



Potten End Church of England Primary School

INCLUSION POLICY
Potten End Church of England Primary School

Policy Review

This policy was agreed by the Governing Board on March 2026

It is due for review on...March 2027.....

Signature Date

Head Teacher

Signature Date

Chair of Governors



Potten End Church of England Primary School

1. Introduction

This policy aims to set out Potten End CE Primary School's rationale, principles and practice for Inclusion Provision. It goes hand in hand with our school motto:

Rooted in faith, we nurture, grow and flourish

Which is based on our school vision from the Parable of The Mustard Seed.

It is expected that members of the school community will have a clear understanding of their roles and responsibilities in meeting the needs of all of our pupils within a safe, supportive and inclusive culture.

Potten End CE School is committed to providing an appropriate and high quality education, within a broad and balanced curriculum. All children will be equally valued and we strive to develop cultures, policies and practices that include all learners. Inclusion is about equal opportunities and equity of access for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs and making every effort for all children to achieve their full potential.

We strive to make a clear distinction between "under achievement"- (often caused by poor early experience of learning) and special educational needs.

We endeavour to identify pupils who are under achieving and ensure that appropriate interventions are put in place to help these children to make progress. Intervention for vulnerable learners will be identified and tracked. Other pupils will have identified special educational needs and this may lead to lower attainment (though not necessarily to under achievement). These pupils will be placed on the Special Educational Needs/Disabilities Register.

The accurate assessment of need and carefully planned programmes, which address the root cause of any learning difficulty, are essential ingredients of success for these pupils.

We pay particular attention to the provision for and achievement of different groups of learners:

- Learners who are under achieving.
- Learners with special educational needs.
- Learners who need additional support to learn English as an additional language-EAL



Potten End Church of England Primary School

- Learners with a physical disability
- Those who are most able`
- Those who are Looked After by the local authority.
- Minority, ethnic and faith groups, travellers, asylum seekers and refugees, armed forces, summer borns.
- Others, such as those who are sick; those who are young carers; those who are in families under stress.
- Any learners who have behavioural difficulties and who are at risk of disaffection.
- Any other child/group deemed to be vulnerable by the school.

No child will be refused admission to the school on the basis of his/her special educational need, ethnicity or language need.

Inclusion of pupils who are vulnerable in their learning or who have Special Educational Needs/Disability.

Potten End CE School believes that each pupil has individual and unique strengths and needs. We acknowledge that a proportion of pupils will have additional or special educational needs at some point in their school career.

A child is not regarded as having a special need solely because the language of the home is different from the language in which he or she is taught.

Many pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them to overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Potten End School, within the resources available, aims to provide all pupils with strategies for dealing with their needs in a supportive environment giving them meaningful access to the School's Curriculum. These needs may be learning, emotional, behavioural, physical or a neurodiverse way of thinking. In particular we aim to:

- Enable every pupil to experience success.
- Promote individual confidence, motivation and self-esteem and foster a positive attitude.
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates coherence and



Potten End Church of England Primary School

progression in learning.

- Give pupils equal opportunities to take part in all aspects of the school's provision as far as it is appropriate.
- Where appropriate, to ensure that pupils identified have opportunities to receive and make known information, to express an opinion and have that opinion taken into account in any matters affecting them.
- Identify, assess, record and regularly review pupils' progress and needs.
- Involve parents/carers in planning and supporting at all stages of the child's development.
- Have high expectations of every child.
- Ensure that the responsibility held by all Staff and Governors is implemented and maintained.

2. Roles and Responsibilities of Head Teacher, Governors and Staff

Provision for vulnerable children identified is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils in his/her class and to be aware that these needs may be present in different learning situations. All members of staff are responsible for helping to meet an individual's educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Board

The Governing Board, in cooperation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils identified. The Governing Board maintains a general overview and has appointed a SEND Governor, who takes a particular interest in this aspect of the school.

The Governing Board will ensure that:

- For pupils within the categories set out in the categories above the usual confidentiality rules will be observed.
- Inclusion is an integral part of the school ethos.
- Within the constraints of the budget, the necessary provision is made for pupils identified.
- All staff are aware of the need to identify and provide for pupils identified.
- Pupils identified join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient



Potten End Church of England Primary School

education of other pupils. They have regard to the requirements of the SEN & Disability Code of practice (April 2015).

- They are fully informed about Inclusion issues, so that they can play a major part in school self-review.
- The quality of provision is regularly monitored.
- They and the school as a whole are involved in the development and monitoring of this policy.

The Head Teacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils.
- Keeping the Governing Board informed about Inclusion issues.
- Working closely with the Inclusion personnel within the school.
- Ensuring that the implementation of this policy is monitored and reported to Governors.
- Setting up appropriate staffing and funding arrangements.

The Special Educational Needs Coordinator (SENDCO) is responsible for:

- Overseeing the day to day running of this policy.
- Ensuring that an agreed consistent approach is applied.
- Liaising with and advising members of staff.
- Helping staff to identify pupils with additional needs or SEND.
- Carrying out detailed assessments and observations of pupils with specific learning difficulties.
- Co-ordinating the provision, in consultation with the SLT (Senior Leadership Team) for pupils identified.
- Ensuring that strategies adopted within intervention groups are transferred into the classroom setting.
- Supporting class teachers in devising strategies, drawing up Personalised plans (Assess, plan, do, review) or setting targets appropriate to the needs of the pupils.
- Advising on appropriate resources and materials for pupils identified and on the effective use of materials and personnel in the classroom.



Potten End Church of England Primary School

- Liaising closely with parents so that they are aware of the strategies that are being used and are involved as partners in the process.
- Informing parents when their child is put on or taken off the SEND register.
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents/carers.
- Updating and maintaining the school's SEND registers and provision maps in liaison with the class teachers.
- Discussing and explaining, if needed, reports from other professionals.
- Ensuring that all staff are given a copy of any relevant information/reports on any children in their class which is to be kept in a class electronic folder and passed on to the next teacher in September.
- Maintaining all reports and information in a central location.
- Assisting in the monitoring and evaluation of a pupil's progress through the use of school assessment information and/or, where needed, the use of more specialist assessments and standardised tests.
- Contributing to the in service training of staff.
- Managing learning support staff/teaching assistants.
- Ensuring that midday supervisors and catering staff are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils.
- Attending, if required, relevant courses to ensure that skills remain updated.
- Liaising with the Governing Board through the designated Governor.
- Ensuring that all relevant information for a pupil is transferred to their next school to ensure a smooth transition.
- Where it is felt necessary for a pupil, arranging an additional transition visit to a receiving school.
- Taking part in Local Authority (LA) SEND moderation and in consultation with the class teacher and with the advice from outside agencies, put forward cases at the Local Higher Needs Funding panel meeting.
- Within the constraints of the budget, purchase resources to meet the needs of all children identified.



Potten End Church of England Primary School

Class teachers are responsible for:

- Including pupils identified in the classroom and for providing an adequately differentiated curriculum. They can draw on the SENDCO for advice on assessment and strategies to support inclusion.
- Showing on plans differentiation clearly.
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils identified.
- Ensuring that their classroom environment supports children identified.
- Giving feedback to parents of children identified.
- Passing relevant information to receiving schools in conjunction with the SENDCO.

Learning support staff/teaching assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils identified.
- Use the school's procedures for giving feedback to teachers about pupil's responses to tasks and strategies.

3. Arrangements for complaints

- If pupils or parents/carers are unhappy with any aspect of provision, they should discuss the problem with the Class Teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCO and/or Head Teacher.
- For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.
- In the event of a formal complaint the parents should follow the procedure in the school's Complaints Policy



Potten End Church of England Primary School

4. Arrangements for monitoring and evaluation

The success of the school's Inclusion Policy and provision is evaluated through the School's Self Evaluation and reporting activities such as:

- Monitoring of classroom practice by the SLT, SENDCO and subject leaders.
- Book scrutiny and pupil voice.
- Analysis of pupil tracking data.
- Monitoring of procedures by the designated Governor.
- Visits from LA personnel and OFSTED inspections.
- Feedback from parents and staff, both formal and informal, following meetings to produce APDR and targets, revise provision and celebrate success.
- Monitoring of differentiated provision during lesson observations by the SLT, SENDCO and subject leaders.

5. Identification

By teacher - Class teachers discuss with the SENDCO any child who they feel is not achieving or coping with the learning environment. Concerns may include under achievement/specific learning difficulties (dyslexia/dyscalculia)/disruptive or withdrawn behaviour/sensory impairment, i.e. hearing, sight/poor social skills / failing to make progress/speech and language difficulties/other.

By parent - Parents may be concerned about an aspect of their child's development. The school has an open door policy and encourages parents to share their concerns. In these circumstances we ask parents to arrange a mutually convenient time to discuss the problem with the class teacher and if necessary the SENDCO.

By School Nurse/Doctor or other outside agency- All children have hearing and sight checks. Each pupil has a medical record sheet, which is kept in the general file in the office and is recorded on the Arbor database. Any information passed on should be recorded on this sheet with any implications for class management. Any specific medical difficulties are entered onto Arbor. If a child has difficulties of a medical nature then this information is also put on the medical register and distributed to all those concerned with the child. All staff are aware that this information is confidential.



Potten End Church of England Primary School

6. SEND Register

Children identified as having a particular special need are listed on the SEND register. Other children may be receiving individual or small group support and these children are put on the schools provision map which records their area of need and the provision that is being made.

The register and provision map ensures that all staff are aware of a child's special needs and that regular monitoring of progress take place. The register also assists in reporting on special needs to County and the DFES. Children may be taken off the SEND register or provision map if they no longer have a need for special provision.