

Thirsk Community Primary School



Special Educational Needs and Disabilities (SEND) Policy

Date of creation:	February 2026
Date of Policy Adoption Governing Body:	February 2026
Date for next Review:	February 2027

Values: Inclusion • Ambition • Compassion

Curriculum: Inclusive by design – *Thirsk Approach*

1. Policy Statement

At Thirsk C P School, we are committed to providing an inclusive, ambitious and compassionate education for all pupils, regardless of need or ability. We believe every child is entitled to high-quality teaching, access to a broad and balanced curriculum, and the opportunity to achieve their full potential.

This SEND Policy reflects our ethos that inclusion is everyone's responsibility. Our curriculum is inclusive by design and is delivered through the Kapow curriculum, enhanced and adapted through our unique *Thirsk Approach* to meet the needs of all learners.

2. Aims and Objectives

Our aims are to:

- Ensure that pupils with SEND are identified early and supported effectively
- Provide high-quality teaching that is responsive to individual needs
- Enable pupils with SEND to make good progress academically, socially and emotionally
- Foster positive relationships with parents, carers and external professionals
- Promote ambition, independence and resilience in pupils with SEND
- Ensure pupils with SEND feel valued, included and listened to

3. Legislative Framework

This policy complies with:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (DfE, 2015)
- Equality Act 2010
- Education Act 1996
- Special Educational Needs and Disability Regulations 2014

4. Definition of SEND

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

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

5. Categories of SEND

We support pupils with needs across the four broad areas of SEND as outlined in the SEND Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

6. Roles and Responsibilities

The Governing Body

The Governing Body will:

- Ensure statutory duties regarding SEND are met
- Monitor the effectiveness of SEND provision
- Appoint a SEND Governor

The Headteacher

The Headteacher will:

- Ensure the implementation of this policy
- Allocate resources effectively to support pupils with SEND
- Promote a whole-school culture of inclusion

The SENDCo

The SENDCo at Thirsk C P School is **Miss A Scholes**.

The SENDCo will:

- Coordinate provision for pupils with SEND
- Advise and support staff
- Liaise with parents, carers and external agencies
- Maintain accurate SEND records
- Ensure alignment between the SEND Policy, SEND Information Report, Equality Policy and Accessibility Plan
- Monitor and evaluate SEND provision and outcomes

Safeguarding, Inclusion and Pastoral Manager

The Safeguarding, Inclusion and Pastoral Manager is **Mrs Nikki Kennedy**, who works closely alongside the SENDCo.

Mrs Kennedy will:

- Lead on safeguarding, pastoral care and inclusion
- Oversee and support the use of Pastoral Passports
- Liaise with families and external agencies where pastoral or safeguarding needs are identified
- Contribute to assessment, planning and review for pupils with additional needs

Class Teachers

Class teachers are responsible for:

- High-quality teaching and adaptation
- Identifying pupils with SEND concerns
- Implementing support strategies and interventions
- Monitoring progress and outcomes
- Keeping IPMs and Pastoral Passports up to date

Parents and Carers

Parents and carers are partners in their child's education and are encouraged to:

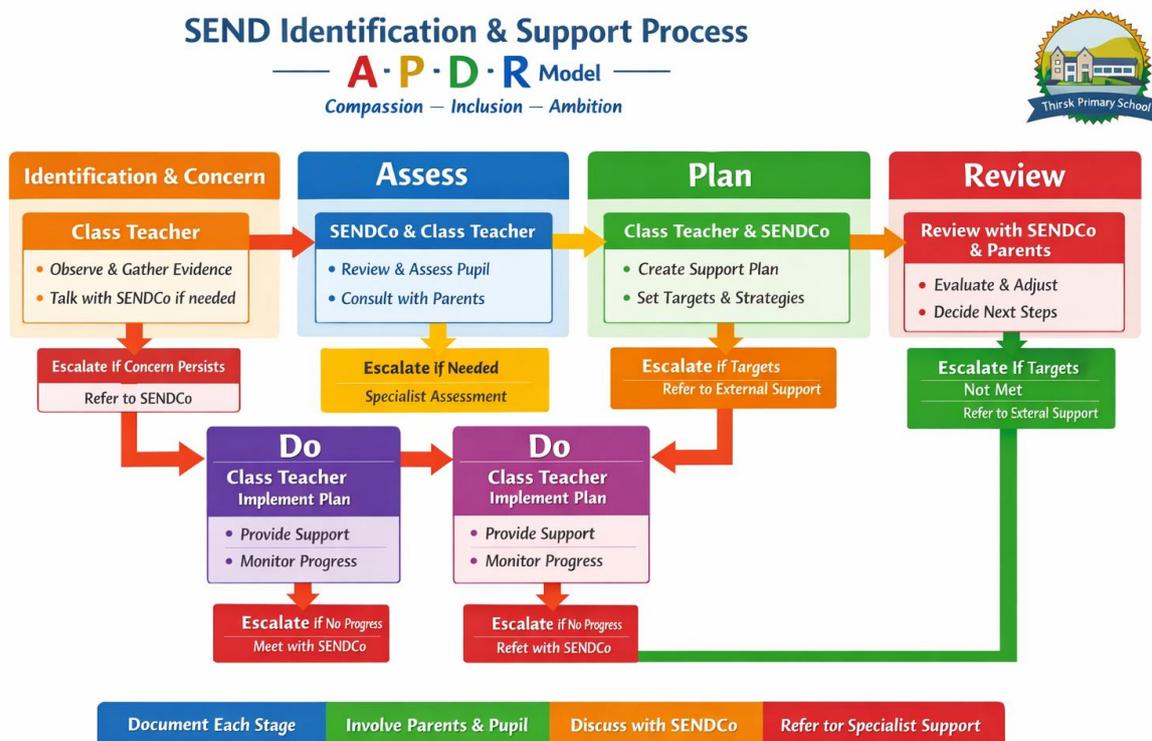
- Share concerns and insights
- Engage in review meetings
- Support learning at home

7. Identification and Assessment

We follow a graduated approach to identifying and supporting SEND:

- **Assess:** Identify pupil needs using observations, assessments and parental input
- **Plan:** Agree outcomes and support strategies
- **Do:** Implement interventions and classroom adaptations
- **Review:** Evaluate impact and next steps

Early identification is a priority, and concerns may be raised by teachers, parents, or external professionals.



8. Provision and Support

Provision at Thirsk C P School includes:

- High-quality, inclusive classroom teaching
- Reasonable adjustments and adaptations
- Targeted small-group or individual interventions
- Pastoral support tailored to individual needs
- Support from external agencies where appropriate

Pastoral Passports

We use **Pastoral Passports** to support pupils with additional needs in social, emotional, behavioural and wellbeing areas. These passports:

- Capture pupils' strengths, needs and effective strategies
- Ensure consistency of support across staff
- Promote pupil voice and self-advocacy
- Support emotional regulation, wellbeing and inclusion

Pastoral Passports are reviewed regularly and shared with relevant staff to ensure pupils feel understood, safe and supported.

Our inclusive curriculum, delivered through Kapow using the *Thirsk Approach*, ensures pupils with SEND can access meaningful, engaging learning experiences.

9. Education, Health and Care Plans (EHCPs)

For pupils with complex needs, the school may request an Education, Health and Care Needs Assessment. We work closely with families and professionals to implement and review EHCPs, ensuring provision is personalised and outcomes focused.

10. Monitoring and Review

Progress of pupils with SEND is monitored through:

- Regular assessments
- Pupil progress meetings
- SEND reviews
- Annual reviews for EHCPs

The effectiveness of this policy is reviewed annually.

11. Accessibility and Inclusion

Thirsk C P School complies with the Equality Act 2010 and makes reasonable adjustments to ensure pupils with SEND are not disadvantaged.

This SEND Policy aligns with and is supported by:

- The **Accessibility Plan**, which addresses physical access, curriculum access and access to information
- The **Equality Policy**, which ensures all pupils are treated fairly and protected from discrimination
- The **SEND Information Report**, which outlines the graduated approach, provision and support available

Together, these documents ensure a consistent, inclusive approach that promotes equality of opportunity and full participation for all pupils.

12. Complaints

If parents have concerns regarding SEND provision, they are encouraged to speak initially with the class teacher or SENDCo. Formal complaints should follow the school's Complaints Policy.

13. Review of Policy

This policy will be reviewed annually or in response to changes in legislation or guidance.