

SEND Information Report: Thornton School Offer 2026-2027



Approved by Governors

17th September 2026

Who can I discuss SEND concerns with?

Who?	Who?	What about?
Class teacher & Teaching assistant		<ul style="list-style-type: none"> • Questions about your child's progress • Discussion about any concerns regarding your child's behaviour • Discussion about concerns regarding Language, Learning or Social, Emotional Development.
SEND TA	   Miss Wilcox (Autism Champion) Mr McAlinden Mrs Mahmood	<ul style="list-style-type: none"> • Discussion about Interventions that are in place to support your child
Pastoral Manager	 Ms Devi	Discussion about concerns around: <ul style="list-style-type: none"> • Behaviour at home or school • Home life • Financial concerns • Family relationships
SENDCO	 Mrs Price	Discussion or concerns around: <ul style="list-style-type: none"> • Your child's development • Medical diagnoses • Reasonable adjustments • Review of provision • Discussion about outside agency involvement • Managing a medical condition in school

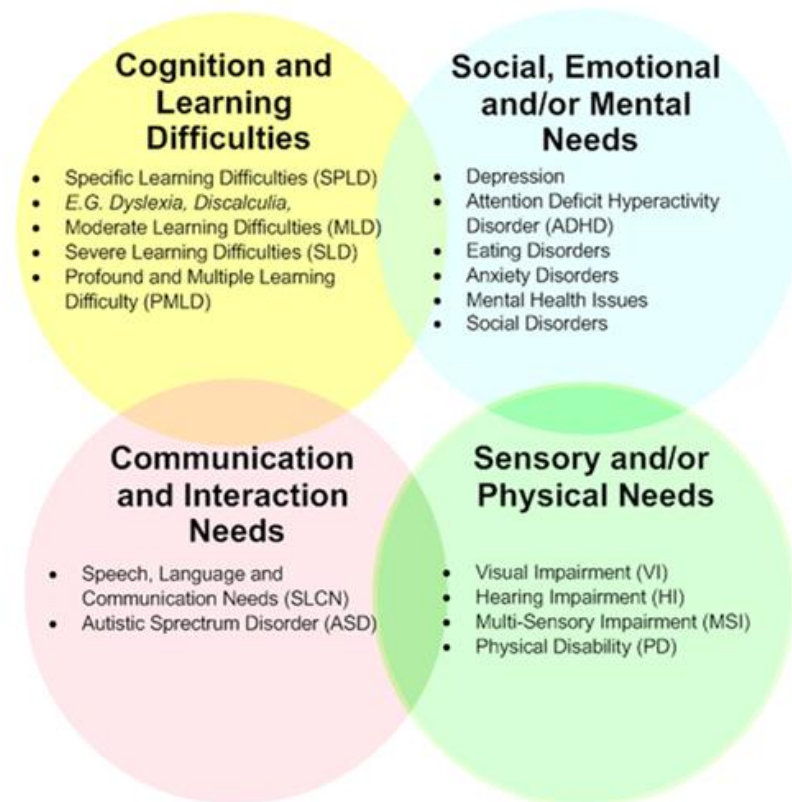
What type of SEND can we support?

A child or young person has special educational needs if he or she:

- has a significantly greater learning difficulty than most others of the same age.
- has a disability which prevents or hinders them from using facilities for education or training of a kind generally provided for others of the same age in schools or settings.

Thornton Primary School supports children with a variety of Special Education Needs or Disabilities (SEND) which fall into **4 broad main areas of need**. A child may have difficulty in one or more of these areas.

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

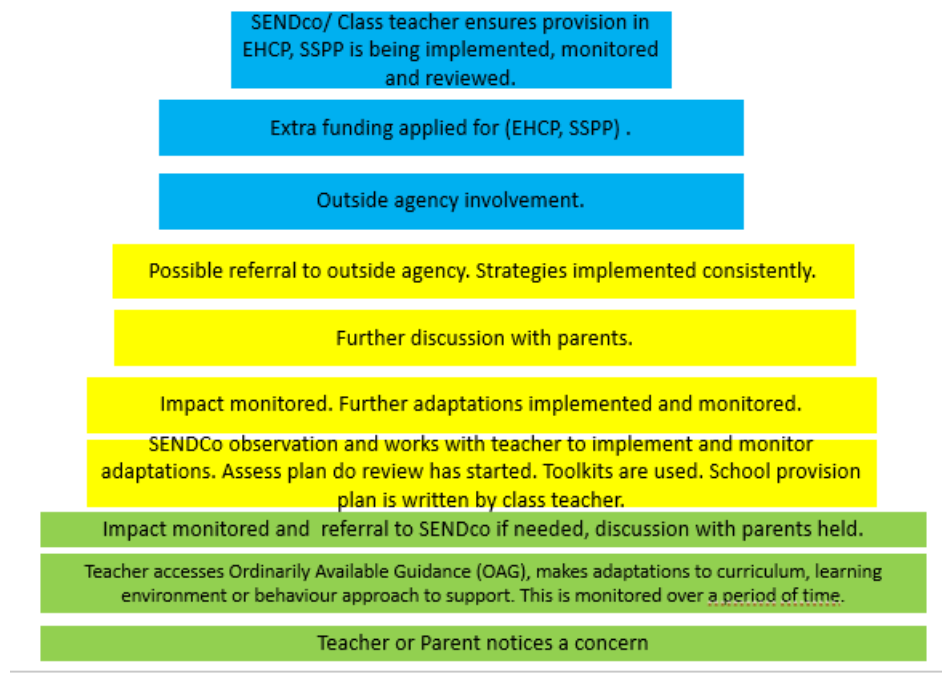


Other types of need include:

Disability	<p>There is no direct link between having a disability and having special educational needs. However, there will be some forms of disability where a child or young person is more likely to have SEN. The critical factor is whether the disability prevents or hinders the learner from using the education or training that is generally provided.</p>
English as an Additional Language	<p>A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.</p>
Healthcare Needs	<p>Healthcare needs Not all learners with a medical or healthcare need will have SEN. Medical conditions will not be regarded as SEN where:</p> <p>They do not cause a significantly greater difficulty in learning, or Where they do not constitute a disability that necessarily affects access to education or training generally on offer. However, if a healthcare need does impact on a child or young person's capacity to learn, they may require some adaptation to the curriculum which is set out in an Individual Health Care Plan</p>

How do we identify and assess pupils with SEND?

SEND needs can be identified in many ways. We will use the graduated approach to identify need implement appropriate adaptations and review their impact. We will always aim to proactively gain pupil and parent voice to support this process.



How do we teach pupils with SEND?

Universal Inclusive teaching	<p>High-quality teaching is the first response to meeting the needs of pupils with SEND and remains the responsibility of the class teacher.</p> <p>This means that all teachers will provide:</p> <ul style="list-style-type: none"> a) Explicit instruction b) Cognitive and metacognitive strategies c) Scaffolding d) Flexible grouping e) Use of technology f) Providing quality feedback to children <p>All teachers will also consult the Ordinarily available guidance (OAG) to support Inclusive teaching.</p> <p><u>Ordinarily Available Guidance - Local Offer Birmingham</u></p>	<p>Direct modelling</p> <p>Cold Calling</p> <p>Visual timetables</p> <p>Explicit instruction (I do, we do, you do)</p> <p>Timers</p> <p>Robust assessment for learning</p> <p>Metacognition</p> <p>High-Quality Teaching</p> <p>Adaptive teaching</p> <p>Positive relationship with child</p> <p>Visuals representations and concrete</p> <p>Interesting lessons</p> <p>Engaging topics</p> <p>Task boards</p> <p>Word banks</p> <p>Assistive technology</p>
Targeted support	<p>Supported by the SENDCO, the class teacher may make further, evidence-based adaptations and interventions to support the child.</p>	<p>Interventions out of class (monitored by class teacher, baselined and impact)</p> <p>Precision Teaching, Direct Phonics, Attention Autism, IDL, Welcomm, Individual Workstation, Study buddy, colourful semantics, Small step teaching from Birmingham Language, Literacy and Maths toolkit, Emotion coaching, physical intervention, use of systematic symbols (PECs, Makaton), Lego therapy</p>
Specialist support	<p>Outside agencies may be involved in order to support more complex needs.</p>	<p>CAT team</p> <p>Speech and language therapist</p> <p>Pupil and school support</p> <p>Educational Psychologist</p> <p>Hearing impairment team</p> <p>Sensory support team</p> <p>Study buddy</p>

What other agencies may help my child?

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and sensory
<p>NHS Speech and Language Therapist</p> <p>West Midlands Speech and Language Therapy Service</p> <p>Communication and Autism Team (CAT)</p>	<p>Language Learning and Strategic SEND (LLSS)</p>	<p>Educational Psychology Service (EP)</p> <p>Compass</p> <p>Starfish Mentoring</p> <p>Pitch 2 Progress</p> <p>Forward Thinking Birmingham</p>	<p>Sensory and Physical Support Team (SPST)</p> <p>Occupational Therapy Service</p>

How will parents/carers know about their child's progress?

We believe that it is important to involve parents as much as possible in the graduated approach and reviewing their child's progress and attainment in all 4 areas of need. We aim to involve parents in every stage of the Assess, plan, do, review **Graduated Approach**.

This may look like this:

Assess	Informal discussions with class teacher Discussion with Pastoral Manager or SENDCO Discussion with outside agencies
Plan	Attending SEND reviews termly Attending Parents' Evening termly
Do	Pupil passports and Snapshot documents shared with parents/carers in Autumn term. Discussions with class teachers about how support can be carried on at home
Review	Attending SEND reviews termly Attending Parents' Evening termly

How do we gain pupil views?

Gaining the voice of our pupils is important to support our understanding of our pupil's experiences and school life. We believe this is vital to ensuring that any provision in place will have maximum impact. We will always consider additional needs and any barriers to communication when gathering pupil voice.

We gather pupil voice in the following ways:

What do we do?	How might we adapt?
Daily feelings thermometer in the classroom (after registration)	Agree different method of communication, observation of behaviour from familiar adult
Daily check ins from mutually agreed Key Adult	Follow pupil lead
Termly wellbeing survey	Supported by a familiar adult
Gain pupil voice as part of SEND review	Use visual support
School council	Agree different method of communication
Three houses activity	Use visual support

Accessibility – the physical and learning environment

How will my child be included in activities outside the classroom including school trips?

Thornton has a policy of inclusion for ALL children. Reasonable adjustments are made where necessary to allow all children to access activities. We seek the support of outside agencies, when required, to help us identify needs and solutions to any accessibility concerns. Our pupils with physical needs receive additional adult support, where needed, on school trips so that they can have the same experiences as their peers. Some pupils may require an individual risk assessment prior to offsite visits that will be shared with key staff and parents.

How accessible is the school environment?

Thornton has some accessible areas, however currently many of the classrooms have a small step up into the room. There is a lift for access to the first-floor classrooms and there are toilets with adaptations to support those with physical needs. Raised areas are identified using coloured tape.

How are the school's resources (equipment and facilities) allocated to children's SEND?

Resources are allocated as required, following discussions with parents, class teachers, the SEND team and outside agencies where relevant. Children for whom the school receives additional funding have appropriate additional resources purchased to support them. These resources are based on recommendations from outside agencies and based on the needs of the child, for example, a child with a visual impairment may require a laptop for touch typing. The SEND Team will provide resources recommended by Occupational Therapy.

See Thornton's Accessibility Plan, located on the school website under the 'Inclusion' tab, for more information.

What training do our staff have?

What?	Who?	Delivered by
NASENCO Award	SENDCO	University of Birmingham
Making Sense of Autism	Teachers and TAs	CAT team
Emotion Coaching	Teachers	CAT team
ADHD	Teachers	EP
Colourful semantics	Teachers and TAs	SENDco
Precision teaching	Teachers and TAs	SENDco
Inclusive teaching	Teachers and TAs	SENDco
Adaptive teaching	Teachers and TAs	SENDco
Intensive Interaction	Inclusion and TAs	WMSLTS
Sensory Sentences	Inclusion and TAs	WMSLTS
Attention Autism	Inclusion and TAs	WMSLTS
Positive handling	SLT and Inclusion	Dynamis

How is transition supported?

Moving to Thornton

A similar process is well established with our feeder infant school, Sladefield Infant School, to support all pupils with SEND making a smooth and positive transition to Thornton. This is outlined in the school's Inclusion and SEND Policy on the school website.

Moving from Thornton

We host transition meetings with secondary schools (and new Primary Schools) to share key information about your child's SEND. Parents/carers will be invited to these meetings and, if additional specialist services work with the transitioning child, additional staff may also be invited to attend.

Some pupils with SEND will be identified for 'early transition' to Secondary School. This involves visits to the Secondary School they are due to start at during the final few months of the summer term, completing transition-related activities at Thornton, consultations with specialist services and enhanced parent support to enable a smooth transition.

Documents that will be shared with the secondary school include:

- Pupil Passports
- Learning Plans
- SEND Toolkits
- SEND File
- Evaluated interventions
- SEND Review Logs
- Assessments
- Pupil Progress and Attainment Data

What support will there be for a child's overall wellbeing?

Thornton applies a holistic approach to education, looking at the whole child. Every child takes part in weekly **My Happy Mind** sessions. My Happy Mind is an NHS-backed programme designed to help children develop positive mental health, resilience and lifelong wellbeing habits, and gives children scientific understanding about why we react and feel the way we do, and strategies to independently deal with these emotions.



The Inclusion Team provides support through social groups and pastoral care as required.

Some children may access specialist intervention run by the fully trained and qualified Pastoral Manager, such as **ELSA** (Emotional Literacy Support Assistant). This is based on referrals made by staff and/or parents/carers.

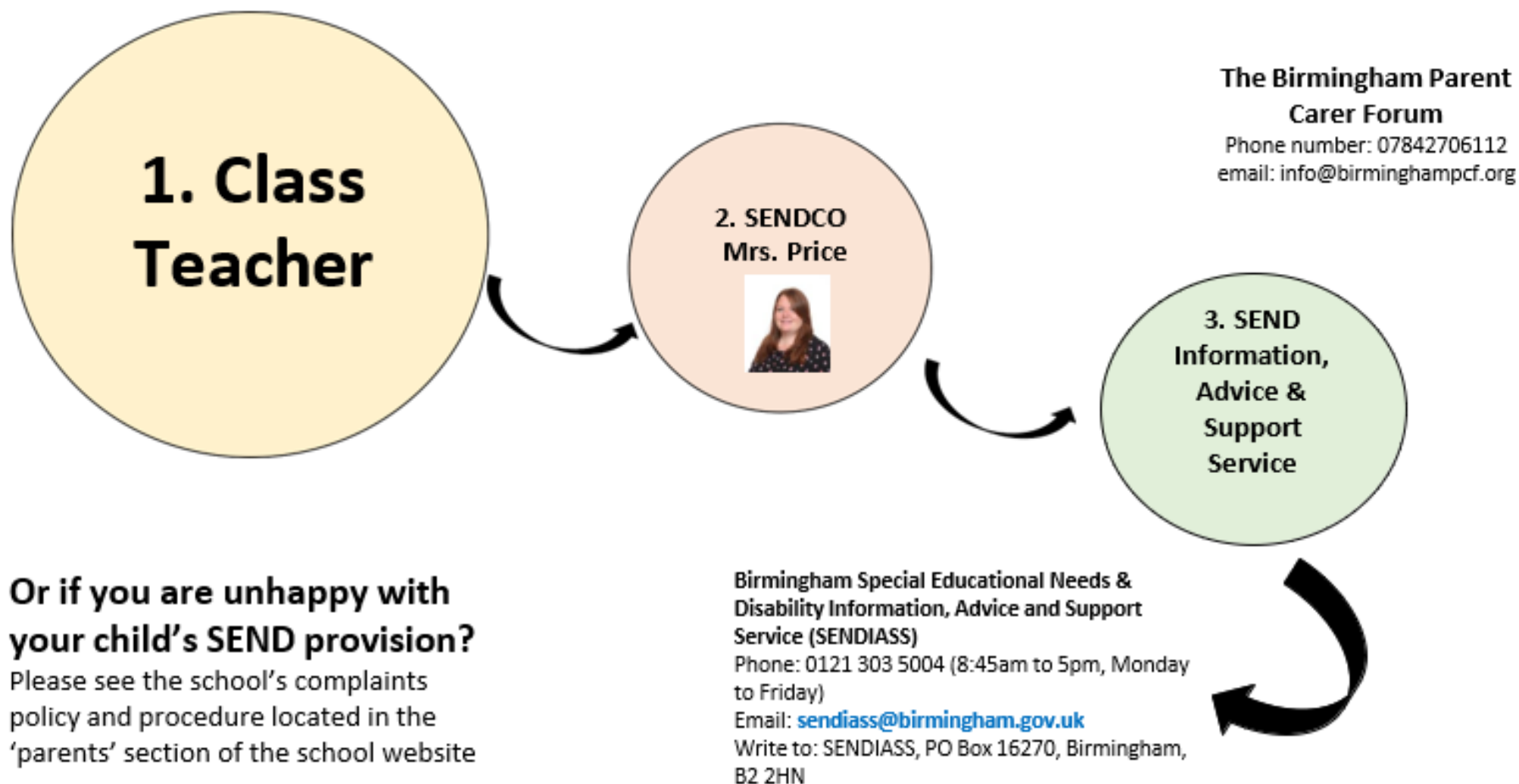
If needed, referrals to outside agencies such as **'Forward Thinking Birmingham'** or **'COMPASS' Birmingham Mental Health Support Team** are made so that our children can access appropriate mental health resources.

Please refer to the school policies regarding PSHE and Mental Health and Wellbeing for more detailed information.

We would encourage all parents/cares who feel their child may benefit from additional pastoral support to contact Ms Shanti Devi, Pastoral Manager, to discuss the needs – this can be done via the main reception.



Who can I contact for further information?



Parent Review

'The SEND Information Report has lots of useful information'

'It's good to have photos and names'

'Opportunities to meet with the SEND team regularly – coffee mornings to share information'

'Sometimes it's hard to understand the words and information so it's helpful if you can talk to someone at school so they can explain'

'Information about support in the local community would be good'

'I know who to talk to if I have a worry'

A sample of parents who have a child with SEND was selected across all year groups with varying SEND broad areas of need. 22.11.2025

Monitoring arrangements

This SEND Information Report will be reviewed by the Inclusion Lead and SENDCO every year in September. It will be updated at any point during the year, as well as at the start of each academic year, if any changes to the information provided are made during the year.

Parents/carers will be invited to review the report annually, and constructive feedback will be incorporated in to future reports.

It will be approved annually by the Governing Body.

It will be available on the school website.

Modified copies can be requested from the school, and the school can arrange for the information to be translated upon request.