

Littleport Community Primary School



SEND and Inclusion Policy

Ratified: November 2025

Review: November 2026

Signed: 

Chair of Governors

Date: 27th November 2025

Introduction

Littleport Community Primary School is a caring, inclusive community where each individual is valued, recognised and supported. We expect and promote high standards of personal conduct and ensure everyone has equal opportunities to be heard and to share in the positive atmosphere of the school. We aim to ensure an environment where everyone feels safe and secure, and that the health and well-being of individuals informs our policy and practice.

Rationale

This document is a framework for a safe, happy and productive environment that enables all members of Littleport Community Primary School to reach their full potential in terms of their academic progress, as well as their professional, personal and social development. Our values and principles are:

- ✓ that inclusion is the ethos of ensuring equality of opportunity and achievement for all stakeholders in our school setting;
- ✓ that inclusion is a “never-ending process which involves the progressive discovery and removal of limits to participation and learning.” (Booth and Ainscow, 2011, p. 41);
- ✓ that to be fully inclusive, we aim to address the needs of all individuals in our school community including students, staff, parents, governors and other stakeholders; and
- ✓ that all such members of Littleport Community Primary School are recognised as individuals with their own strengths, values, beliefs, needs and ambitions.

Inclusive Access

Learners will have access to:

- ✓ Continuity of transition between phases and key stages;
- ✓ Personalised well-being, safety and care through the School's Pastoral System;
- ✓ A curriculum that facilitates academic growth, progression and where personal needs and ambitions are acknowledged
- ✓ Support and strategies developed to overcome barriers to learning and meet individual learning needs, known as the Ordinarily Available Provision (OAP)
- ✓ A welcome and induction to the School;
- ✓ Equality of opportunity; and
- ✓ A part in the student voice

Each member of staff will have access to:

- ✓ Personalised Continuing Professional Development opportunities;
- ✓ Well-being support both in-school and from the Local Authority;
- ✓ Collegiate support;
- ✓ A welcome and induction to the School;
- ✓ Equality of opportunity;
- ✓ A part in the corporate voice.

Each parent/carer shall have access to:

- ✓ Regular information and data about their child's progress and attainment;
- ✓ Meetings with teachers as well as scheduled Parents' Evenings;

- ✓ Support and advice on how to support their child's learning, behaviour and social skills;
- ✓ Equality of opportunity;
- ✓ A part in the wider school voice through the mechanisms of Parent Governors and the Parents, Teachers and Friends Association.

Disapplication of the National Curriculum

Littleport Community Primary School may, in exceptional circumstances where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. We make every effort to meet the learning needs of each young person, without recourse to disapplication through adaptive teaching and/or through the provision of additional learning resources. In exceptional circumstances we may decide that disapplication is the correct procedure to follow and would only do this after consultation with parents and the Local Authority. The school's Governor with responsibility for Special Educational Needs and Disabilities (SEND) would also be involved in this process ensuring that every effort had been made to provide the necessary support from within the school's resources before considering such action. Should we go ahead with modification or disapplication, we would do so through:

- i. Section 364 of the Education Act (1996) – which allows modification or disapplication of the National Curriculum, or elements of it, through a Statement of Special Educational Needs; and/or
- ii. Section 365 of the Education Act (1996) – which allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Definitions

Special Educational Needs

Learners have Special Educational Needs if they have a learning difficulty which requires special educational provision to be made for them; learners have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority; and
- c) are under compulsory school age and fall within the definition at **a)** or **b)** above or would so do if special educational provision was not made for them;

Learners must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. *Special educational provision* is defined as being for those learners who have educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age, known as the Ordinarily Available Provision (OAP).

Disability

Under the Equality Act 2010 a person has a disability if:

- a) they have a physical or mental impairment;

- b) the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities;
- c) 'substantial' means more than minor or trivial;
- d) 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- e) 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping; and
- f) people who have had a disability in the past that meets this definition are also protected by the Act;
- g) learners new to Littleport Community Primary School will receive a physical access audit to assess their personal access needs, as well as an annually-reviewed Personal Emergency Evacuation Plan (PEEP) and Intimate Care Plan if required;
- h) some support and teaching staff have received moving and handling training, and the School has three disabled toilets;
- i) visitors to Littleport Community Primary School will have access to disability facilities;
- j) further details are available at:
http://www.direct.gov.uk/en/disabledpeople/rightsandobligations/disabilityrights/dg_4001068

Special Educational Needs and Disabilities (SEND) including Learning Disabilities

As this Inclusion Policy is also the SEND policy it contains information from the [Special educational needs and disability code of practice: 0 to 25 years, January 2015](#). Information that must be included is described fully in the SEND Code of Practice and references are identified by section and sub-section numbers.

Littleport Community Primary School adopts the graduated response as outlined in the Special Educational Needs Code of Practice (2015) and which aims for early identification of need and suitable, effective intervention that accelerates learning and narrows the attainment gap for individual learners. Progress of SEND learners shall be tracked via learning and progress data that may include teacher assessments, reading and spelling age scores, as well as standardised scores. Learners in receipt of interventions shall be assessed at the beginning of an intervention to establish a baseline level, and at the end to assess impact, and all learners with SEND will have baseline assessments at the beginning and the end of the school year.

Identifying Special Educational Needs

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." 6.15

We identify learners with SEND via a graduated approach that begins with and follows the process as outlined in the SEND code of practice: a learners' needs are assessed, planned for, put in place and then reviewed. Where a graduated approach to provision is followed, and children do not make progress as expected, then they may be identified as having **special educational needs**:

"Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

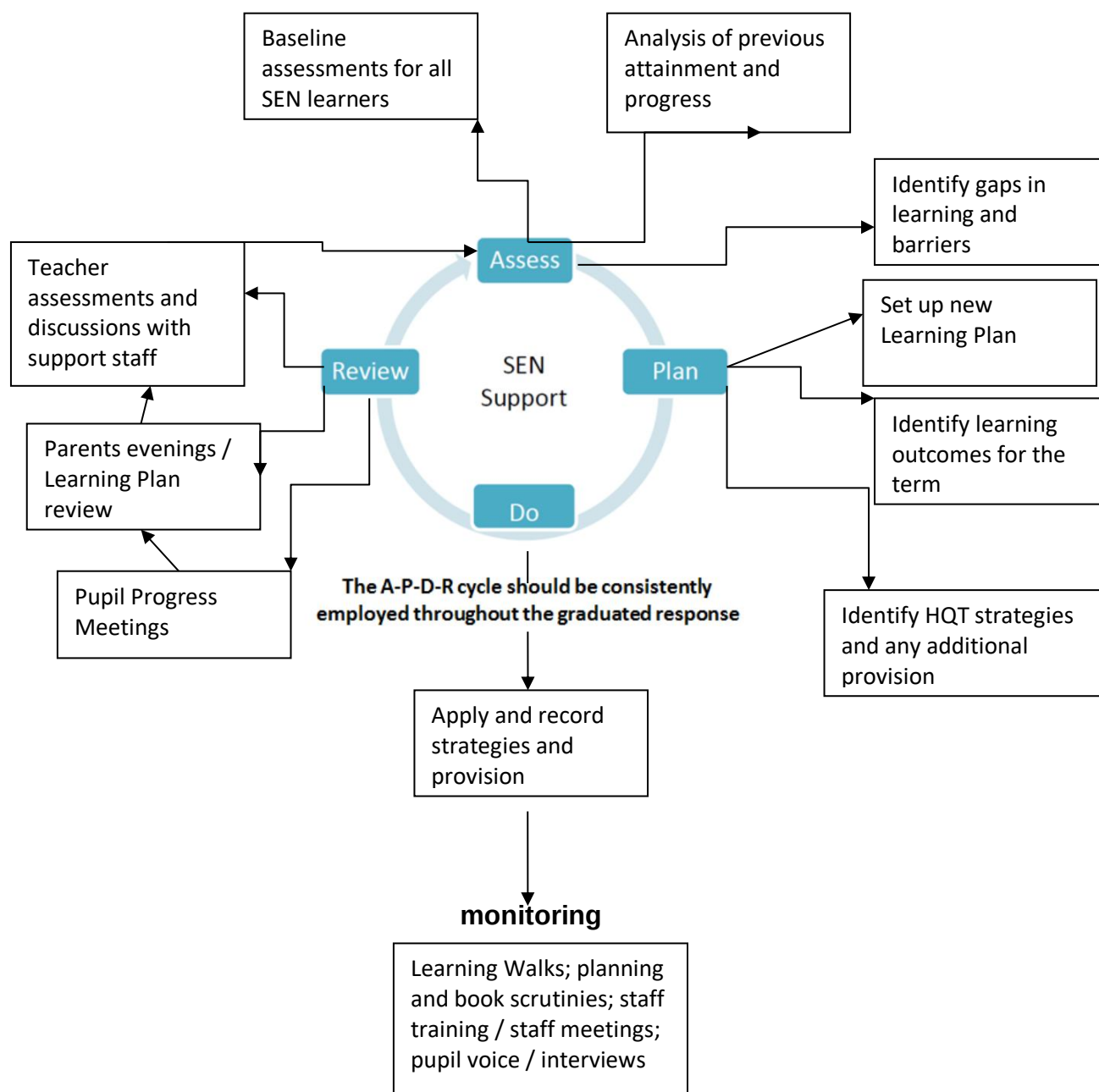
- is significantly slower than that of their peers starting from the same baseline*
- fails to match or better the child's previous rate of progress*
- fails to close the attainment gap between the child and their peers*
- widens the attainment gap"* 6.17

and:

"The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the

class or subject teacher, working with the SENCO, should assess whether the child has SEN.” 6.19

The following diagram shows how special educational needs are identified and supported:



The diagram shows the process of how to address learning needs as identified in the SEND code of practice as a four part cycle where “actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach” 6.44

Assess: what are the learner's educational needs and barriers to learning?
Plan: identify and plan how to meet the learners needs and overcome barriers
Do: implement the plan
Review: assess how well the learner has made progress

The school will use this four-part cycle to support special educational needs, as well as to provide evidence where a request for further support from outside professionals is needed. All outside professional agencies, such as SEND Services, have their own threshold criteria to meet before a referral will be considered.

Littleport Community Primary School has a clear process for identifying SEND:

- ✓ all teaching staff are involved in the identification of students with additional needs in their mainstream classroom;
- ✓ each class teacher has responsibility for routine monitoring, tracking and identification of learners' additional needs in liaison with the Special Educational Needs and Disabilities Coordinator (SENDCo)
- ✓ referrals to the SENDCo can be made by using the referral process set out by the SENDCo September 2021, and information already available is circulated to all staff at the beginning of each academic year;
- ✓ details of differing needs, the Stage of Assessment under the Code of Practice and any additional provision from other agencies is also provided;
- ✓ teaching staff familiarise themselves with the needs of all students in their teaching group and respond appropriately with the support of the SENDCo;
- ✓ Teaching Assistants are allocated, where resources allow, to specific individuals, groups or subject areas; and
- ✓ staff liaise closely with Teaching Assistants to ensure their maximum effectiveness.

SEND Support

This refers to learners who are identified as SEND and who access **additional or different** provision to the majority of children their age. Provision may be provided by the school or by an external agency, or a combination of both. A pupil passport will be created to support the child, with the Assess, Plan, Do Review documentation shared with parents regularly to include parent views. Pupil voice will be taken regularly using a variety of methods.

Education, Health and Care Plans (EHCP)

Where a learner's needs cannot be met at SEND Support, a request for a Statutory Assessment will be considered.

Learners with an EHCP will be provided with opportunities to work towards their personal outcomes, as identified in their EHCP. This will be individual to the child, and will vary as to the specifics of support and learning opportunities. It is

the aim for children with an EHCP to be supported to access learning within the main classroom setting, alongside their peers. For children who have been identified as requiring an alternative curriculum, adaptations will be made either within the classroom, intervention or, in a small number of complex/high-needs children, accessing the in-house provision Treehouse.

Vulnerable Groups

English as an Additional Language (EAL)

Littleport Community Primary School values diversity in all its forms. Members of the school community will have access to support in developing their practical usage and understanding of the English language. Learners' needs will be assessed and they will be set tasks consistent with their cognitive ability and may receive intensive language acquisition support if required.

Children in Care (CIC)

Children in care will receive support in accordance with the statutory guidance of Section 52 of the Children Act 2004. The Designated Teacher for CIC will attend Statutory CIC Reviews. Children in Care shall receive individual support and provision where needed through the school's resources, planning and pastoral care systems, as well as the use of the Pupil Premium Plus funding. The Designated Teacher for Children in Care is Amber Harradine-Hughes, SENDCo.

Post Children in Care (Post CIC)

Post CIC will receive support in accordance with the statutory guidance of The Children and Social Work Act 2017. Post CIC shall receive individual support and provision where needed through the school's resources, planning and pastoral care systems, as well as the use of the Pupil Premium Plus funding. The Designated Teacher for Post Children in Care is Amber Harradine-Hughes, SENDCo.

Minority Groups/Diversity

Littleport Community Primary School values diversity in all its forms and the equality and understanding of faiths, beliefs and ethnicity shall be addressed through the pastoral system and academic curriculum.

Economically Disadvantaged Learners

Littleport Community Primary School understands the impact of economic disadvantage and shall ensure that each learner has access to the use of equipment necessary for effective learning during school hours. Children in receipt of free school meals (FSM) shall receive individual support and provision where needed through the school's resources, planning and pastoral care systems, as well as the use of the Pupil Premium funding. The Pupil Premium lead is Sara Jackson, Assistant Headteacher.

Service Families

Littleport Community Primary School recognises the demands placed upon learners whose parent/s may be serving in the Armed Forces, and shall ensure they receive individual support and provision where needed through the school's resources, planning and pastoral care systems, as well as the use of the Pupil Premium funding.

Long-Term Sick

Littleport Community Primary School will support families and children who experience long-term illness by assessing needs on an individual basis and may include:

- a. Medical needs being referred to the Local Authority in line with DfE Statutory guidance "Education Children with Health Needs" <http://www.education.gov.uk/aboutdfe/statutory/g00219676/health-needs-education>;
- b. Access to Local Authority Provision;
- c. Use of the Early Help Assessment (EHA); and
- d. Referral to specialist health professionals and/or specialist support teachers.

Staff

Staff with learning difficulties will receive support, care and guidance in order to realise personal growth and potential and to ensure they are not disadvantaged in the workplace.

Communication of this Policy

We will take active steps to communicate the principles of this Policy to all students, parents, staff, Governors, partners, stakeholders, contractors and visitors to the School.

Responsibilities and accountabilities

a. The Governors are responsible for:

- i. Ensuring that an appropriate SENDCo is appointed;
- ii. Ensuring that we have a nominated Special Educational Needs and Disabilities (SEND) Governor;
- iii. Ensuring that this policy is in place;
- iv. Ensuring that all inclusion-related legislation is complied with and that the school discharges its duty-of-care for all students and staff;
- v. Providing the necessary guidance, encouragement and resources to allow this policy to be followed; and
- vi. Monitoring the effectiveness of this policy through regular updates from the SEND Governor.

b. The Headteacher is responsible for:

- i. Providing appropriate curricular provision;
- ii. Ensuring that there is an appropriate SENDCo;
- iii. Ensuring that there is strategic development of inclusive practice forming part of a whole-school integrated approach;

- iv. Making provision for the fact that learners:
 - ✓ have different educational and behavioural needs and aspirations;
 - ✓ require different strategies for learning;
 - ✓ acquire, assimilate and communicate information at different rates; and
 - ✓ need a range of different teaching approaches and experiences.

c. Senior leaders are responsible for:

The strategic development, implementation and oversight of:

- i. staff professional development / staff induction
- ii. tracking and progress
- iii. pastoral care
- iv. rewards and celebration of achievement
- v. learner voice and parental view

The SENDCo is responsible for:

- i. Ensuring that all Special Educational Needs are catered for.
- ii. Keeping full records of learners who are on the School's SEND register;
- iii. SEND and the coordination of support interventions;
- iv. Positive promotion, advice and guidance on strategies, adaptation, inclusive practice and equality of opportunity;
- v. Implementing Early Help Assessments, (EHAs) along with the Children's Inclusion **Manager** for those children identified as Special Educational Needs.
- vi. Meeting the statutory duties of the Designated Teacher for Looked After Children (LAC) and Post Looked After Children (Post LAC);
- vii. Ensuring that Annual Statement Reviews and Provision Access Maps are in place;
- viii. Informing the Headteacher of the requirements for meeting the needs of the students in the school with Special Educational Needs and Disabilities;
- ix. Ensuring that appropriate educational provision is made for all those on the SEND register;
- x. Supporting and overseeing Teaching Assistants as may be necessary to meet the individual needs of students on the SEND register;
- xi. Assessing SEND students to ascertain their educational needs;
- xii. Providing Governors with up-to-date information when required;
- xiii. In collaboration with teachers, the SENDCo creates accurate records of learners' Special Educational Needs and Disabilities and how they are being met; and
- xiv. Working closely with all appropriate outside agencies to ensure that learners with Special Educational Needs and Disabilities have those needs met.

The Children's Inclusion Manager is responsible for:

- i. Initiating Early Help Assessments, (EHA) and attending meetings.
- ii. Working with all members of the Team Around the Family (TAF) meetings that are subsequently held.
- iii. Working on a whole school level in order to advise intervention and behaviour strategies and to empower others with their knowledge
- iv. Leading inclusive practice, including pedagogy and an inclusive culture within the setting and providing support and information to staff and parents on inclusion of all children.
- v. Engaging with local developments and organisations to support children with Social, Emotional and Mental Health needs that are not identified through SEND support.
- vi. Leading and coordinating the care of children with medical needs.
- vii. Deputy Designated Safeguarding Lead.
- viii. Maintaining accurate safeguarding records for the school
- ix. Overseeing the monitoring of attendance throughout the school.

The Children's Inclusion Manager is Steve Parrin.

Subject Leaders and Phase Leaders are responsible for the leadership and management of:

- i. Curriculum planning;
- ii. In-class differentiation;
- iii. Target setting and progress tracking; and
- iv. Staff development.

All teaching staff are responsible for:

- i. Setting suitable learning challenges;
- ii. Positively promoting diversity and equality
- iii. Ensuring that there is appropriate in-class differentiation;
- iv. Having an awareness of different learning styles;
- v. Using Assessment for Learning (AfL) to inform planning and to meet individual students' needs;
- vi. Communicating with parents/carers;
- vii. Working within the guidelines and plans set by the SENDCo.

h. Learners are responsible for:

- i. Working in partnership with each other regardless of others' educational needs
- ii. Taking part in peer and self-assessment;
- iii. Setting their own targets;
- iv. Exercising and developing independent learning skills;
- v. Contributing to learner voice; and
- vi. Taking part in peer support.

i. Parents/Carers are responsible for supporting their child's academic and social learning by:

- i. Having an awareness and understanding of the School's Inclusion Policy;
- ii. Positively promoting diversity;
- iii. Communicating with school staff; and
- iv. Attending Parents' Evening and other meetings.

Monitoring and review

- i. The Governing Body will review this policy on an annual basis;
- ii. The Standards Committee will monitor the effectiveness of this policy by receiving and questioning reports from the SENDCo at every meeting;
- iii. Changes will be made in line with legislation.