Thorndown Pre-School

POLICY ON ASSESSMENT OF AND PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Our aspiration is that Thorndown Primary will be an outstanding school.

We value and respect everyone in our community and work as a team to:

- Provide learning experiences which support and inspire high achievement for all;
- Ensure a caring, safe and welcoming environment;
- Promote co-operative and responsible attitudes to make a positive contribution;
- Actively encourage independence and confidence to thrive in a changing world.

Approved at Learning & Development Committee meeting on 13th April 2026

Review Period: 2 years

Date for next review:

This policy will be updated and reviewed once the Government, SEND Reform White Paper 2026, titled "Every Child Achieving and Thriving," becomes legislation.

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The purpose of education for all pupils is the same; the goals are the same. It is the help that individual pupils require in progressing towards them which will be different because of their individual emotional, social, behavioural, communication, educational or physical needs.

Pupils' needs are best provided for in a happy and secure environment, where successful learning is continually strived for. As a school, we need to be flexible, supportive and responsive in order to meet the needs of the individual, giving each and every member of the school community a valued role.

DEFINITION

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEN Code of Practice says children have a learning difficulty or disability which calls for special educational provision to be made for him or her:

- A significantly greater difficulty in learning than the majority of the others of the same age, or,
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that made generally available for other children or young people of the same age.

English as an Additional Language
Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language, are not SEN.

Areas of Special Needs
Following the SEND Code of Practice, the four categories of SEND are:

1. Cognition and Learning
2. Communication and Interaction
3. Social, emotional and mental health
4. Sensory and physical

Children's needs may fall into one or more of these categories, which may change over time.

LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set our schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCos) and the SEN information report.

AIMS AND OBJECTIVES

Thorndown Primary School aims to:

- To value all children and support inclusion with access to a broad and balanced education for all.
- To ensure that all pupils with SEND have their needs identified to support academic progression and continued good physical and mental health and wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To ensure all children can access a balanced curriculum, adapted when appropriate.
- To ensure that all pupils access extra support when needed, interventions or additional resources where appropriate and removing their barriers to learning.
- Communicate with and work in partnership with parents.

Thorndown Primary School's Objectives are to:

- Identify the needs of pupils with SEND as early as possible by gathering information from parents, education and health and care services.
- Monitor the progress of all pupils to aid the identification of pupils with SEND. Continuously monitor children with SEND, to ensure they are making good progress.
- Make appropriate provision to overcome all barriers to learning.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education, including supporting them in terms of understanding SEND procedures and practices.
- Access support from outside agencies when necessary
- Create a school environment where pupils feel safe to voice their opinions of their own needs.

EVALUATING SUCCESS

The governors will evaluate the success of this policy, by enquiring how effectively pupils with special educational needs participate in the whole curriculum and all activities.

In particular, the governors may come to judgements about:

- The effectiveness of educational professionals and parents working in partnership.
- How well pupils with special educational needs access the whole curriculum of the school.
- How independent pupils with special educational needs become.
- Whether intervention for each pupil is reviewed and evaluated regularly.
- How the deployment of resources is designed to ensure the needs of all pupils are met.
- The extent to which standards (measured by e.g. SATs results, both statutory and optional, PIVATS, reading tests etc.) have improved across groups of pupils with identified SEND over time.

The governing body will consider and report on the effectiveness of the school's work on behalf of pupils with SEND, as part of the review cycle.

ROLES AND RESPONSIBILITIES:

Thorndown sees the inclusion of children identified as having special educational needs as an equal opportunities issue and we aim to model inclusion in our staffing policies and in our relationships with parents/ carers and the community.

Everyone in the school community (governors, staff, pupils and parents) has a positive and active part to play in meeting the educational needs of all our pupils.

Governors

- To fulfil statutory duties and responsibilities to pupils with SEND, ensuring that SEND provision is an integral part of the school improvement plan.
- To establish and monitor policy and approach to provision, which has regard for the *Code of Practice on the Identification and Assessment of Special Educational Needs (2014).*
- To establish the appropriate staffing and funding arrangements.
- To maintain a general oversight of school's work.
- To participate in relevant training.

Headteacher:

- To take ultimate responsibility for the provision of children with special educational needs and disabilities.
- To keep the governing body fully informed.
- To work closely with SEND Co-ordinator.

SEND Co-ordinator:

- Liaise with parents and other professionals in respect of pupils with special educational needs.
- Advise and support colleagues in school.
- Support teachers in the writing of pupil profiles, intervention records and reviews.
- Co-ordinate provision and ensure that relevant information about individual pupils with SEND is collected, recorded and updated e.g. the SEND Register.
- Contribute to the training of teaching and non-teaching staff.
- Manage the Teaching Assistants, organising and allocating their timetables in consultation with class teachers with regard to the individual needs of pupils with SEND.
- Allocate resources where appropriate.
- Write and review the Information Report alongside parents and staff and make sure it is published on the website.
- Review the SEND Policy.

Ms L Hamilton is currently the SEND Co-ordinator and reports to the SEND link Governor. Currently the SENCo is also the Assistant Head and is a non-teaching member of staff to co-ordinate provision, work with colleagues, liaise with other professionals e.g. Specialist Support Teachers, Educational Psychologist, complete assessments, monitor progress and meet with parents of pupils with SEND.

Teaching Staff:

- To be aware of school's procedures for the identification, assessment and provision for pupils with SEND.
- To plan appropriately for, and teach all pupils whatever their need, assessing and recording progress using the Plan, Do, Assess, Review approach. (SEND Code of Practice 2014).
- To supervise and plan measurable programmes of work for any assistants i.e. Teaching Assistants, involved in the learning of their pupils and liaise with them regularly.
- To work in partnership with the SEND Co-ordinator, pupils and parents and other agencies.
- To participate in appropriate training.
- To complete paperwork for children in their class with SEND or possible SEND, including intervention records, identification forms, assessment and contribute towards EHCP reviews.

Pupils:

- To have their wishes about their own needs regularly sought and carefully considered but not be overburdened with decision making procedures, of which they have insufficient experience and knowledge to make judgements.
- To treat their peers with respect.

Parents:

- To be kept informed and to inform the school of their child's needs and progress.
- To help to compile, agree and review Intervention Records.
- To work in partnership with the school to help meet the needs of their child.
- To take part in Educational, Health and Care plan reviews.

GRADUATED RESPONSE

The school SENCo follows the recommendations of the SEND Code of Practice (2015), which was adopted by Cambridgeshire LA for the identification of provision for pupils with special educational needs. The advice of specialists will be sought when needed.

Graduated Response and Statutory Assessment under the SEND Code of Practice (2015).

Quality First Teaching

- Access to the full school curriculum is achieved by the careful adaptation of class work by the class teacher.
- All pupils are monitored by class teachers to identify children falling significantly below the expected range of academic and non-academic attainment.
- The SENCo may be consulted and may observe and offer advice.
- The teaching and learning for all pupils is regularly reviewed and a range of strategies are used to support vulnerable children.
- Parents will be informed at every stage of their child's development and encouraged to share information they may have.
- Teachers have regular Pupil Progress meetings with their Team Leader to monitor and assess the progress of individual children. Children on the SEND register will be discussed.

School Support

- The class teacher devises interventions additional to or different from those provided as part of the school's adapted classroom provision, as detailed in the school's provision mapping records.
- The class teacher completes assessment for children with SEND in order to plan developmentally appropriate targets.
- Language descriptors or social communication descriptors are used as appropriate to identify needs, facilitate strategies and provide evidence.
- The pupil and parents are informed and involved.
- The class teacher remains responsible for the pupil's education on a daily basis and for planning any interventions required and filling in an intervention record.
- The class teacher monitors and reviews the pupil's progress.

Request for Specialist Support

- The SENCo and class teacher, in consultation with parents, will complete an EHA to request help from external services when necessary.
- Children needing specialist support will be discussed at the Link Planning meeting with the school's Specialist Teacher and Educational Psychologist. At this meeting a plan of action will be devised. Permission will be sought from parents before this happens.
- Advice and/or support is sometimes provided by an outside specialist.
- Additional or different adaptations to those at 'School Support' are put in place.
- Recommendations from specialists are included in the intervention record,
- The pupil and parents are involved in regular reviews.
- The class teacher will assess and monitor the pupil's needs and plan future interventions.

Request for Educational Health Care Plan (EHCP)

The LA is responsible for undertaking the Statutory Assessment process, following a request from the school. This will occur if a pupil continues to demonstrate severe, long-term and complex needs and has had considerable input from school and other educational professionals in order to meet their needs. The school will complete and submit the EHCP request by gathering information from specialists, staff, the pupil and parents. The pupil will continue to be supported through School Support whilst the statutory assessment is being made. In these cases, evidence will be collected and submitted to the local education authority where they will consider the need for statutory assessment and, if appropriate, make a multi-disciplinary assessment.

Educational Health Care Plan

- The LA draw up a Plan, and arrange, monitor and review provision.
- The EHCP will include details of the pupil's special educational needs provision and monitoring arrangements.
- Yearly targets are initially developed by the Local Authority on the child's first EHCP. These will reviewed and if necessary, amended annually.
- These targets will be implemented through an intervention record, written by the class teacher, which will be reviewed regularly, at least termly.

PARENT PARTNERSHIPS

Thorndown Primary School values working in partnership with all parents. We will seek to involve parents in all decisions about their children, gaining parental permission before referring them to others for support.

We believe that a partnership with parents plays a key role in promoting a culture of co-operation between parents, school, LA and other agencies. This is important in enabling pupils with SEND to achieve their potential.

The key principles in promoting this partnership, as outlined in the Code of Practice, include the school:

- 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 in respect of a disability or communication and linguistic barriers.
- Recognising the pressures, a parent may be under because of their child's needs.
- Acknowledging the importance of parental knowledge and expertise in relation to their own child.

Parents will be kept up to date with their child's progress, during parent consultations, informal conversations with staff and at SEND annual review meetings, if a child has an EHCP. Parents can talk to staff privately about any concerns they may have.

We acknowledge that parents have a responsibility to communicate effectively with professionals to support their children's education. In working with schools, they should:

- Communicate regularly with the school, alerting us to any concerns.

We will make every effort to encourage parents to work in partnership with us for the benefit of their child. However, we recognise that the failure of a parent to participate in the partnership may not indicate lack of interest or willingness.

PARENTAL CONCERNS

If parents have any complaint about the SEND provision for their child, or about SEND provision generally, they should, in the first instance, raise it with the Class Teacher and the SEND Co-ordinator, who will try to resolve the situation. The Complaints Policy is on our school website.

PUPIL PARTICIPATION

We recognise the importance of fostering a whole school ethos that encourages and supports pupil participation with consideration to:

- Where possible, the importance of educating pupils with SEND alongside their peers.
- The role of school and class councils and the use of pastoral support systems.
- The need for training and encouraging pupils to be involved in their education from the outset.
- The need for a genuine commitment and wish to make pupil participation work.
- The need to make special arrangements to help those pupils with specific needs, e.g. hearing impairment; communication difficulties.

Pupils will be encouraged to participate in all decision-making processes that occur during their education, knowing that they will be listened to and that their views will be valued, without overburdening them with decision making procedures when they have insufficient experience and knowledge to make appropriate judgements.

ADMISSIONS AND INCLUSION

Admissions

Thorndown Primary School admits pupils with already identified SEND, as well as providing for pupils not previously identified as having SEND.
The statutory infant class size limit of 30 pupils must be observed by both the LA and the governing bodies. However, there are 2 situations where exceptions to this could be made:

- Pupils attending mainstream lessons but registered at a special school.
- Pupils admitted with EHCPs outside the normal admission round may be counted as an exception for the rest of the academic year of admission.

It should be noted, however, that such exceptions can only be made by the Admissions Authority.

Transition arrangements

The school will work closely with the feeder playgroups/nursery schools, Pre-Schools and any other professional involved in coming to a decision about the most appropriate provision for pupils with SEND.

Likewise, when pupils transfer to the next phase, the school will liaise with the SENCo of the transfer school and pass on records of pupils with SEND.

Inclusion

- As necessary, we will provide facilities for pupils with SEND, including motor/mobility difficulties.
- We will seek advice from specialists to support children with particular needs e.g. from the Hearing Support Service regarding pupils who have a hearing impairment.
- We promote an inclusive culture throughout our school and encourage social responsibility and understanding amongst all our pupils.
- Pupils with EHCPs will be included in mainstream classes, as appropriate, to enable them to have access to a suitably broad and balanced curriculum.

Access and Inclusion to the Environment

Thorndown has the following special facilities:

- Easy access for all into school.
- Hygiene room, including a shower.
- Lowered sinks, hand-dryers and toilets.
- Four specially designated toilets for the disabled.
- Disabled parking spaces.
- Lift to the first floor (has its own power supply).
- Storage for medical supplies, gloves and aprons.

The new building conforms to the latest Disability Act (2005)

DISABILITY EQUALITY AND INCLUSION AND EDUCATIONAL VISITS AND OUT OF SCHOOL CLUBS.

Thorndown will try to make all trips inclusive by planning in advance and communicating with parents. They will use places which are accessible and which have made concerted efforts to include children with a wide range of disabilities and needs. We aim to offer all children a residential visit during their time at Thorndown and provide additional teaching assistant support for children as required.

All children are welcome at our out of school clubs.