Thorndon CE Primary School

Special Educational Needs & Disability Policy

Approved by:	Governors	**Date:**	
Last reviewed on:	Summer 2026		
Next review due by:	Summer 2027		

1. Introduction

School Aims

At Thorndon Primary School we recognise each pupil as an individual. We seek to equip each pupil with the knowledge, skills and understanding necessary to reach their full potential and to become responsible, caring citizens in the future.

The majority of pupils will progress within the normal planned arrangements for a balanced curriculum, but when a pupil is identified as having a Special Educational Need, we as a school will ensure special educational provision is put into place to support their learning.

The Special Educational Needs and Disability Code of Practice 2014 (p.4) defines special education needs (SEN) as:

"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."*

In accordance with the Special Educational Needs and Disability Code of Practice 2014

We aim to:

- Address the requirements of those pupils with Special Educational Needs using the graduated approach of the 4 part cycle, assess, plan, do, review.
- Provide a safe, happy and caring learning environment that meets the needs of each pupil
- Ensure all staff have high expectations of all pupils and teach in a way that makes learning enjoyable and challenging and allows all pupils to experience success.
- Help the pupils to respect and value themselves and others
- Meet each pupil's individual needs and ensure all pupils have access to a broad and balanced National Curriculum
- Involve all parents, staff and pupils in the decision and learning process, acknowledging and drawing upon parent knowledge and expertise in relation to their child
- Ensure all staff are aware of their roles and responsibilities in identifying and meeting the needs of SEND pupils and have accessed suitable training

In the Special Educational Needs and Disability Code of Practice 2014 the four categories are as stated:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

2. Roles and Responsibilities

The Governors

Governors will be involved in developing and monitoring the school's SEND policy and through the SEND Governor they will be up-to-date and knowledgeable about the school's SEND provision.

The responsibilities of the school's Governing body are as follows:

- Do its best to ensure necessary provision is made for any pupil who has special educational needs
- Pupils' needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have SEND
- Pupils with SEND join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical
- Regularly review how resources are used to support SEND provision and how they are used to build the quality of whole school improvement
- Parents are notified of a decision by the school that Special Educational Needs provision is being made for their child
- They have due regard of the Special Educational Needs and Disability Code of Practice 2014

The Head of School/Executive Headteacher and All Staff

The responsibility for special needs is a matter for the school as a whole. All staff are involved in the development of policies and practice for pupils with SEND and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Head of School/Executive Headteacher

The Head of School/Executive Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Head of School/Executive Headteacher keeps the governing body fully informed via the SENDCo and works closely with the school's SENDCo.

All Staff

All teachers are teachers of pupils with SEND and adapt the curriculum to meet their need. Class teachers will identify pupils with any possible special educational need and bring these to the attention of the SENDCo.

Teachers will liaise with parents/carers at all times, keeping them fully aware and informed about any concerns of special educational needs and involve them in the processes undertaken to support their child.

The Special Educational Needs Co-ordinator (SENDCo)

The key responsibilities of the SENDCo may include:

- Overseeing the day-to-day operation of the schools SEND policy
- Co-ordinating provision for pupils with SEND
- Liaising with the relevant Designated Teacher where a child in care (CiC) has a Special Educational Need
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with Early Years providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head of School/Executive Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

3. Identification and Assessment of Needs

"The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. " (DfES SEND Code of Practice 2014 – section 6.14)

Within every class high quality teaching is the first response to target a pupil's area of weakness. The initial identification remains the responsibility of the class teacher. If a pupil's progress continues to be less than expected the class teacher will work alongside the SENDCo to gather evidence. However, it should not automatically be considered when gathering evidence, that a pupil who is making slow progress or who has a low attainment has a special educational need. These pupils' needs will also be monitored closely, and targeted additional support will be put in place where necessary.

At Thorndon Primary School we have a clear approach to gathering evidence and identifying and responding to SEND. In identifying and assessing pupils with SEND the school has regard for the Code of Practice and employs strategies, which include:

- Liaison with any feeder schools/playgroups
- Listening to the concerns from parents/carers
- Listening to the concerns from the pupils themselves
- Teacher assessments
- Advice received from external agencies

When a pupil has been identified as having a special educational need they are placed on the school's SEND Register which is maintained by the SENDCo and copied to the Local Authority upon request. The class teacher and/or SENDCo will regularly meet with the parents/carers to discuss and explain the school's concerns.

The triggers for SEND Support will be underpinned by evidence that the pupil, despite receiving adaptedd learning opportunities makes little or no progress even when high quality teaching approaches are specifically targeted to the pupil's area of weakness.

Where a SEND pupil continues to demonstrate significant cause for concern, despite the school meeting the needs of the pupil and providing relevant and purposeful support, the school or parents can consider requesting and Education, Health and Care Plan. The Local Authority decides whether it is necessary for a pupil to have an EHC plan.

The EHC plan will detail the pupil's educational needs and the provision that the school will need to make in order to meet those needs. Key objectives will outline long term targets. The EHC plan will detail appropriate facilities and resources. The SENDCo has responsibility for pupils with EHC plans and will oversee the provision for these pupils within school and organise the Annual Review meeting.

When a pupil is receiving SEND support or has an Education and Health Care Plan, we as a school will meet with parents regularly to set targets and outcomes and review progress towards them. We will look at the activities and interventions that will help achieve the outcomes and provide opportunities for parents to share any concerns. The views of the pupils will also be gathered and discussed as part of the meeting.

These meetings will be vital in ensuring that everyone works together and agrees their aspirations for the pupil. A record of the information will be stored on a one-page pupil profile and within pupil passports and will be shared with appropriate school staff.

Children who have English as an additional language (EAL)

Children who have English as an additional language (EAL) are monitored by the class teacher to ensure there is no additional educational need that may be masked due to EAL. The class teacher will report any concerns to the SENDCO, for further investigation and/or support.

Children who are identified as gifted and talented

Children who are identified as being gifted and talented in a particular area will be provided with activities/work by the class teacher which will challenge and deepen their learning.

4. Complaints Procedure

Wherever possible staff will work with parents/carers to make sure that any disagreements or complaints are resolved without recourse to the formal complaints procedure. When an issue of complaint or disagreement does arise, parents should make their complaint known to the Head of School/Executive Headteacher and if needed seek further information detailed in the Complaints Procedure.

5. Partnership with Parents and Stakeholders

This policy is founded on the premise that parents/carers will be involved throughout the processes outlined within it and that their early involvement is of paramount importance. They will always be informed if the school identifies their child as having a special educational need.

When working with parents/carers we will focus on a pupil's strengths as well as needs and draw on parental expertise and knowledge of their child. We adopt a positive attitude towards parents/carers, providing information to them in a user-friendly format. We recognise that some parents/carers themselves may have differing needs and take account of these in a sensitive manner. The class teacher will work closely with parents at all stages and should be the first port of call in case of difficulty. They can then be referred onto the SENDCo or Head of School/ Executive Headteacher if necessary.

6. Details of Support

External support services and the Local Authority play an important part in helping the school identify, assess and make provision for pupils with SEND.

More detailed, accessible and up-to-date information on provision and services can be found in the school's local offer. This can be accessed through the school website.

7. Transition Procedures

Teachers will ensure that the relevant background information about pupils with special educational needs is collected, recorded and updated. All teachers will liaise with new class teachers and schools to which pupils with SEND transfer, in order to provide any information, knowledge and paperwork relevant to the pupil. All information shared will be agreed with parents and pupils.

8. Allocation of Resources

The school receives money through the overall budget, the Executive Headteacher, SENDCo and governing body will then decide how to allocate the resources to support the progress of pupils with SEND. Where a pupil's provision exceeds that of the nationally prescribed threshold, additional funding (High Needs Funding) from the Local Authority can be applied for by the school.

If a child receives an EHC plan a parent has the right to request a personal budget from the Local Authority. A personal budget is an amount of money identified by the local authority to deliver provision set out in the EHC plan.

9. Policy Review

The school's Governing Body will review this policy document annually and in line with the School Improvement Development Plan. Any review will take account new developments and practice, Government policies and initiatives and the needs of the school.

Appendix 1

Glossary of Terms

(Taken from Special Educational Needs and Disability Code of Practice 2014)

Annual Review: the review of a statement or EHC plan which the local authority must make as a minimum every 12 months.

Education, Health and Care Plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

National Curriculum (2014): This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parental Responsibility: Parental responsibility is defined under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property. Under Section 2 of the Children Act 1989, parental responsibility falls upon:

- all mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced)
- mothers who were not married to the father at the time of the child's birth, and
- fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order

Under Section 12 of the Children Act 1989, where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force.

Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The social services department cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection order is in force under Section 44 of the Children Act 1989.

Personal Budget: A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC plan.

Special Educational Needs and disability (SEND): A child or young person has SEND 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Need Co-ordinator (SENDCo): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating Special Educational Needs provision. In a small school, the Head of School, Headteacher or deputy may take on this role. In larger schools there may be a team of SENDCos. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENDCo and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is

designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.