



**Thornton Primary School**

**Inclusion and  
Special Educational Needs and  
Disability (SEND) Policy  
2026-2027**

**Approved by the Governing Body  
on  
17<sup>th</sup> September 2026**

**Date of next review: September 2027**

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# **1. Inclusion and SEND Policy**

The Inclusion Policy has been written in reference to the following guidance and documents:

- Equality Act 2010
- Special Educational Needs and Disability Code of Practice: 0-25 years (2015)
- Children and Families Act 2014

The policy should be considered in conjunction with:

- Anti-bullying Policy
- Attendance policy
- Behaviour policy
- Accessibility plan
- Equality and Diversity Policy
- E-safety Policy
- Safeguarding and Child Protection Policy
- Healthy Relationships Policy
- Medical Needs Policy

## **2. Our statement of intent for Inclusion & SEND**

At Thornton Primary School, we want to build a culture that believes every pupil, regardless of need, background or starting point, feels valued, has a sense of belonging and feels successful within our school community. We aim to ensure that needs are identified at the earliest opportunity through robust assessment, effective monitoring and strong collaboration between staff, families and external agencies. By identifying barriers to learning promptly, we can provide timely support and interventions that enable children to thrive academically, socially and emotionally. We aim to provide clear pathways to identify appropriate support, alongside regular reviews through the graduated approach.

We believe that all children should have access to highly skilled teachers who are able to consistently deliver high quality, inclusive teaching for all pupils. Staff will have a secure understanding of a wide range of special educational needs and disabilities and will be equipped with the knowledge, confidence and strategies required to adapt teaching, remove barriers and meet individual learning needs within the classroom.

We recognise that strong partnerships with parents and carers are essential to achieving the best outcomes for children. We will build open, honest and trusting relationships with families, ensuring they are kept informed of their child's progress, successes and any concerns in a timely and meaningful way. Parents will be valued as partners in their child's education, with their views and aspirations contributing to decision-making and support planning.

We want every child to develop confidence, resilience and self-belief so that they are prepared to navigate future challenges and opportunities. Through inclusive practice and targeted support, we aim to equip pupils with the communication, independence and life skills they need to become active participants in their communities and successful learners throughout their lives.

### **3. Who does this policy refer to?**

Our vision for inclusion refers to **all children** but particularly those who are:

- a) Learners with Special Educational Needs
- b) Learners with Physical Disabilities
- c) Refugees/Asylum Seekers/Travellers/ Minority Ethnic and Faith Groups
- d) Learners who need support to learn English as an Additional Language (EAL)
- e) Learners with Visual/Sensory Impairment
- f) Learners with Medical Needs
- g) Those who are identified as 'More able'
- h) Those who are 'Looked After' by the local authority
- i) Any learners who are at risk of disaffection and exclusion
- j) Others who are 'Young Carers'
- k) Those who are in families experiencing stress

### **4. Who is involved with the co-ordination of Inclusive provision?**

#### **Inclusion Team:**

Mrs Price – Inclusion Lead, SENDCO & Deputy DSL  
Ms Devi – Pastoral Manager & Deputy DSL  
Miss Wilcox – SEND Teaching Assistant  
Mr McAlinden – SEND Teaching Assistant  
Mrs Mahmood – SEND Teaching Assistant  
Mr Bates – Sports Coach

#### **Inclusion Lead and Special Educational Needs Coordinator**

In line with the recommendations in the SEND Code of Practice 2015, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- In relation to each of the registered pupils whom the SENDCO considers may have special education needs, informing a parent of the pupil that this may be the case as soon as is reasonably practicable.
- In relation to each of the registered pupils who have special educational needs:
- Identifying the pupils SEND
- Co-ordinating the making of special educational provision for the pupils who meet those needs
- Monitoring the effectiveness of any special educational provision made for the pupil
- Securing relevant services for the pupil where necessary
- Ensuring that records of the pupil's special education needs and the provisions made to meet those needs are maintained and kept up to date

- Liaising with and providing information to the parent of the pupil on a regular basis about the pupil's special educational needs and the special educational provision being made for those needs
- Ensuring that, where the pupil transfers to another school or educational institution, all relevant information made to meet those needs is conveyed to the appropriate authority
- Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
- Being involved in the selection, supervising and training of support staff who work with pupils with SEND
- Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with SEND
- Contributing to in-service training for teachers at the school in relation to their roles and responsibilities for SEND pupils
- Preparing and reviewing the information for the SEND information report.

### **Governing body**

The Governing bodies have a duty under Part 3 of the Children and Families Act 2014, Special Education Needs and Disability Regulations to:

- Ensure that SEND reforms are implemented in the school- the head teacher is responsible for the day-to-day delivery of the reforms;
- Must ensure that the school has suitable arrangements for consulting with parents, informs parents when pupils receive support for SEND and involves them in the reviews of the progress.
- Is responsible for ensuring that the school publishes information on its websites about the implementation of the governing body's policy for pupils with SEND (Information Report, Section 69 Children and Families Act 2014)
- Is responsible for ensuring that there is a qualified teacher designated as SENCo who has received the National Award in Special Educational Needs Co-ordination within three years of appointment.
- Must ensure that the school is co-operating with the local authority, including developing the Local Offer
- Must admit a young person when the school is named in an EHC plan in co-operation with the local authority
- Must admit that the arrangements are in place to support pupils with medical conditions (Section 100, Children and Families Act 2014)
- Must ensure that the school meets the Equality Act duties for pupils with disabilities, including publishing information about arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist disabled children (Accessibility Plan).
- Must have regards to the 0-25 SEND Code of Practice.

- Must use their best endeavours to meet pupils with SEND.

### **The SEN governor**

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **The Headteacher**

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Provide High Quality Inclusive and Adaptive teaching to meet the individual needs of the children in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions.
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

### **External agencies**

The Inclusion Team liaises with the following external agencies to seek specialist advice and support:

- Language Learning and Strategic Support (LLSS)
- Educational Psychologist (EP)
- Communication and Autism Team (CAT)
- NHS Speech therapist
- West Midlands Speech and Language Therapy Service
- Forward Thinking Birmingham
- Sensory and Physical Support Team (SPST)
- Birmingham Children's Trust

- Medical teams (e.g. doctors, consultants as required)
- Educational Welfare Officer
- Behaviour Support Service
- Counselling agencies
- Birmingham Safeguarding Children Partnership

### **Partnership with parents/carers**

At Thornton Primary School, we value parent voice. We aim for parents/carers to be actively involved in the co production of the assess, plan, do review process. Opportunities for this will include;

- a) Protected time for parents to make appointments with the SENDCO to discuss concerns or their child's needs.
- b) Ensuring that SLT and Inclusion team are available on the gates at the start and end of the day.
- c) Tailored approach to sharing key information such as the use of home/school diaries, daily/regular phone calls and regular meetings where appropriate.
- d) Planned opportunities to meet with outside agencies where appropriate.
- e) Parents/carers to be invited to Parents' evening with the SENDCO 3x a year to complete SEND review of provision.
- f) Termly review of school snapshot documents
- g) Annual review for children with a Statutory School Provision Plan
- h) Annual review for children with an Educational Health Care Plane (EHCP)

We pride ourselves in ensuring that parents/carers are part of the decision-making process, every step of the way.

The Birmingham Local Offer provides information on services available to children and young people with SEND and their families. [Home - Local Offer Birmingham](#)

### **Pupil voice**

We value the views and opinions of every child at Thornton Primary School. We aim to include pupils in the assess, plan, do review process with a strong emphasis on considering wellbeing.

Opportunities for this will include;

- a) Daily/regular check ins from a key, positive adult where appropriate.
- b) Offering a relational approach to gain trust and ensure the child feels safe and valued and therefore that their opinion is important.
- c) Pupil voice is gained through termly SEND reviews of provision.
- d) Pupils with SSPPs and EHCPs are invited to contribute to Annual Reviews. Adaptations to support communication are considered on an individual basis.
- e) Children are encouraged to contribute towards targets after discussion with adults.

## **5. Evaluating the success of the Inclusion Policy**

The Inclusion Policy is to be reviewed by the Inclusion Lead in collaboration with the Inclusion Team, the Senior Leadership Team and the Governing Body. The following data will be reviewed:

- a) SEND Records
- b) Pupil voice
- c) Parent voice
- d) Analysis of school data for universal and targeted/special support
- e) Evaluating interventions, reviewing Learning Plans and analysing data from SEND Toolkit progress
- f) Whole school monitoring and evaluation procedures including book scrutiny, lesson observations, pupil voice, staff vice, parent voice, learning environment, teaching and learning approaches, pupil and teacher relationships and advice and support from external agencies.

## **6. Admission Arrangements**

Please refer to the school website for information regarding admissions as well as [www.birmingham.gov.uk/school-admissions](http://www.birmingham.gov.uk/school-admissions). The admissions for Thornton Primary School is in accordance with national and local legislation.

## **7. Accessing more information**

To find out more about your child's SEND provision, we encourage parents/carers to speak with:

- a) The child's class teacher
- b) Inclusion Lead and SENDCO, Mrs Price
- c) Senior Leadership Team
- d) Governing body
- e) SEND Information, Advice and Support Service Tel. 0121 303 5004

Email. [SENDIASS@birmingham.gov.uk](mailto:SENDIASS@birmingham.gov.uk)

## **8. Arrangements for Complaints**

Parents/carers are partners with the school and are welcome to query any decisions made by the school through the school's designated channels as laid down in school documentation. If a parent has a specific complaint, they should, in the first instance, raise the issue with the Inclusion Lead who will try to resolve the situation.

Any issues that remain unresolved at this stage will be managed according to the school's complaints policy.

If on pursuing the complaint, the parents/carers are not wholly satisfied with the response of the school they may wish to seek further assistance from the LEA. If at any point, they do not agree with the school and LEA's decision, they have a right to appeal.

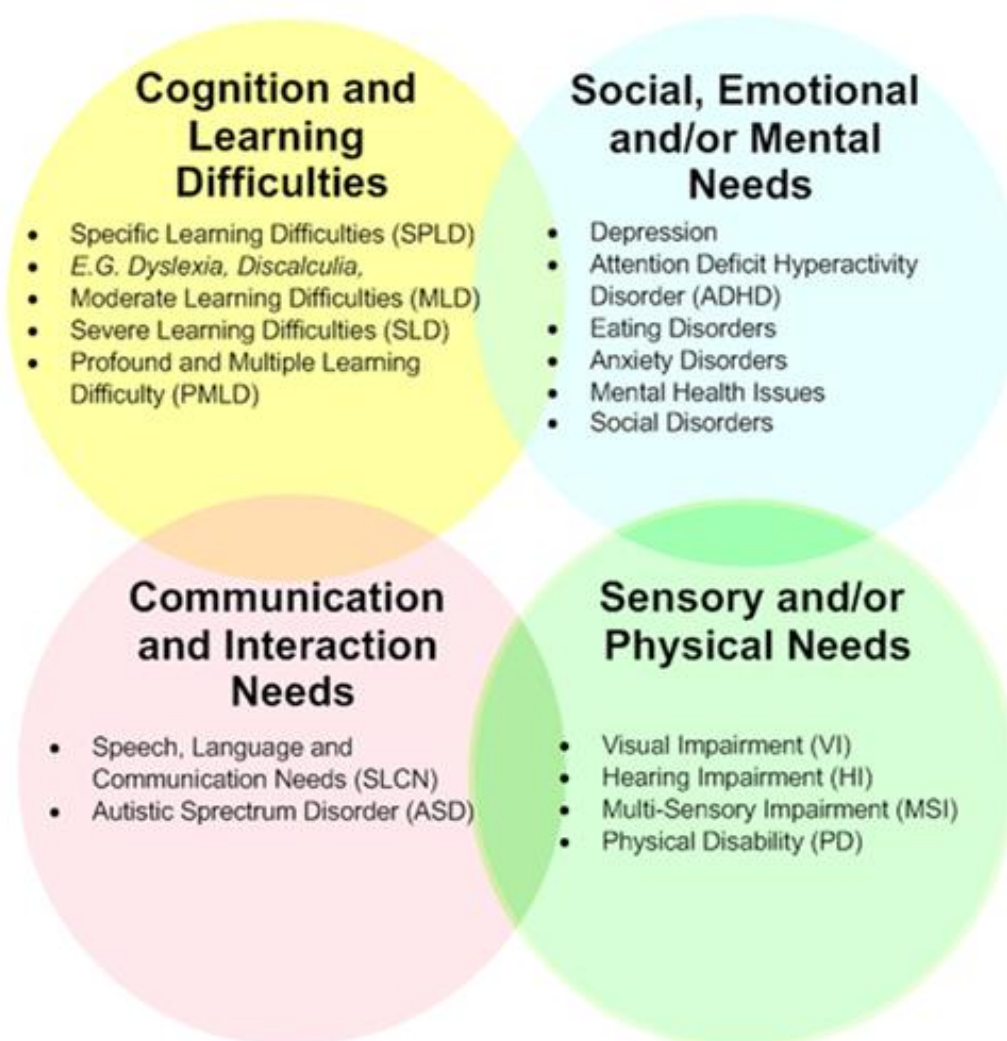
## **9. Safeguarding Children with SEND**

Thornton Primary School recognises that children with SEND may be at increased risk of abuse, neglect, exploitation, peer-on-peer abuse and mental health difficulties. Staff understand that behavioural changes, communication difficulties or atypical presentation may be indicators of safeguarding concerns rather than solely a manifestation of SEND. The SENDCO works closely with the Designated Safeguarding Lead to ensure that safeguarding and SEND information is appropriately shared and acted upon.

## 10. The Identification of SEND

The SEND Code of Practice identifies the following areas of needs:

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



At Thornton, we use the following definitions of SEND and disability:

## **Definition of Special Educational Needs (SEN) taken from Children and Families Act 2014**

- A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a disability if they:  
A) Have a significantly greater difficulty in learning than the majority of others of the same age; or  
B) Have a disability which prevents or hinders them 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
- A child under compulsory school age has special educational needs if they fall within the definition at A) or B) above or would do so if special educational provision was not made for them.
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **Definition of Disability taken from The Equality Act 2010**

- The Equality Act 2010 identifies a person as having a disability if the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day to day activities.
- 'Impairment' can be physical and mental. This includes sensory impairments, such as those affecting sight or hearing. Long-term health conditions are also included, such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.
- The term 'mental impairment' is intended to cover a wide range of impairments relating to mental functioning, including what are often known as learning disabilities.

## **What is not SEND, but may impact on progress & attainment**

Newly Arrived / English as an Additional Language Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. For some children, learning to speak English can take some time and therefore their early progress in reading, writing, speaking & listening and/or maths can be slow, but this does not mean that they have SEN. If a child has SEN and they are learning to speak English, this can make their progress much slower and at times can make it difficult to identify the underlying causes of their needs.

## **Identification process:**

SEND may be identified from the following sources:

1. Parents' concerns
2. Pupil concerns
3. Teacher concerns
4. Information is gathered through discussions with parents, pupils and teachers, observations of pupil and outcome of pupil progress data.
5. Review of graduated approach identifies continued need.

6. Assessment data
7. Attendance data
8. Behaviour patterns
9. Medical diagnosis

## 11. Supporting those with SEND - The Graduated Approach

At Thornton Primary school, we aim to implement the graduated approach to ensure the appropriate provision is in place to support the child's needs.



We may ask the following questions:

|  |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Assess</b> | <p>Is the child working at age related expectations? (Pupil progress, tests)</p> <p>Does the child display developmentally appropriate communication, interaction and emotional regulation?</p> <p>Is the child usually successful in lessons? (Assessment for learning)</p> <p>What is the child's behaviour trying to communicate?</p> <p>What are the barriers to accessing the curriculum and school environment?</p> <p>What adaptations have already been made?</p> <p>What are parent/pupil views?</p> |
|  | <b>Plan</b>   | <p>What do you, the child or the parent want to achieve?</p> <p>What does the Ordinarily Available Guidance suggest?</p> <p>What reasonable adaptations can be made?</p> <p>What evidence-based interventions can support?</p> <p>What are parent/pupil views?</p>                                                                                                                                                                                                                                            |
|  | <b>Do</b>     | <p>Who will deliver the support?</p> <p>How long for?</p> <p>How can we ensure the child accesses the support consistently?</p> <p>What are parent/pupil views?</p>                                                                                                                                                                                                                                                                                                                                           |
|  | <b>Review</b> | <p>Has the support had an impact on targets created?</p> <p>What was successful?</p> <p>What was unsuccessful?</p> <p>Where do we go next?</p> <p>What are parent/pupil views?</p>                                                                                                                                                                                                                                                                                                                            |

Children will move through the following pathway:

## **Wave 1: Universal provision**

High-quality teaching is the first response to meeting the needs of pupils with SEND and remains the responsibility of the class teacher.

This means that all teachers will provide:

- a) Explicit instruction
- b) Cognitive and metacognitive strategies
- c) Scaffolding
- d) Flexible grouping
- e) Use of technology
- f) Providing quality feedback to children

## **Noticing barriers to learning**

If a teacher considers that a child is struggling to access their learning or environment, pupil and parent voice should be gathered. Teachers should consult the Ordinarily Available Guidance (OAG) to identify inclusive strategies to support.

If teachers have continued concerns, they should make a SEND referral to the SENDCO as soon as possible to identify key next steps. The SENDCO will work closely with the pupil, parents, teaching staff and the Inclusion team to discuss concerns and identify priorities. A plan will be devised detailing what key adaptations to provision may be needed.

Thornton Primary School will make reasonable adjustments for disabled pupils in accordance with the Equality Act 2010. Adjustments may include:

- Adaptations to teaching approaches and resources
- Alternative methods of recording work
- Assistive technology
- Environmental adaptations
- Flexible arrangements within the school day
- Sensory adaptations
- Adjustments to educational visits and extracurricular activities

Decisions regarding reasonable adjustments will be made in partnership with pupils, parents/carers and relevant professionals.

Thornton Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where appropriate, Individual Healthcare Plans will be developed in partnership with parents, healthcare professionals and school staff. The SENDCO will work closely with the pastoral team and relevant medical professionals to coordinate provision.

## **Wave 2: Targeted provision**

In addition to Wave 1 provision, where a child has been identified as having SEND, or is being monitored, parents will be informed. Thornton Primary School recognises that high-quality, inclusive teaching is the first and most important step in responding to pupils who may have SEND. Teachers will utilise Birmingham's Ordinarily Available Guidance (OAG) to remove barriers to learning before considering increasingly specialised provision.

The class teacher, parents and SENDCO will work together to

- Quickly identify barriers to learning or the environment
- Consider pupil voice and parental concerns
- Identify appropriate adaptations to classroom environment and provision
- Identify measurable targets

- Identify and implement appropriate evidence-based interventions with clear entrance and exit data to track progress
- Consider outside agency involvement
- Record provision on whole school provision map and monitor for impact.
- Review progress and next steps
- Create a Snapshot document that outlines targets and provision that is shared and reviewed with parents, children and class teachers.
- Discuss use of Chatterbox or Study Buddy classrooms

### **Wave 3: Specialist provision**

In addition to Wave 1 and Wave 2 provision, some pupils may have more complex SEND needs or require specific support. The SENDCO, class teacher and parents will work together to:

- Discuss individual barriers and concerns.
- Identify measurable targets
- Design an individualized curriculum as appropriate
- Have direct involvement from outside agencies
- Implement provision outline in specialist plans such as SSPP and EHCP
- Discuss use of Chatterbox or Study Buddy classroom

### **Social, Emotion and Mental Health**

Thornton Primary School recognises that some pupils may experience barriers to learning arising from anxiety, trauma, attachment differences, emotional regulation difficulties or mental health needs.

The school will adopt a graduated approach to supporting social, emotional and mental health needs and may seek advice from external agencies including:

- Forward Thinking Birmingham
- Educational Psychology Service
- School nurse
- Medical professionals
- Early Help services

## **12. Educational Health Care Plans (EHCPs) and SEND School Provision Plans (SSPPs)**

### **SSPP:**

If a child is receiving targeted or specialist support that falls outside of what is ordinarily available at Thornton Primary School, it may be appropriate to apply for an SEND School Provision Plan. This decision will be discussed between the following people at a Team Around the Child (TAC) meeting:

- Parents
- Pupils
- Teachers
- SENDCO
- Outside agency professionals.

Should there be a mutual decision to apply for an SSPP, the document will be co-produced by the above stakeholders and submitted to a panel within Birmingham SENAR. The outcome of which will be shared with parents. The above stakeholders should also be involved in the review of the SSPP and co-production of the next plan if appropriate.

## **EHCP:**

If a child has significant or complex SEND, there may be a need to apply for an Educational Health Care Needs Assessment. (EHCNA)

This decision will be discussed between the following people at a Team Around the Child (TAC) meeting:

- Parents
- Pupils
- Teachers
- SENDCO
- Outside agency professionals.

The EHCNA can be submitted by the SENDCO and Thornton Primary school if all above stakeholders agree. A parent has the right to make a parent request for an EHCNA and can access this information via the Birmingham SEND offer website. [Home - Local Offer Birmingham](#)

## **13. Supporting Transition**

### **To Thornton (from Infant School or Primary School)**

Thornton Primary School hosts a comprehensive transition programme each year with the feeder Infant School (Sladefield Infant School) to ensure there is a smooth transition for all pupils. The programme consists of:

1. Opportunities for all pupils to visit Thornton Primary School with their current year 2 class peers to experience a playtime, story time and classroom session with their new Year 3 teacher.
2. Opportunities for all pupils to visit Thornton Primary School with a parent/carer to spend time in their new classroom with their new Year 3 teacher to find out about Thornton and complete transition activities with their parents/carer, sample food from the school kitchen and have a tour of the school together.
3. Assemblies led by Thornton staff (Senior Leaders, SENDCO and Pastoral Manager) and current Year 3 pupils at Sladefield Infant School to share child-friendly information about 'everyday life at Thornton'.
4. Visits to Year 2 classrooms at Sladefield Infant School by Thornton Primary School staff (Senior Leaders, SENDCO and Pastoral Manager) to facilitate information sharing and familiarisation for Year 2 pupils with Thornton Primary School staff.
5. Opportunities for Thornton Primary School Year 3 teachers to visit Sladefield Infant School to meet with current Year 2 class teachers to facilitate information sharing and support smooth transition.

The SENDCO also liaises with other primary schools to ensure the smooth transition of new pupils from other primary schools (either at the start of the academic year or during the academic year) are also fully supported.

### **From Thornton (new Primary School or Secondary School)**

Thornton Primary School hosts transition meetings with secondary schools to share key information about children's SEND. Parents/carers are invited to these meetings and, if specialist services work with the transitioning child, additional staff may also be invited to attend. Some SEND pupils will be identified for 'early transition' which involves visits to the secondary school they will be attending, completing transition-related activities, 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 (clinic notes, diagnosis etc.)
- Evaluated interventions
- SEND Review Logs
- Assessments
- Pupil Progress and Attainment Data

The SENDCO also liaises with other primary schools to ensure the smooth transition of pupils currently attending Thornton Primary School to their new primary school (either at the start of the academic year or during the academic year). This ensures these pupils are fully supported in having a smooth start at their new school.

## **14. Staff training**

Thornton Primary School is committed to ensuring all staff receive regular, high-quality training to support the effective delivery of high quality, inclusive teaching to meet the needs of all pupils with SEND.

| <b>What?</b>           | <b>Who?</b>            | <b>Delivered by</b> |
|------------------------|------------------------|---------------------|
| 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 Team | Dynamis             |