



SEND Information Report 2026-2027

1. Context and Cohort Overview

Thornton Primary School serves a community with a **high level of disadvantage and additional need**, reflected in:

- 40% of pupils identified with SEND (well above national averages indicated through IDSR benchmarking)
- Approximately 11% of pupils have an EHCP
- 40% of pupils eligible for Pupil Premium
- An 8-place SEMH specialist provision, The Orchard, supporting pupils with significant social, emotional and mental health needs within our inclusive mainstream setting

Inspection data summaries (IDSR) and internal school tracking indicate that we are working within a context where pupils may enter with attainment significantly below age-related expectations, particularly in communication, language and self-regulation.

We use current school data, IDSR information and pupil and family voice to identify trends in progress, attendance, persistent absence, behaviour and exclusion risk, ensuring that pupils with SEND remain a key focus within school improvement priorities.

2. Leadership and Management of SEND

Leaders, including the SENDCo, demonstrate a **clear and ambitious vision for inclusion**. SEND provision is well-led and **integrated into whole-school improvement planning**.

- Leaders ensure that the SEND Code of Practice (2015), Children and Families Act 2014, Equality Act 2010 and current DfE guidance are securely implemented.
- Provision reflects evidence-informed approaches, including the EEF five-a-day principles: explicit instruction, metacognition and self-regulation, scaffolding, flexible grouping and the use of technology where appropriate.
- The school promotes inclusive practice as a shared responsibility. Staff receive training and support to identify barriers early and adapt teaching effectively.
- There is a strong culture of accountability, with regular reporting to governors and clear links between SEND self-evaluation, school improvement and professional development.
- Leaders use data, pupil voice and parental feedback to evaluate provision and identify areas for development.

The school also responds to the DfE's 2026 direction towards inclusive mainstream provision. Our Orchard SEMH provision is managed as part of our wider inclusive approach, with clear consideration of individual needs, access to mainstream experiences where appropriate, family involvement and outcomes for pupils.



3. Quality of Education for Pupils with SEND

Intent

The curriculum is **ambitious, well-sequenced and inclusive for all pupils**, including those with SEND.

Leaders ensure that:

- Pupils with SEND access a broad and balanced curriculum and meaningful wider opportunities.
- Curriculum adaptations remove barriers without unnecessarily lowering expectations or narrowing entitlement.
- Learning supports academic achievement, communication, independence, wellbeing and personal development, including for pupils supported through The Orchard.

Implementation

Teaching across the school reflects a consistent use of adaptive teaching strategies:

- Teachers use secure subject knowledge, precise modelling, explicit instruction, scaffolding and guided practice.
- Assessment is used responsively to identify misconceptions, diagnose barriers and adapt teaching.
- Classroom environments are structured to support attention, communication, engagement and independence, with reasonable adjustments made where required.
- Widgeo and other visual and concrete resources are used to strengthen vocabulary, understanding and access for pupils who need them.

Targeted interventions are carefully selected, evidence-informed, delivered by trained staff and integrated with classroom learning rather than replacing high-quality teaching.

Specialist provision, including The Orchard, provides highly personalised support, structured routines, therapeutic approaches and opportunities for increased participation in the wider school when appropriate and in the pupil's best interests.

Impact

School evidence indicates that pupils with SEND make increasingly strong progress from their starting points where provision and adaptive teaching are most consistent. Leaders monitor variability between cohorts and respond through targeted action, professional development and adjustments to provision.

4. Behaviour, Attendance and Personal Development

Leaders have established a calm, relational and supportive environment that maintains high expectations while recognising that some pupils require additional support with communication, regulation, relationships and behaviour.

- Behaviour systems are consistently applied, with reasonable adjustments and individual support where SEND contributes to a pupil's presentation or barriers to participation.



- There is a strong emphasis on relational practice, emotional regulation, restorative approaches and positive relationships, particularly within The Orchard.
- Pupils with SEND are supported to develop our Key Learning Behaviours: Active Listening, Pride and Resilience, alongside the school values of Love, Respect and Ambition.
- Attendance is a key priority, particularly for pupils with SEND and those eligible for Pupil Premium. Leaders identify patterns early and work with families and agencies to reduce persistent absence.
- Suspension and exclusion are carefully monitored, with a clear focus on early intervention, safeguarding, inclusion and proportionate responses.

Pastoral and therapeutic interventions are well targeted and closely monitored for impact on engagement, readiness to learn, attendance and wellbeing.

5. Identification, Assessment, Monitoring and Review

The school uses a graduated response and the Assess-Plan-Do-Review cycle to identify need, plan provision, monitor progress and refine support. Parents/carers and pupils are involved throughout, with their views actively sought and valued.

- Teachers identify emerging needs through observation, assessment, progress information and discussion with pupils and families.
- The SENCo works with staff to assess needs, coordinate provision and involve specialist services where further advice is required.
- Progress is tracked using teacher assessment, standardised measures and school data, with IDSR information used as a benchmarking tool.
- Interventions are evaluated for impact and cost-effectiveness, and provision is adjusted when evidence indicates a different approach is required.
- Where pupils have an EHCP, provision is aligned with the plan and annual review arrangements, with outcomes and progress carefully monitored.

Pupil voice and parental feedback are integral to review. The school seeks to understand not only attainment, but also access, participation, communication, wellbeing, independence and the effectiveness of reasonable adjustments.

6. Access, Inclusion, Attendance and Safeguarding

Thornton Primary School is committed to removing barriers to participation and to ensuring pupils with SEND are able to access learning, enrichment, social opportunities and the wider life of the school.

- Reasonable adjustments and accessible teaching approaches are implemented in line with the Equality Act 2010 and the pupil's needs.
- The school's accessibility planning considers the physical environment, curriculum participation and access to information and communication.



- The Orchard provides specialist support within the mainstream setting for pupils whose needs require a more personalised SEMH environment, while maintaining a clear focus on belonging, participation and appropriate opportunities beyond the base.
- Attendance is monitored closely because regular attendance is essential to learning, wellbeing, relationships and safeguarding. Individualised attendance support is provided where needed.
- Safeguarding arrangements are robust and take account of SEND-related vulnerability. Concerns are dealt with through the school's safeguarding procedures and appropriate multi-agency arrangements.

This approach reflects the DfE's 2026 guidance on inclusion bases, which emphasises high-quality provision, individualised support, involvement of families and professionals, and improving outcomes for children and young people with additional needs.

7. Partnership with Pupils, Parents and External Agencies

Parents and carers are active partners in their child's education. Communication is regular, clear and supportive, and review meetings are meaningful and focused on outcomes.

- Pupils are encouraged to contribute their views in age- and need-appropriate ways and to understand the support available to them.
- Parents/carers are involved in identifying needs, reviewing provision, agreeing priorities and considering next steps.
- The school works with Educational Psychology services, health professionals, Lancashire County Council's SEND Team and other appropriate agencies.

Where specialist advice is sought, the school works to ensure recommendations are translated into practical classroom strategies and reviewed for impact. This supports a coordinated, holistic and child-centred approach.

8. Strengths and Areas for Development

Strengths:

- Strong inclusive ethos with high expectations for all pupils and a clear emphasis on belonging.
- Effective use of adaptive teaching and evidence-informed classroom strategies.
- Well-targeted interventions with clear assessment and monitoring systems.
- Positive contribution of The Orchard to behaviour, regulation, attendance and engagement for pupils who need specialist SEMH support.
- Reflective leadership that uses data, pupil voice, family feedback and professional learning to improve provision.

Areas for Development:

- Continue to reduce persistent absence and strengthen attendance for pupils with SEND.



- Continue to develop the use of inclusive environments, sensory approaches and specialist support in line with current DfE inclusion guidance.

These priorities form part of the school's ongoing School Improvement Plans and are reviewed through leadership monitoring, governor oversight and the annual review of this report.

9. Compliance and Statutory Information

This SEND Information Report is published annually and is kept under review. It should be read alongside the school's SEND Policy, Accessibility Plan, Safeguarding and Child Protection Policy, Behaviour Policy and other relevant school information.

The report reflects the requirements of:

- The SEND Code of Practice: 0 to 25 years (2015, as currently published by the DfE).
- The Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014, including the statutory requirements for the SEN information report.
- The Equality Act 2010 and the school's duties to promote equality and make reasonable adjustments.
- Current DfE guidance, including the 2026 Inclusion Bases in Schools guidance, together with relevant guidance on SEND, attendance, behaviour and safeguarding.

The school's provision is aligned with evidence-informed practice, including the EEF emphasis on high-quality teaching, carefully implemented interventions and ongoing evaluation of impact.

10. Review Cycle

This report will be reviewed annually and updated during the year if there are significant changes to provision. The review will incorporate:

- Updated school and IDSR data, including attendance, progress and cohort information.
- Pupil voice, parental feedback and evidence from review meetings.
- School performance information and evaluation of SEND provision.
- Changes in statutory duties, DfE guidance and evidence-informed best practice.

The report will continue to be developed so that it remains clear, accessible and useful to pupils, parents/carers, staff and professionals.

Signed: David Ashcroft, Headteacher

Date: September 2027

Review Date: September 2026



THORNTON PRIMARY SCHOOL

Love • Respect • Ambition



To be approved by the Standards and Effectiveness Committee on 6th October 2026