



THORNGUMBALD

PRIMARY

SEND Policy

Issue Date: Autumn 2026
Review Date: Autumn 2027

Related Documents

SEND Information Report; Inclusion Policy; Equality Policy and Accessibility Plan; Behaviour Policy; Anti-Bullying Policy; Safeguarding and Child Protection Policy; First Aid and Medical Conditions Policy; Attendance Policy; Positive Mental Health and Wellbeing Policy; Complaints Policy and Procedure; Data Protection Policy.

This policy should be read alongside the school's current SEND Information Report, which provides practical information about provision, contacts and local arrangements.

Statement of Intent and School Ethos

At Thorngumbald Primary School, we believe that every child deserves to feel safe, to belong and to have the opportunity to shine. We want every child to know that they are loved, valued and an important part of our school community.

We recognise that children learn, communicate and experience the world in different ways. Our responsibility is to understand each child as an individual, recognise their strengths and aspirations, and identify and reduce the barriers that may prevent them from learning, participating or achieving their potential.

Inclusion is everyone's responsibility. Every adult has a role in creating the relationships, learning environments and opportunities that enable children to feel secure, develop confidence and make progress from their individual starting points.

Our approach is guided by our STAR values:

- Security: creating safe, predictable environments where children feel secure enough to learn and take risks.
- Teamwork: working in partnership with pupils, families, staff and professionals.
- Aspiration: maintaining high expectations and enabling every child to access ambitious learning.
- Resilience: helping children develop confidence, independence and strategies to navigate challenges.

These values are strengthened by our commitment to PACE: Play, Acceptance, Curiosity and Empathy. We seek to understand children's experiences, respond to their individual needs and build positive relationships that support learning and wellbeing.

We believe in connection before correction, regulation before sanction and understanding before assumption. Recognising that behaviour can communicate distress or unmet need does not mean lowering expectations or overlooking the impact on others. It means seeking to understand barriers and responding consistently, compassionately and appropriately, while maintaining the safety and wellbeing of the whole school community.

We are committed to early identification, high-quality adaptive teaching, reasonable adjustments and meaningful partnership with families. Our ambition is for every child to be known, valued and supported to participate, learn, develop independence and flourish.

Aims

This policy explains how the school identifies and supports pupils with special educational needs and disabilities (SEND) and fulfils its statutory responsibilities. We aim to:

- Identify needs early and respond to concerns promptly;
- Provide high-quality teaching and appropriate additional or different provision;
- Maintain high expectations and enable access to a broad, balanced and ambitious curriculum;
- Reduce barriers to learning, communication, participation and belonging;
- Promote progress, independence, confidence, positive relationships and wellbeing;
- Involve pupils and families meaningfully in assessment, planning and review;
- Make reasonable adjustments and promote equality of opportunity;
- Work collaboratively with relevant professionals and the local authority;
- Evaluate whether provision makes a meaningful difference to pupils' experiences and outcomes.

Legislation and Guidance

This policy has regard to relevant legislation and statutory guidance, including:

- Children and Families Act 2014;
- Equality Act 2010;
- Education Acts 1996 and 2002;
- Children Act 1989;
- Special Educational Needs and Disability Regulations 2014, as amended;
- SEND Code of Practice: 0 to 25 years;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Information sharing to safeguard children and young people (September 2026);
- Supporting pupils at school with medical conditions (current statutory guidance);
- School Admissions Code (current version);
- Early Years Foundation Stage statutory framework (current version), where applicable;
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR).

The school will follow current statutory requirements and guidance. Where arrangements need to change to reflect updated requirements, this policy will be reviewed.

Definitions and Areas of Need

A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to, or different from, that generally made for other children of the same age.

A disability under the Equality Act 2010 is a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. A pupil may be disabled without having SEN, or may have both.

A pupil must not be regarded as having SEN solely because their home language is different from the language in which they are taught. English as an additional language (EAL) is not itself a special educational need, although a pupil may have both EAL and SEND.

The SEND Code of Practice identifies four broad areas of need:

- Communication and interaction: including speech, language and communication needs and autism.
- Cognition and learning: including specific learning difficulties and broader learning difficulties.
- Social, emotional and mental health: including difficulties with emotional regulation, anxiety and mental health.
- Sensory and/or physical needs: including hearing or visual impairment, physical disability and sensory differences affecting access to education.

These areas help us understand needs but do not define a child. Needs may overlap and change over time. Support is based on the individual pupil's strengths, barriers and circumstances, not solely on a diagnosis or label.

Roles and Responsibilities

Governing body

- Ensure that the school meets its statutory responsibilities and has regard to the SEND Code of Practice.
- Monitor the effectiveness of SEND provision and use of resources.
- Ensure a governor has designated responsibility for SEND.
- Ensure the SEND Information Report and Accessibility Plan are published and reviewed.
- Ensure families can access the school's complaints procedure.

Headteacher

- Have overall responsibility for the quality of education, safeguarding and inclusion.
- Ensure staff have the knowledge, information and support to meet pupils' needs.
- Ensure the SENCO has sufficient time, resources and access to senior leadership.

- Ensure SEND is considered within curriculum, attendance, behaviour and school-improvement work.

Special Educational Needs Co-ordinator (SENCO)

The SENCO coordinates the day-to-day implementation of this policy and works with staff, pupils, families and external professionals to:

- coordinate identification, assessment, planning, provision and review;
- advise teachers on adaptive teaching and the graduated approach;
- monitor the effectiveness of support and contribute to staff development;
- coordinate referrals and specialist involvement where appropriate;
- support the implementation and review of EHC plans;
- maintain accurate SEND records and support transitions.

The SENCO's current name and contact details are published in the SEND Information Report.

Teachers and support staff

- Teachers remain responsible and accountable for the progress and development of every pupil in their class, including pupils receiving additional support.
- Teachers adapt teaching, maintain appropriate expectations, implement agreed strategies and adjustments, monitor progress and work with families and the SENCO.
- Teaching assistants and other support staff work under the direction of the teacher to support access, participation and independence. Support should not unnecessarily create dependence or replace a pupil's access to high-quality teaching.

Designated safeguarding lead (DSL)

The DSL and deputy DSLs work with the SENCO and other staff to ensure that safeguarding concerns involving pupils with SEND are recognised, recorded and acted upon promptly.

Identifying Needs and the Graduated Approach

We recognise the importance of early identification. Concerns may be raised by a parent or carer, pupil, teacher, SENCO or another professional. We listen carefully and consider a range of evidence rather than relying on a diagnosis alone.

Where a pupil experiences difficulties with learning or participation, the class teacher will consider the effectiveness of teaching, progress, attendance, communication, wellbeing and possible environmental barriers. Concerns will be discussed with the SENCO and family, and further assessment or professional advice may be sought where appropriate.

The school follows the graduated approach of assess, plan, do, review:

1. Assess: understand the pupil's strengths, needs and barriers, drawing on assessment, observation and the views of the pupil and family.
2. Plan: agree intended outcomes, teaching approaches, adjustments, additional provision and review arrangements.

3. Do: implement the agreed support, with the class teacher retaining responsibility for learning and progress.
4. Review: evaluate the impact of support and adapt the approach in response to evidence and feedback.

Where a pupil continues to make less than expected progress despite appropriate support, further assessment, specialist advice or referral may be considered in discussion with the family.

A medical diagnosis or EHC plan is not required for a pupil to receive appropriate support. Where needs may require provision beyond that ordinarily available, the school may discuss an EHC needs assessment with the family. Parents, young people and other legally entitled parties may also request an assessment directly from the local authority.

SEND Support and Provision

High-quality teaching, adapted to meet pupils' needs, is the starting point for supporting learning. At Thorngumbald, inclusive practice involves anticipating barriers, adapting explanations and resources, checking understanding and providing appropriate scaffolding so that pupils can participate meaningfully in the curriculum.

Depending on individual need, support may include:

- Explicit teaching, modelling, scaffolding, repetition and targeted practice;
- Visual supports, predictable routines and adapted resources;
- Assistive technology or alternative ways to communicate and record learning;
- Adjustments to the classroom environment, sensory demands or daily routines;
- Support for communication, emotional regulation and social interaction;
- Targeted small-group or individual teaching;
- Reasonable adjustments to lessons, trips, clubs and wider school activities;
- Advice and programmes from relevant professionals.

Our nurture provision, wellbeing support and Enhanced Resource Provision (ERP) form part of the school's wider inclusive approach. Provision is planned according to individual needs and the school's arrangements; further practical details are provided in the SEND Information Report.

Interventions will have a clear purpose and intended outcomes, and their impact will be reviewed. We aim to keep pupils connected to their class and curriculum as far as possible, considering carefully the benefits of any time spent away from class and the learning that may be missed.

The nature and level of support will reflect assessed needs, intended outcomes, professional advice and available provision. Support is not determined by diagnosis alone.

Education, Health and Care needs Assessments and Plans

An EHC needs assessment is undertaken by the local authority where the statutory criteria are met. The local authority decides whether to assess and whether to issue an EHC plan.

The school will provide relevant evidence and advice within applicable timescales, including information about the pupil's needs, progress, provision, outcomes and the views of the pupil and family.

The local authority must normally decide whether to carry out an assessment within six weeks of receiving a request. Where an assessment takes place, the usual statutory timescale for issuing a final EHC plan is 20 weeks from the request. If the local authority decides not to issue a plan following assessment, it must normally notify the family or young person within 16 weeks of the request. These timescales are subject to statutory exceptions. The school will provide requested information and advice within the applicable timescales, but the local authority is responsible for meeting the statutory deadlines for the assessment and plan.

Where a pupil has an EHC plan, the school will:

- Use the plan to inform teaching, provision and review;
- Ensure relevant staff understand the pupil's needs and specified provision;
- Deliver the special educational provision the plan specifies for the school;
- Raise concerns with the local authority if needs change or specified provision cannot be secured;
- Contribute to annual reviews and monitor progress towards outcomes;
- Support transition planning and the secure sharing of relevant information.

The local authority is responsible for maintaining and amending EHC plans. Families and young people have rights to make representations and appeal certain decisions. The school will signpost families to the local authority's SEND information, advice and support service where appropriate.

Partnership with Pupils and Families

Parents and carers have valuable knowledge of their child's strengths, interests, needs and experiences. We aim to work with families in an open, respectful and constructive way, listening to concerns and explaining decisions and next steps.

Partnership may include conversations with class teachers and the SENCO, planned reviews, meetings with relevant professionals and opportunities to share feedback.

Pupils' views will be sought in ways suited to their age, communication and understanding. This may include conversations, visual choices, supported communication, observations or involvement in review meetings. We want pupils to develop an increasing understanding of their strengths, needs and helpful strategies, and to have a meaningful voice in decisions

affecting them.

Other Circumstances affecting Support

Early years and transition into school

We work with families, early years settings and relevant professionals to identify emerging needs and plan appropriate support.

English as an additional language

We distinguish between language acquisition and SEND, considering a pupil's language development, educational history and progress. EAL must neither be assumed to indicate SEND nor prevent further investigation where concerns persist.

Children looked after and previously looked-after children

The SENCO works with the designated teacher and relevant professionals to ensure that educational, care and wellbeing needs are considered together.

Medical conditions and disability

We follow the First Aid and Medical Conditions Policy, make reasonable adjustments where required and work with families and health professionals to support safe access to education.

Equality, Accessibility and Admissions

The school will not discriminate against, harass or victimise disabled pupils or pupils with SEND. We will fulfil our duties under the Equality Act 2010, including making reasonable adjustments and maintaining an Accessibility Plan.

We seek to reduce barriers to the physical environment, curriculum and information. Current arrangements are described in the school's Equality Policy and Accessibility Plan.

Admissions are managed in accordance with relevant legislation, the School Admissions Code and local authority arrangements. A pupil must not be refused admission simply because they have SEND or a disability. Where a pupil has an EHC plan, the statutory rules governing the naming of a school apply.

Safeguarding and Wellbeing

Pupils with SEND may face additional barriers to communicating concerns and may be more vulnerable to bullying, abuse, neglect, exploitation or online harm. Staff must not assume that changes in behaviour, mood or attendance are simply part of a pupil's SEND.

Staff will consider communication differences, isolation, prejudice-based bullying, online safety and the possibility that a pupil may find it difficult to identify or report harm. Concerns must be passed to the DSL or deputy DSL without delay in accordance with the Safeguarding and

Child Protection Policy.

We promote wellbeing through supportive relationships, predictable routines and appropriate help with emotional regulation. Where behaviour may communicate distress or unmet need, staff will seek to understand contributing factors and apply the school's relational and behaviour approaches consistently. Reasonable adjustments sit alongside clear expectations and the responsibility to keep everyone safe.

Working with External Agencies

With appropriate consent or another lawful basis, the school may seek advice from relevant services, including educational psychology, speech and language therapy, occupational therapy, sensory and physical support services, health services, mental health services, social care and family support.

Referrals and access to services depend on individual needs and local arrangements. The school will explain the purpose of referrals wherever appropriate and share relevant information securely and proportionately.

Concerns, Complaints and Disagreement Resolution

We encourage families to raise concerns early so that they can be addressed constructively. In the first instance, families should usually speak to the class teacher, then the SENCO if the concern relates to SEND provision or remains unresolved. The headteacher may become involved where further discussion is needed.

Formal complaints will be handled under the school's Complaints Policy and Procedure. Complaints about school provision and appeals against local authority decisions concerning EHC needs assessments or plans are different processes. The school will explain the appropriate route and signpost families to the local authority's SEND information, advice and support service where appropriate.

Records, Confidentiality and Information Sharing

The school maintains accurate and secure records of identified needs, assessment, provision, outcomes, reviews and professional involvement. Information is accessed only by those who need it for legitimate educational, care or safeguarding purposes.

Personal information is processed and shared in accordance with the Data Protection Act 2018, UK GDPR and the school's Data Protection Policy. Consent will be sought where required, but information may be shared without consent where the law permits or requires it, including to safeguard a child.

Relevant information will be transferred securely when necessary to support continuity of

education and care.

Transition

We recognise that transitions can be significant for pupils with SEND. These may include starting school, moving between classes or key stages, transferring to secondary school or moving to another setting during the year.

We will plan transitions according to individual need, working with pupils, families, current and receiving settings and relevant professionals. For pupils with EHC plans, transition planning will consider the next phase of education and the provision required. Information will be shared securely and appropriately.

Staff Training and Professional Development

The school promotes inclusive practice through professional development, advice from the SENCO, coaching, collaboration with specialists and the sharing of effective approaches. Training priorities reflect pupils' needs, safeguarding responsibilities, statutory requirements and school-improvement priorities.

Monitoring and Review

The Headteacher and SENCO evaluate SEND provision using a range of evidence, including:

- Progress towards individual outcomes and the impact of interventions;
- Pupil and family feedback;
- Assessment, classroom practice and work;
- Attendance, participation, regulation and wellbeing;
- Provision reviews and professional advice;
- The quality of records and transition arrangements.

We consider whether provision is improving pupils' access to learning, progress, independence and participation, rather than relying on the presence of a plan or intervention as evidence of success.

Findings inform school improvement and are reported to governors as appropriate. This policy will be reviewed at least annually and sooner if statutory guidance or school arrangements change.

Contact and Further Information

For SEND enquiries, parents and carers should contact the school office and ask to speak to the SENCO.

Thorngumbald Primary School
Plumtree Road, Thorngumbald, East Yorkshire, HU12 9QQ
Telephone: 01964 623402
Email: thorngumbald.primary@eastriding.gov.uk

The SEND Information Report, Equality Policy and Accessibility Plan, and the East Riding of Yorkshire Local Offer provide further information about support and local services.

Appendix: Broad Areas of Need

The four broad areas of need described in the SEND Code of Practice are communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. They provide a framework for understanding potential barriers, but do not define a child or determine provision. Support is based on individual strengths, needs and circumstances.

Policy Administration

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SEND governor: Confirm current details before publication