, including those with SEND and additional needs, and maintain high expectations for every learner. We identify barriers early, adapt teaching carefully and provide timely support so that children can access a broad, balanced and enriching curriculum. This policy should be read alongside the school's 2026–2027 SEND Information Report and Inclusion Strategy.

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Our inclusive practice is rooted in high-quality adaptive teaching, early intervention and the graduated approach of assess, plan, do and review. Most pupils' needs are met first through ordinarily available inclusive provision, including carefully planned scaffolds, reasonable adjustments, classroom strategies and resources. We use assessment evidence, professional knowledge, pupil voice, family partnership and advice from wider services to understand each child as an individual and remove barriers to learning, participation, wellbeing and belonging.

We want every child to recognise their strengths, understand the progress they are making and develop the confidence, resilience and strategies needed for the next stage of learning. Where pupils continue to experience barriers, or needs are more complex, the school uses the graduated approach to assess, plan, do and review additional support. This may include targeted intervention, external professional advice or specialist pathways alongside ordinarily available provision. Pupil and family views shape targets, adaptations and reviews.

The SENDCo works within the Senior Leadership Team to ensure that SEND and inclusion remain central to school improvement. Teachers retain responsibility for the progress and development of every pupil in their class. Support plans record strengths, identified barriers, reasonable adjustments, ordinarily available provision, targeted support and measurable outcomes. Leaders review provision through assessment information, pupils' work, learning visits, pupil voice, family feedback and support-plan outcomes, refining or discontinuing approaches according to their impact.

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 pupil who is looked after has a Personal Education Plan and receives high-quality support to improve their learning and/or wellbeing. 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 wellbeing 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 accessible curriculum for all pupils.
- To secure achievement, participation and belonging for all.
- To identify barriers early and meet individual needs through ordinarily available provision, reasonable adjustments and targeted or individualised support.
- To attain high levels of engagement and participation from pupils, parents and carers.
- To map provision carefully so that staffing, resources and interventions respond to assessed barriers and lead to positive learning and wellbeing outcomes.
- To maintain high levels of staff expertise through well-targeted continuing professional development, professional discussion and external advice.

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- To work in cooperative and productive partnership with the Local Authority, families and wider services, including the Local Offer, so that support is coordinated and purposeful.
- To promote pupils' self-esteem, emotional wellbeing, resilience and independence, and help them form worthwhile relationships based on respect for themselves and others.
- To respond to the school's identified strategic barriers, including inward mobility, SEMH needs, attention and executive-function needs, cognition and learning needs, oracy, wider vulnerabilities and barriers to family engagement.
- To ensure equitable access to enrichment, trips, clubs, leadership opportunities and the wider life of the school, monitoring participation and addressing identified barriers.

The Headteacher and Governing Board delegate day-to-day coordination of this policy to the Special Educational Needs Coordinator (SENDCo). The SENDCo reports regularly on the effectiveness of provision and works with leaders responsible for pupil achievement, safeguarding, looked-after and previously looked-after children, attendance and disadvantage. The school's contextual register brings together relevant SEND, safeguarding, attendance, medical, mobility, pastoral and family-support information so that emerging barriers are identified promptly and a coordinated response is agreed.

All staff are responsible for maximising the achievement, participation and wellbeing of pupils who may face barriers to learning, participation or wellbeing. Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. Staff use adaptive teaching, early identification and the graduated approach, maintain high expectations and respond sensitively to individual strengths and barriers.

Identification, SEN Support and the Graduated Approach

Early identification and assessment

Teachers make regular assessments of progress and attainment and consider pupils' wider development, participation, wellbeing and access to learning. Concerns may be raised by a pupil, parent or carer, teacher, the SENDCo, another professional or information received during transition. The class teacher and SENDCo review evidence, including previous progress, high-quality teaching and adjustments already provided, attendance and health information, pupil and family views and, where appropriate, specialist advice.

Slow progress or low attainment alone does not establish SEN. The school considers whether difficulties arise primarily from gaps in learning, English as an additional language, attendance, disadvantage, bereavement, health, safeguarding or other circumstances, while recognising that these factors may coexist with SEN. A formal diagnosis is not required before needs are identified or support is provided.

SEN Support

Where a pupil requires provision that is additional to or different from ordinarily available provision, the school will discuss this with the pupil and their parents or carers and may record the pupil at SEN Support. The decision is based on assessed need rather than diagnosis or funding. The class teacher remains responsible for the pupil's progress and works with the SENDCo to agree provision and outcomes.

Assess, plan, do and review

- **Assess:** establish strengths, needs and barriers using appropriate evidence and pupil and family views.
- **Plan:** agree intended outcomes, adjustments, provision, responsibilities and a review date.
- **Do:** the class teacher implements the plan, supported by the SENDCo and other staff or specialists where required.
- **Review:** evaluate progress and the effectiveness of provision with the pupil and family, then maintain, adapt, intensify or cease support.

SEND Support Plans are reviewed at least termly. A pupil may be removed from the SEN register when sustained evidence shows that special educational provision is no longer required. This decision is discussed with the pupil and

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parents or carers, recorded, and followed by appropriate monitoring and continued reasonable adjustments where disability duties still apply.

Roles and Responsibilities

Governing Board and Inclusion Governor

The Governing Board retains overall accountability for meeting statutory SEN and disability duties. It agrees the school's policy and strategic approach, ensures that statutory information is published, oversees the appropriate use of resources and assures itself that pupils with SEN and disabilities receive effective support and can participate fully in school life.

A designated Inclusion Governor, or delegated committee, provides focused oversight. The governor works with the Headteacher, SENDCo and senior leaders, receives appropriate training, reviews evidence about identification, provision, outcomes, attendance, exclusions, wellbeing and participation, and provides constructive support and challenge. The Board considers whether equality information and objectives reflect the experiences and outcomes of disabled pupils.

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 Headteacher and the governing body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENDCo).
- the Headteacher will be informed of the progress of all pupils who may face barriers to learning, participation or wellbeing 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 pupils who may face barriers to learning, participation or wellbeing (could be devolved to another member of the SLT and SENDCo)
 - pupil progress meetings with individual teachers
 - regular meetings with the SENDCo and relevant inclusion leaders
 - discussions and consultations with pupils and parents
- the Headteacher ensures that governors receive evidence about inclusion through reports and planned monitoring activity, including consideration of participation, achievement, attendance, wellbeing and the impact of provision for pupils with differing needs and starting points

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

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

The SENDCo holds the National Award for Special Educational Needs Co-ordination and undertakes continuing professional development to maintain current knowledge and practice.

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

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In line with the recommendations in the SEND Code of Practice: 0 to 25 years (2015), the SENDCo 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 pupils who may face barriers to learning, participation or wellbeing
- 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 pupils who may face barriers to learning, participation or wellbeing 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
- supporting requests for EHC needs assessments and working with the Local Authority EHC team on applications, plans and 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 provision that is additional to or different from ordinarily available provision for all pupils who may face barriers to learning, participation or wellbeing (including those with special educational needs)
- meeting regularly with teachers to review and revise the targets, curriculum access and support for all pupils who may face barriers to learning, participation or wellbeing 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 them informed of current issues regarding provision for pupils who may face barriers to learning, participation or wellbeing, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support pupils who may face barriers to learning, participation or wellbeing.

They will also support pupils who may face additional barriers 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 wellbeing. 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 needs 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

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The class teacher is responsible for ensuring that agreed teaching adaptations, reasonable adjustments and provision are implemented consistently each day. The teacher checks their effect through assessment, pupils' work, observation and pupil and family feedback, records evidence against intended outcomes and raises concerns promptly with the SENDCo.

- liaising with the SENDCo / Deputy Headteacher to agree:
 - which pupils in the class may face barriers to learning, participation or wellbeing
 - which pupils are not making expected progress 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 and should be identified on the school's SEND register. Where appropriate, the class teacher writes and implements a SEND Support Plan, with support from the SENDCo and advice from external professionals, following 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 pupils who may face barriers to learning, participation or wellbeing by:
 - providing adaptive teaching and learning opportunities, including adaptive teaching for pupils with EAL that reduces linguistic barriers while maintaining cognitive challenge
 - ensuring pupils with SEND have appropriate opportunities to work towards agreed targets that are additional to, or different from, ordinarily available provision while retaining access to an ambitious curriculum
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of pupils who may face barriers to learning, participation or wellbeing.
- working with the SENDCo to ensure information is up to date to track the provision for pupils who may face barriers to learning, participation or wellbeing 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 provision that is additional to or different from ordinarily available provision for all pupils who may face barriers to learning, participation or wellbeing (including those with special educational needs)
- review and revise the targets, curriculum access and support for all pupils who may face barriers to learning, participation or wellbeing 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 Community Primary School are recognised as individuals. We recognise their strengths, talents, wishes and areas for development. Pupils are involved, in age-appropriate ways, in decisions about their learning and school experience. Children with personalised plans contribute through one-page profiles and regular discussions with their teaching team. When a pupil is identified as having SEND, the graduated approach of assess, plan, do and review is used to evaluate support. Reasonable

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adjustments may include movement breaks, seating arrangements, regulation strategies, classroom adaptations and targeted interventions. The school maintains high expectations for behaviour while considering individual needs and making lawful reasonable adjustments. Where appropriate, the school seeks external advice, uses Local Offer pathways and requests an emergency EHC Plan review when necessary to address significant or unforeseen risks.

Education, Health and Care Needs Assessments and Plans

Where, despite relevant and purposeful action at SEN Support, a pupil has not made expected progress or requires provision that may exceed what can reasonably be provided from the school's resources, the school will consider requesting an Education, Health and Care needs assessment. Parents and young people may also request an assessment directly from the Local Authority. The school will provide clear evidence of needs, action taken, outcomes, pupil and family views and professional advice, and will support families to understand the process.

For a pupil with an EHC Plan, the school must secure the special educational provision specified in the plan and participate fully in statutory reviews. EHC Plans are reviewed at least annually, with the pupil and parents or carers involved. Earlier or emergency review may be requested where needs or circumstances change significantly, provision is no longer appropriate, or an urgent change is required.

Admissions, Accessibility and Reasonable Adjustments

The school will not discriminate against or disadvantage a pupil in admission because of SEN or disability. Admission arrangements follow the statutory admissions framework. Where the school is named in an EHC Plan following the statutory consultation process, the school will admit the child in accordance with the Children and Families Act 2014.

The school has an anticipatory duty to make reasonable adjustments for disabled pupils and will consider adjustments to policies, teaching, communication, assessment, behaviour and attendance processes, the school environment, trips, clubs and the wider life of the school. Reasonable auxiliary aids and services will be provided where needed to avoid substantial disadvantage. Physical access and access to information are planned through the school's Accessibility Plan.

Medical Conditions and Health-Related Absence

The school makes arrangements to support pupils with medical conditions in accordance with its Supporting Pupils with Medical Conditions Policy. Individual healthcare plans are used where appropriate and coordinated with SEND Support Plans or EHC Plans so that education, health and care provision is coherent.

Where a pupil cannot attend school, or can attend only intermittently, because of physical or mental health needs, the school will work promptly with the family, Local Authority, health professionals and any alternative provider to maintain suitable education, review provision and plan successful reintegration. Attendance responses and reasonable adjustments will reflect the pupil's individual circumstances.

Records, Confidentiality and Transfer of Information

The school maintains accurate, proportionate and secure records of needs, assessments, agreed outcomes, provision, reasonable adjustments, reviews and professional advice. Information is shared with staff and partner professionals on a need-to-know basis, in accordance with data-protection, safeguarding and information-sharing requirements.

When a pupil joins or leaves the school, relevant SEND and safeguarding information is requested or transferred securely and promptly. The school works with the receiving or previous setting and the family to support continuity of provision and successful transition.

Partnership with Families

Partnership with parents and carers is central to inclusive practice. Families may contact school at any point and meet staff to discuss strengths, barriers, reasonable adjustments, provision and progress. Parents' evenings, annual reports, SEND Support Plan discussions and EHCP annual reviews provide formal opportunities to contribute. Support plans

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are reviewed and shared at least termly, with pupil and family views recorded and used to shape targets, provision and subsequent reviews.

Partnership with other Professionals

The school works with the Local Authority, Local Offer and wider specialist services when advice or additional provision will help remove barriers. This may include educational psychology, specialist teaching, speech and language therapy, occupational therapy, physiotherapy, community paediatrics, mental-health services and social care. Where waiting lists apply, the school will signpost families and provide appropriate interim support while continuing ordinarily available and targeted provision.

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. 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

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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 adaptive 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, in accordance with current statutory and local-authority timescales
- 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 acknowledging the progress they are making.
- Our school will work closely with the Local Authority Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of pupils who may be socioeconomically disadvantaged pupils (those 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

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

Curriculum

The curriculum is broad, balanced and ambitious for all pupils. High-quality adaptive teaching is the starting point in every class. Teachers use ongoing assessment to understand pupils' strengths and needs, then adapt explanations, pace, resources, grouping, scaffolds and methods of recording so that pupils participate alongside their peers and build independence. Additional intervention strengthens foundational knowledge without narrowing entitlement to the wider curriculum or enrichment.

Resources

Resources are matched to assessed need and reviewed for impact. Funding from the core school budget, including the notional SEN budget, and the Inclusive Mainstream Fund supports inclusive provision. This may include additional teaching-assistant capacity, targeted literacy, phonics, reading, oracy, speech and language, emotional literacy and regulation support, specialist advice, assessments, assistive technology and evidence-informed programmes. Support is not solely reliant on adult assistance; approaches should increase access, participation and independence.

Monitoring

The effectiveness of inclusive provision is evaluated against clearly defined starting points, intended outcomes and review dates. Evidence includes assessment information, pupils' work, learning visits, implementation checks, support-plan reviews, pupil progress meetings, attendance and behaviour information, pupil and family voice, participation in enrichment and reports to governors. Leaders evaluate both whether provision was delivered as agreed and whether it improved learning, participation, wellbeing, independence or self-regulation. The contextual register is reviewed at least half-termly and support plans at least termly. Findings are used to sustain, refine, intensify or discontinue provision according to impact.

- 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,
- analysing behaviour records,
- Headteacher's report to governors.
- The SENDCo monitors the impact of support and interventions on pupils' academic progress, participation, social integration, wellbeing, independence and self-regulation. Evidence from these areas is used to evaluate the overall effectiveness of the school's SEND provision and to refine or discontinue approaches according to their impact.
- termly analysis of participation in enrichment, trips, clubs and wider opportunities, with barriers identified and action agreed with pupils and families where participation is comparatively low
- planned governor monitoring visits and scrutiny of evidence about whether pupils with differing needs and starting points participate, achieve and thrive

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

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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 Information Report. In addition to specialist services listed in our SEND Information Report, we also work with (but are not limited to)

- Early Help Assessment team
- CAMHS (Child and Adolescent 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 pupils with an EHC Plan, in accordance with the SEND Code of Practice: 0 to 25 years (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

The school plans carefully for transition into Blisworth, between classes and into the next phase of education. Staff liaise early with pupils, families, previous or receiving settings and relevant professionals. All pupils participate in normal transition opportunities, with additional visits, visual resources, personalised transition plans or phased arrangements provided where required. Pupils with SEND Support Plans receive appropriate transition planning, and pupils with EHC Plans have statutory reviews that inform transfer arrangements. Further details are provided in the SEND Information Report.

Complaints

Parents and carers are encouraged first to discuss concerns with the class teacher, SENDCo or Headteacher. If a concern is not resolved, it may be pursued through the school’s published Complaints Policy, including escalation to the Governing Board where applicable. Complaints about the delivery of provision specified in an EHC Plan will be considered with the Local Authority as appropriate.

Independent information, advice and support is available through the local Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS). Depending on the issue, families may also have access to disagreement-resolution or mediation services and rights of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The school will signpost the relevant route and will not disadvantage anyone for raising a concern.

Publication and Review

This Inclusion Policy is distinct from the statutory SEN Information Report. The Governing Board ensures that the SEN Information Report is published on the school website, reviewed at least annually and updated sooner when material arrangements change. The school also publishes or signposts its Accessibility Plan, equality information and objectives, Local Offer information and relevant complaints arrangements.

This policy is reviewed according to the date recorded in the document-control section and sooner where legislation, statutory guidance, local arrangements or school practice changes. The SENDCo coordinates review with the Headteacher and Governing Board, taking account of pupil and family views, monitoring evidence and the effectiveness of provision.

How to contact us:

Headteacher – Leah Jenkins

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admin@blisworth.northants.sch.uk

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

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