Thurgoland C. E.

Special Educational Needs and Disabilities (SEND) Policy

Approved by:
Headteacher Mr D Jordan **Date: 08.07.2026**
Chair of Governors Mrs L Gregory-White **Date: 08.07.2026**
Review date: September 2027

Introduction

Thurgoland CE Primary is an inclusive school and believes that all children should be valued and treated with respect. We are part of the Barnsley Local Authority and therefore work as part of 'Barnsley SEND Local Offer' to pupils and parents/carers with Special Educational Needs. The school works with due regard to the SEND Code of Practise (2014) and the Equality Act (2010) to respond to the four areas of need identified in the Code of Practise (2014):

- Communication and Interaction (C&I)
- Cognition and learning (C&L)
- Social, Mental and Emotional Health (SEMH)
- Physical and Sensory (P&S)

All staff at Thurgoland are committed to ensuring every pupil has an equal opportunity to succeed in their learning, self-development and achieve to their maximum potential to showcase their best self. Our ambition is for all children to do their best, achieve and be confident in their lives so they are prepared to move onto their next stage of education with no limitation. To achieve this, we ensure provision is provided for the additional area of preparation for adulthood. Where children require more specialist educational provision, we make referrals to outside agencies. These agencies, alongside parents/carers and school, co-construct bespoke support and provision so support the child's additional needs.

This policy was created after a period of consultation with relevant stakeholders within school. This policy sits alongside our Special Educational Needs and/or Disability (SEND) Offer which follows specific titles and questions that provide parents and carers with a clear insight into all aspects of policy and provision for SEND pupils.

The policy has been formally adopted by governors and reflects our approach at Thurgoland CE Primary School.

Head Teacher: Mr D Jordan
SENCO: Mrs A Roebuck
SEN Governor: Lynn Hoyland

Aims and Objectives

- To work in partnership with children and their families at every stage of the special education needs and disabilities (SEND) process.
- To ensure that all children have the opportunity to develop their skills to the fullest extent that they are able.
- To create an environment that meets the special education needs of each child so that they can achieve their learning potential and engage in activities alongside their peers.
- To ensure that the special educational needs of children are identified, assessed and provided for and reviewed in a collaborative approach with the class teacher, parents/carers and the child.

- To identify the roles and responsibilities of staff in providing for children with additional needs.
- Through reasonable adjustments enable all children to have full access to all elements of the school curriculum.
- To request, monitor and respond to parents/carers and pupil views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through continuous professional development for all staff.
- To work in co-operation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equalities

- All children at Thurgoland have an equal entitlement to access the curriculum and make progress in order to be their best self.

Education Inclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We respect that pupils have different educational, behavioural needs and aspirations and will require different strategies for learning. Also, that pupils will acquire, assimilate and communicate information at different rates and need a range of different teaching approaches and experiences. Thurgoland CE Primary School ensures that all learning and other school day activities (playtimes, lunch times) are inclusive and a range of interventions are used for academic, social, emotional and physical objectives to provide children with additional support where needed. Therefore, at Thurgoland, to ensure that our curriculum is inclusive:

- All children receive quality first teaching using an evidence-based approach. Scaffolding, explicit instruction and flexible grouping are drawn upon to plan lessons in which all pupils can achieve. Where pupils require further provision to overcome barriers, this is delivered through targeted support.
- Subject leaders will work alongside SENCO and teachers to ensure that pupils with special educational needs, EHCPs and school support plans will access the appropriate curriculum and reasonable adjustments will be planned and implemented by class teachers.
- Where applicable, children's SEND paperwork will incorporate suitable objectives from the National Curriculum.
- Intervention groups will take place in order to give further support to children working below national expectations or their social or emotional stage of development.
- Our environment is adjusted to enable access to all. This includes a wide corridor, disabled toilets and changing facilities, accessible height library shelves, soft play around the trim trails, ramp access to the field and hand rails. For further information see our accessibility policy.

- Teaching teams ensure that the classroom environment is inclusive of all needs. Staff follow our sensory friendly display policy which focuses on minimal distractions for pupils who may experience sensory overload. Slides and visuals are prepared to be dyslexia friendly with contrasting backgrounds and all classrooms have a visual timetable to support learners with transitions.
- Each classroom has a designated wellbeing area where pupils who need a sensory or brain break can access through the day. These areas are also accessed when children need time to regulate. These areas include access to resources to support sensory needs and emotional regulation. We have developed these areas around school, including in our outside environment with our school fairy garden, bench area and outdoor classroom.

Responding to Children's Needs

Thurgoland CE Primary School ensures that we provide support and adapted curriculums where needed for children who need extra provision to access their learning. We aim to meet the needs of all children by providing the following:

- A multi-sensory planning approach to meet the needs of the learner
- Inclusive planning for all pupils to engage in quality first teaching within the classroom.
- Behaviour support to engage pupils to ensure their learning effectively and safely
- Daily assessment for learning to identify and target pupil's areas of strengths and weakness to adapt or inform future planning
- Support pupils with their emotions, teaching self-regulation and providing adult support where necessary to support emotional development
- A zero-tolerance policy to bullying across school and eliminating disability-based discrimination and harassment
- Regular consultation with the pupil, parents and carers, class teacher and SENCO to adapt, review and plan a Learning plan, SFP or EHCP documentation to reflect the individual's needs
- Parent and carers involvement with SEND register, with parents and carers invited into school at each stage to discuss the escalation or removal of pupils from the register based on needs and progress.
- Weekly inclusion team meetings to discuss support for children with emerging or developing needs.

The Graduated Approach to SEND

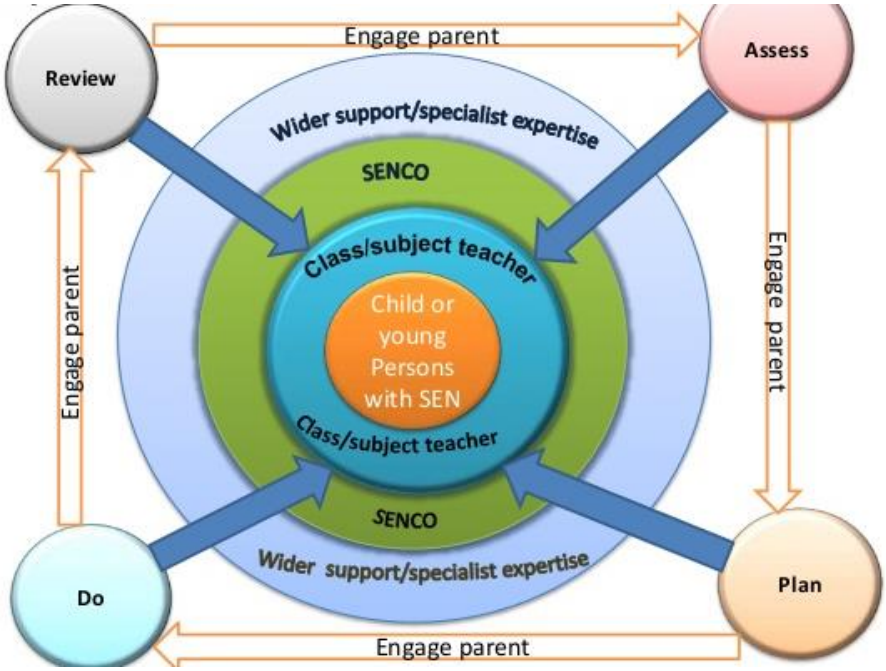
All pupils at Thurgoland CE Primary School have access to quality first teaching and interventions that support and close any gaps in learning pupils may have. Interventions are provided by the teaching team for both academic and personal development to ensure all pupils make progress in all areas.

We strive to promote early identification of pupils who may have additional SEND needs. We aim to provide the support needed for the pupil in agreement with the child, parents and carers and following Local Authority guidance. In order to support children with special

education needs and disabilities, we implement the graduated approach response within the school. This process encourages the participation of the pupils, families, school. It identifies when support from external agencies will be engaged and sets out the approach to record keeping for pupils on the SEND register. Teachers, the SENCO and Headteacher will be responsible for ensuring the records are kept up to date and to be available when needed. The aim of the graduated process is to:

- Encourage the participation of pupils and their families
- Integrates the work of education, families and health care providers
- Follows a cyclical graduated approach to track and monitor pupils progress (see image below)

The code of practice states: *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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.*



1. **Learning plan (LP)**

When barriers to learning are initially identified, it is the responsibility of the class teacher to take the appropriate steps to address the issue. With parental agreeance the child will be given Learning plan document which will record the steps taken to meet the needs of the pupils and shared with parents and carers to track the progress made towards the small steps targets. Parents and carers and the SENCO are consulted around the issue, individual learning targets are written with specific interventions put into place and progress is monitored. The progress made against the targets will be updated throughout the week on a pupil passport by both the class teacher and teaching assistants within the class, with adaptations/revisions being made where necessary. Pupils will be monitored under a learning plan for a cycle of assess, plan, do, review. if they have made progress towards the

set targets and the support is no longer needed, their Learning plan will no longer continue. This cycle may be a half term or whole term depending on pupils needs and progress. If the pupil continues to demonstrate these difficulties the class teacher, parents and carers and SENCO will escalate the child onto a school support plan (SSP) to provide further support for the pupil.

2. **School Support Plan (SSP)**

Pupils identified as requiring additional provision or who do not make progress with a Learning plan will be escalated to a School Support Plan (SSP). At this stage, with the consent of parents, the pupil is placed on the SEN register by the SENCO. An SSP is implemented for pupils who may have a range of additional needs and additional provision is required to ensure that the child makes progress in all areas of learning and personal development. The SSPs are implemented by the class teacher alongside parental and pupils' involvement to ensure targets and progress of the pupils reflect the views of all involved. Individual and personalised long term (1 year) and short term (4-6 weeks) targets are written and implemented into the classroom through adapted curriculums, extra provision or interventions to ensure the pupil makes progress against the targets. The targets are reviewed continually by the class teacher and teaching assistant and adaptations/revisions made where necessary. Pupils will remain on an SSP for the duration needed to support them with accessing the appropriate curriculum and to ensure progress is made. The school may also consider working alongside external agencies. After consulting and gaining permission of parents and carers, professional support may be sort to ensure that the child receives the most effective provision and support needed to make progress. This support may involve the co-production of outcomes and support with an external professional, parents and teachers, additional training for staff or 1:1 work with the child to further assess or meet identified outcomes. Professional reports will be shared with parents/carers and inputted into the pupil's SSP targets.

3. **Educational Health Care Plan (EHCP)**

Pupil who require significant and bespoke support may meet the criteria for an education health care plan (EHCP). EHCP's are requested through a needs assessment whereby provision and needs are assessed by an external panel. If an EHCP is issued, it becomes a legal document maintained by/through the local authority. Pupils who have an EHCP will be allocated an EHCP Provision map for the school to record and monitor the progress made towards the long term (End of Key Stage) and medium term (1 year) targets using small steps of short term targets (duration dependent on target). This document is written by the class teacher using the EHCP information to input the agreed targets from the EHCP Annual Review. These targets are created in consultation with parents and carers, SENCO, class teacher and any external agencies involved with the pupil. The class teacher will use small step targets to support the child in making progress towards achieving the medium term target by the end of the year. An ongoing record of the progress is kept by the class teacher and teaching assistants with revisions/adaptations made where necessary. A yearly review of the EHCP will take place in an Annual Review led by the SENCO with parents and carers,

class teacher and external agencies (if necessary) which will be submitted to the local authority to be reviewed before publishing a new EHCP for the pupil.

Monitoring of provision

Whether a child is receiving support through a Learning plan, SSP or an EHCP they will have a pupil passport in place. A pupil passport is a log of current small step targets that a pupil is working towards. Pupil passports are reviewed on a continual basis where by staff make a comment against the target with any next steps or revisions in provision identified. When targets are achieved, they are swiftly adapted to support further progress towards the medium-term outcome. Alternatively, provision is adapted to ensure further progress. All staff involved in the support and provision for the child are responsible for recording progress. Class teachers then update the relevant support document with progress, new targets or adapted provision at the end of the 4-6 week period.

Needs analysis

A Needs analysis is implemented in school when a child has a specific additional need that does not require bespoke interventions or small step targets. Teachers, alongside parents and carers and the SENCO map out the strengths and barriers for the child alongside broad outcomes and reasonable adjustments that support the child to overcome their barriers. Needs analysis are used in school to support needs that require continual provision or adjustments to remove barriers but progress is being made without needing small step targets. Children with needs analysis are not placed on the SEN register and the document is reviewed in September by the new class teacher alongside parents and the child. If progress becomes a concern for a child with a needs analysis, the graduated response will be followed starting with a Learning plan.

Children who have dyslexia may have a dyslexia support plan in place. They follow the same format as a needs analysis and are used when a child is making progress in line with age related expectations but requires provision in place to overcome the barriers of Dyslexia. These are reviewed by the new class teacher alongside parents and children at the beginning of each new school year.

Engagement Model

If a child is working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2) then we will use the engagement model to assess pupils.

Pupils assessed using the engagement model are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They operate at very early stages of cognitive, physical, social and emotional development. In addition, these pupils are likely to experience at least one or more of the following:

- Significant sensory impairment

• Significant communication impairment
• Significant motor impairment
• Complex medical needs
• Dependencies on technology (including augmentative and alternative communication such as Makaton)

The model has 5 areas and we will measure engagement by identifying how established the pupil is against each of the areas of engagement. The 5 areas are: exploration, realisation, anticipation, persistence and initiation.

Higher potential learners

At Thurgoland Primary school we aim to deliver an inclusive and challenging curriculum to all so that all children can be their best self. This includes a curriculum that provides challenge for learners with higher potential. Higher potential learners are pupils who consistently achieve high standards in summative assessments, continue to make progress at a greater depth level of learning and display traits of higher potential learners. These characteristics of higher potential children include having a exceptional long term memory, having an expansive and rich vocabulary above that expected for their age group, reasons well and are able to learn quickly. Higher potential pupils are identified through performance outcomes and pupil monitoring, teacher assessment and discussions with parents/carers. School will extend and develop the potential of individuals through a variety of strategies. In class, teachers will plan lessons that will stretch and challenge higher potential pupils through the use of questioning, encouraging the use of higher-level thinking skills and extension opportunities. This includes the use of NCTEM materials. We also provide enrichment activities aimed at enhancing the higher potential learner's education. This includes the STEM after school club and the Primary maths challenge.

SEND Review Meetings

Each term all parents and carers of pupils who are have a Learning plan, SSP or and EHCP, are entitled to 1 progress review meeting scheduled with the Class Teacher and Parents and Carers. These meetings will be organised by the class teacher. The meeting will review the child's current progress towards the short term and long-term targets and revisions made for the next term (Autumn/Spring meetings) or the next academic year (Summer meeting). Additional meetings may be required and will be organised by either the SENCO, Class Teacher or by Parental Request. (For further information please see appendix 1)

Decisions made during the SEN review meetings (with agreement from Parents and carers);

- Remove child from Learning plan and monitor for one term
- Remove from SEND Register
- Add to the SEND register (and Class Teacher begins school support plan document)
- Refer to external agency to be made by the SENCO with parent and carer input
- Review Learning plan/SSP/EHCP provision map and make appropriate changes to the SEND documents – Class Teacher

- Implement interventions and targets suggested by external agency - Class Teacher
- Initiate a request for an EHC Plan – SENCO, Parent and carer

Direct actions from the meeting:

- Update SEN Register & inform Parents and carers - SENCO
- Organise support for the next term – SENCO and Class Teacher
    - Complete SEN Learning plan/SSP & share with Parents and carers- Class Teacher
- *Parents and carers and child's views captured by the Class teacher.*
- Complete referral to external agency if needed – SENCO and Class Teacher
- *Class teacher to ensure that documents are signed and distributed to parents and carers.*

Roles and Responsibilities

The Role of the Headteacher

The role of the Head Teacher is to ensure all pupils on the SEND register are making progress through pupil progress meetings and assessment data.

The Role of Senior Leadership (SLT)

It is the role of SLT to ensure the pupils with SEND needs are consistently receiving the provision required daily through learning walks and consulting with the SENCO. SLT will also be present in pupil progress meetings alongside the SENCO to track and monitor pupils on the SEND register.

The Role of the Special Educational Needs and Disability Co-ordinator (SENCO)

- Oversees the day-to-day operation of the policy; helps co-ordinate the provision for and manages the responses to children's special needs
- Supports and advises teachers and support staff
- Contributes to and helps to manage the records of all children with special educational needs
- Helps to manage the school-based assessment and assists in completing the documentation required by outside agencies and the LA
- Acts as a link with external agencies and other support agencies
- Liaising with parents and carers of children with SEND
- Maintains resources and a range of teaching materials to enable appropriate provision to be made
- Monitors and evaluates the special educational needs provision and reports to the governing body
- Helps to manage a range of resources, human and material, linked to children with special educational needs
- Contributing to the in-service training of staff
- Maintains and update the school's Special Educational Needs and Disability Register
- Monitor and quality assures the completion and review of targets and plans
- Co-ordinate and attend provision reviews as needed
- Assists in organising and preparing documentation for EHC Plans and annual reviews

- Liaise with outside agencies
- Review the Special Educational Needs & Disability Policy and Local Offer
- Disseminate good practise in inclusion across the school
- Establish and maintain contact with the named school Governor

Class Teachers
The Class Teacher is responsible for writing and reviewing the SEND paperwork for the pupils in their class and ensuring the correct provision is provided for the child in every lesson alongside quality first teaching. Class teachers are responsible for creating and maintaining pupil passports. The class teacher will be in contact with the parents/carers of the pupils with additional SEND needs to share the information in the SEND documents and review the progress made by the pupils once a term at the SEND parents and carers meetings. Class teachers will review the SEND documents on a continual basis alongside teaching assistants to monitor and record progress made by the pupil.

The Role of the Governing Body
The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

Partnership with parents and carers

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents and carers of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. At all stages of the graduated approach process, the school keeps parents and carers fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents and carers at all stages. We encourage parents and carers to make an active contribution to their child's education. We encourage regular meetings, at least once per term, to share progress with children and their parents and carers. We inform the parents and carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Complaints
The school works, wherever possible, in partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.
All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class teachers and TA'S implement the provision set up from the previous class teacher. Use of pupil passports for the ongoing review of targets by class teachers and the member of staff responsible for the provision. Adjustments to targets and provision made where appropriate. Parents evening held in October to discuss settling into classes.	Weekly review of targets by class teachers and the member of staff responsible for the provision. Adjustments to targets and provision made where appropriate. Pupils to be discussed at pupil progress meetings - children identified for initial concerns and school support plans. Interventions to be reviewed by SLT and SENCO. Teachers to review paperwork for the term and interventions to be updated by class teachers in individual plans.	Class teachers and TA'S implement the provision set up from the previous review. Use of pupil passports for the ongoing review of targets by class teachers and the member of staff responsible for the provision. Adjustments to targets and provision made where appropriate. Parents evening held in January for progress and attainment. Mid-year reports provided to parents showing attainment.	Weekly review of targets by class teachers and the member of staff responsible for the provision. Adjustments to targets and provision made where appropriate. Interventions to be reviewed by SLT and SENCO. Teachers to review paperwork for the term and interventions to be updated by class teachers in individual plans. A meeting to take place with parents and class teacher to discuss the successes and provision for the next term.	Class teachers and TA'S implement the provision set up from the previous review. Use of pupil passports for the ongoing review of targets by class teachers and the member of staff responsible for the provision. Adjustments to targets and provision made where appropriate Pupils to be discussed at pupil progress meetings - children identified for initial concerns and school support plans. Interventions for Summer 2 to be reviewed by SLT and SENCO.	Weekly review of targets by class teachers and the member of staff responsible for the provision. Adjustments to targets and provision made where appropriate. Interventions for September to be reviewed by SLT and SENCO. Teachers to review paperwork against the medium term outcomes. Teachers to write medium term outcomes for the following year, and short term outcomes for the first term. Teachers to update the provision map using the new intervention timetable.

	A meeting to take place with parents and class teacher to discuss the successes and provision for the next term. Class teachers to ensure documents are signed and distributed to parents promptly after the meeting.		Class teachers to ensure documents are signed and distributed to parents promptly after the meeting.		A meeting to take place with parents, current class teacher and new class teacher to discuss the successes and provision for the next term. Class teachers to ensure documents are signed and distributed to parents promptly after the meeting.