



Thornton-in-Craven Community Primary School

Special Educational Needs Policy

Date of issue	Review date
September 2025	September 2026

SPECIAL EDUCATIONAL NEEDS POLICY

Please read this policy alongside our SEND Information report that outlines our SEND processes in detail. Found at www.thorntonincravenprimary.org.uk.

SENCo: Miss Sarah Toomy, SEN Consultant and Specialist Teacher

The Governor responsible for SEND is Mrs Rachel Davies.

Introduction.

Thornton in Craven CP School is committed to providing a quality education for all children. The purpose of our policy for Special Educational Needs / Disability and Inclusion is to ensure that we support each individual child towards achieving his or her full learning potential. We recognise that any child may have needs at some time, but certain groups of individuals may require special monitoring, additional support or more individualised provision. All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.

All teachers work together to identify and meet any special needs of pupils as early as possible. We believe that every teacher is a teacher of every child and young person, including those with SEND. If children are not able to 'learn the way we teach' then we must change our provision to 'teach the way they learn'. Good practice for children with Special Educational Needs and Disabilities is good practice for all.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (August 2017)
- The National Curriculum in England Key stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- Keeping Children Safe in Education (2021)

This policy has been created by the school's Headteacher, Miss Suzie Brown and the school SENCo, Ms Sara Toomey (ADyS), and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability. The SENCo is a member of Senior Leadership Team (SLT).

Policy Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with

the child receiving their special educational provision and the effective education of their fellow pupils.

- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Identify and use our best endeavours to provide for pupils who have special educational needs and additional needs.
- Work with the guidance provided in the SEND Code of Practice, 2014
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy.
- Provide training, support and advice for all staff working with pupils with additional needs
- Ensure that all children have access to a broad, balanced, and relevant curriculum which is adapted to their individual needs.
- Provide a stimulating environment in which all children feel happy and secure.
- Involve and support children in decision making processes that occurs in their education.

Definition of Special Educational Needs

Special educational needs and disability code of practice: 0 to 25 years - June 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

- Cognition and learning (CL)
- Communication and interaction (CI)
- Social, emotional and mental health difficulties (SEMH)

- Sensory and/or physical impairment. (SPN)

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

A Graduated Approach to SEN Support

The school is committed to early identification to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, SATs or the use of PIVATS. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on quality first teaching which includes classroom organisation, teaching materials, teaching style and adaptation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We 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
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated, and overseen by the SENCO, whilst the class teacher is

responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

ASSESS - The teacher and SENCO will consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centered tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person-centered tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's Local Offer can be found on the school website www.thorntonincravenprimary.org.uk.

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENCO records the cost of provision made through provision mapping.

Statutory Assessment of SEN

If the school is unable to meet all the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan (EHCP). The request will be made to the local authority where the child lives, not the local authority of the school, so may be to North Yorkshire or Lancashire depending on individual circumstances.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual plans
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework / Early Help Plan (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health, and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website at <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>.

Annual Review of the EHC Plan

All Statements/ EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage and parents / carers would be involved in this decision.

Supporting pupils and families

Our aim at Thornton in Craven CP School is to develop a partnership where professionals and parents work together in the best interests of the child. The views and wishes of the child are also sought.

We understand the importance of parents in the learning process and involve them as much as possible in their children's learning. If a child has SEND it is of the utmost importance that parents are fully aware of what is being achieved by their child. Similarly if a child is not making progress parents should be aware that the school has concerns. In other words, nothing should "come as a shock" to parents.

Reviews are carried out termly, or more frequently if deemed necessary.

The school follows the SEN Code of Practice which states the key principles involved in communicating with and working in partnership with parents and these include;

- having positive attitudes towards parents, respecting the validity of differing perspectives
- providing user-friendly information and procedures, and being aware of the needs parents might have of a disability or communication or linguistic barriers
- recognising the pressures the parents may be under because of the child's needs
- acknowledging the importance of parental knowledge and expertise in relation to their child
- gaining parental permission before referring them to others for support.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans through the discussions held on parents' evenings 3 x a year. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child and the pupil themselves. The Governors' Annual Report informs all parents of changes to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

In addition, parents are welcome to talk to teachers whenever they have a concern about a child at a mutually convenient time.

Medical issues are first discussed with the parents/carer. If support is required, the school nurse will be contacted. The child may then be referred for assessment through his/her GP. The school's policy on managing medical conditions of pupils can be found on the website:

www.thorntonincravenprimary.org.uk.

If a teacher is concerned about the welfare of a child, they should consult the SENCO and/or Headteacher as Designated Safeguarding Lead.

Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

The School's Designated Safeguarding Lead is Miss Sara Toomey

The position of the School's Child Protection Governor is held by Mrs Rachel Davies

Admissions

Pupils with special educational needs will be admitted to Thornton in Craven Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, Thornton in Craven Primary School will seek to ascertain from parents whether the child has special educational needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavors to collect all relevant information and plan a relevant adapted curriculum. The Admissions policy is available on the school website. When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENCO will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Supporting pupils at school with medical needs.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school's policy on medical needs can be found on the school website at www.thorntonincravenprimary.org.uk.

Monitoring and evaluation.

This includes:

- Monitoring and evaluating interventions, including value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Completion of statutory functions by the SENCo
- Use of the NYCC Inclusion Quality Mark
- Discussions with families and pupils
- Feedback from support agencies and Ofsted
- Local Authority analysis of information and data about the school.
- Support and advice from an SEN Consultant

Monitoring and evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

Training and Resources

Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored. The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their EHCPs and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher / SENCO.

The SENCO will keep abreast of current research and thinking on SEN matters. The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals. The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff. External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of: Specific interventions, teaching assistant time and resources and is shown on the pupil overview of provision (POPs) alongside the costings.

Funding received for an Education Health Care Plan is allocated to ensure appropriate provision for the individual concerned

Roles and Responsibilities:

The SEN Governor, Mrs Rachel Davies, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues,
- the SEN policy is reviewed annually,
- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and provides for pupils with special educational needs.

The Head Teacher, Miss S Brown and Ms Sara Toomey the SEN Co-ordinator (SENCo) together manage the school's special educational and medical needs of the pupils. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and SEN Consultant, Ms Sara Toomey, will identify areas for development in special educational needs and contribute to the school's improvement plan. In addition to her responsibility as Headteacher, Miss Brown also carries out her duties as SENCo as outlined below.

The SEN Co-ordinator (SENCO), Miss Sara Toomey, has responsibility for:

- co-ordinating SEN provision for children
- liaising with and advising other teachers
- maintaining the school's SEN Register and overseeing the records of all children with SEND
- liaising with parents of children with SEND
- contributing to in-service training of staff
- liaising with external agencies including LEA support services and educational psychology services, health and social services, and voluntary bodies.
- Consultation with class teacher to ensure POP's are written and that reviews take place.

All teaching staff and support staff will have responsibility for:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate, monitor and review POPs and to maintain a class SEN file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

Storing and Managing Information

Confidentiality

The school is committed to the health and well-being of its pupils and will ensure that staff, parents and pupils can feel confident that any information entrusted is treated sensitively and only shared with the relevant personnel.

Data Protection

The school gathers and uses personal information about staff, pupils, parents and other individuals who come into contact with the school to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

The school's Data Protection Policy can be accessed via the school office.

The confidential nature of SEND information is fully recognized at Thornton in Craven CP School. Hard copy files are stored securely in the Headteacher's office, whilst electronic files are stored on the school's network. The school's confidentiality/privacy policy can be found on the website

www.thorntonincravenprimary.org.uk.

Reviewing this policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review in September 2026.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Thornton in Craven CP School publishes its accessibility plans within its local offer, SEN information Report and SEN Policy and these can be found on the website at www.thorntonincravenprimary.org.uk.

Health and Safety Policy

The SEN policy for Health and Safety is consistent with, and so reinforces the Health and Safety policies of the school, which seek to promote safe and healthy working conditions, behaviour and procedures.

COMPLAINTS PROCEDURE

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of the Governors

Bullying

Bullying is taken very seriously at Thornton in Craven CP School. To view the school's policy on anti-bullying, see the behaviour policy on the school's website at www.thorntonincravenprimary.org.uk.

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Thornton in Craven CP School endeavour to generate a culture of support and care among pupils.