



THORNTON PRIMARY SCHOOL

Love • Respect • Ambition



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SEN and Disability Local Offer 2026–2027

Primary Setting

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Thornton Primary School

School Number: 02035

Our Approach to SEND and Inclusion

At Thornton Primary School, we are committed to ensuring that every child is valued, included and supported to achieve their potential. Our school values of **Love, Respect and Ambition** underpin our approach to SEND. We believe that inclusion is about belonging, participation, removing barriers and enabling every child to experience success.

We recognise that children have different strengths, needs and starting points. We therefore use an inclusive, graduated approach which begins with high-quality, adaptive classroom teaching and early identification, with additional targeted or specialist support where this is required.

Our provision reflects the principles of the SEND Code of Practice and the DfE's developing approach to inclusive mainstream education. The DfE's 2026 guidance emphasises inclusive practice that identifies and removes predictable barriers to learning and ensures that children receive the right support at the right time.

Accessibility and Inclusion

What the school provides

Thornton Primary School is committed to providing an accessible and inclusive environment for all pupils.



Most entrances and exits are sufficiently wide for wheelchair access and the main school is accessible on one level. There are accessible parking spaces and disabled toilets. Classrooms are sufficiently spacious to accommodate specialist furniture and equipment where required.

We consider the accessibility needs of individual pupils when planning learning, activities, visits and wider school experiences. Reasonable adjustments are made where necessary to ensure pupils with SEND can participate fully.

The school has a wide range of technology and specialist resources, including PCs, laptops, iPads and interactive screens. Technology is used to support communication, accessibility, independence and learning.

We use visual and communication resources, including **Widgit symbols**, where appropriate, to support vocabulary, understanding and communication.

Information is shared with parents and carers through the school website, weekly newsletter, text messaging and other appropriate communication. Where necessary, communication can be adapted, translated or provided in alternative formats.

We work with specialist professionals, including speech and language therapists, specialist teachers and other external agencies, to ensure that adaptations and specialist support are informed by individual need.

Thornton is committed to developing an environment where SEND is considered as part of whole-school inclusion rather than as a separate provision. This reflects the DfE's 2026 emphasis on inclusion being designed into mainstream education.

Teaching and Learning

What the school provides

We believe that high-quality teaching is the foundation of SEND provision. Teachers are responsible for the progress and inclusion of pupils with SEND and work closely with the SENDCo and support staff to identify and remove barriers to learning.

Early identification is important. Class teachers monitor pupils' progress, attainment, communication, behaviour, attendance and wider development. Concerns are discussed with parents/carers and the SENDCo at the earliest appropriate opportunity.

The SENDCo works closely with teachers, families and external professionals to identify appropriate provision. Assessment information is used to identify gaps, strengths and next steps. Where appropriate, assessment is broken down into smaller steps to enable pupils to demonstrate progress.

Teachers use **adaptive teaching strategies** to ensure that pupils with SEND can access the curriculum alongside their peers. This may include adapted explanations, modelling, scaffolding, visual support, pre-teaching vocabulary, concrete resources, additional processing time, alternative recording methods and targeted adult support.



Support staff are deployed flexibly according to need. Teaching Assistants may support individuals, small groups or whole classes, with an emphasis on developing pupils' independence rather than creating unnecessary dependency.

Targeted interventions are provided where assessment indicates that additional support is required. Provision may include support for reading, writing, mathematics, communication, social skills, emotional regulation and SEMH.

The impact of interventions is monitored through the school's provision mapping and assessment systems. Intervention is reviewed regularly so that support is adapted, continued or withdrawn according to its impact.

We use specialist advice where appropriate, including speech and language therapy, dyslexia support and other specialist services. Staff receive regular professional development to strengthen their understanding of SEND, including autism, ADHD, SEMH and other needs.

The Orchard – SEMH SEND Provision

Thornton Primary School has a specialist **Key Stage 2 SEMH SEND provision known as The Orchard**.

The Orchard provides **8 places** for pupils with EHCPs who require a higher level of specialist support because of their social, emotional and mental health needs.

The Orchard provides a nurturing, structured and therapeutic environment while maintaining strong links with mainstream Thornton Primary School. Pupils receive specialist teacher input and targeted support based on their EHCP outcomes and individual needs.

The provision includes **two sensory rooms and specialist resources** designed to support emotional regulation, communication, sensory processing and engagement in learning.

Pupils in The Orchard are supported to develop independence, confidence, relationships and positive learning behaviours. Where appropriate, pupils access aspects of the mainstream curriculum and wider school life so that they continue to experience belonging within the wider Thornton community.

The provision is reviewed regularly in partnership with parents/carers, pupils and relevant professionals. The Orchard reflects the DfE's 2026 guidance that high-quality inclusion bases should provide targeted teaching and specialist support while helping pupils to thrive within their mainstream setting.

Reviewing and Evaluating Outcomes

What the school provides

We work in partnership with parents/carers and pupils to review SEND provision and outcomes.



For pupils with an EHCP, the school contributes to the annual review process. Parents/carers and pupils are encouraged to share their views, aspirations and priorities. Pupil participation is adapted to age, communication and individual need.

For pupils receiving SEND Support, individual targets and provision are reviewed regularly. Parents/carers are kept informed about progress and the effectiveness of additional provision.

SEND provision maps record interventions and support, including the intended outcome, frequency and impact. The school evaluates interventions carefully to ensure that additional provision is making a meaningful difference.

Pupil progress is monitored through the school's assessment systems. The SENDCo works with teachers and school leaders to identify pupils who may be falling behind and to ensure that appropriate support is put in place.

Where pupils make smaller steps of progress, appropriate assessment approaches are used to ensure that progress is recognised accurately.

Pupil voice is central to our approach. Pupils are encouraged to talk about what helps them learn, what they find difficult and what they would like to achieve.

Parents/carers can contact the SENDCo through the school office or the contact arrangements published by school. The SENDCo is available during parent meetings and by appointment.

Keeping Children Safe

What the school provides

Safeguarding is everyone's responsibility at Thornton Primary School. Pupils with SEND can be particularly vulnerable to safeguarding risks, and staff are alert to individual vulnerabilities, communication difficulties and barriers to reporting concerns.

All staff receive safeguarding training in line with **Keeping Children Safe in Education** and school safeguarding procedures. KCSIE 2026 comes into force on 1 September 2026 and continues to emphasise the importance of effective safeguarding systems for all pupils, including those who may be particularly vulnerable.

Risk assessments are completed where appropriate and are reviewed when circumstances or individual needs change. Additional risk management may be put in place for pupils who require enhanced support.

Additional adults are deployed where necessary to support pupils during lessons, breaktimes, lunchtimes, PE, visits and other activities.

Educational visits are fully risk assessed and additional adults are provided where required. The school considers individual SEND needs when planning participation in visits and activities.



Our Family Learning Mentor and Behaviour Mentor can provide a safe and supportive space for pupils who require additional help with emotional regulation, relationships or wellbeing.

The school has a strong focus on preventing bullying, child-on-child abuse and other harmful behaviours. Concerns are recorded and dealt with through the school's safeguarding and behaviour procedures.

Health, Including Emotional Health and Wellbeing

What the school provides

Thornton Primary School recognises that emotional wellbeing is closely linked to learning, attendance, behaviour and achievement.

Our approach is nurturing and relational. Staff build positive relationships with pupils and provide opportunities for children to talk about worries and seek help.

Pupils may receive additional support from their class teacher, SENDCo, Family Learning Mentor, specialist staff or external professionals according to need.

The school provides targeted support for pupils experiencing SEMH difficulties, including individual or small-group work, emotional regulation support, friendship work and social skills development.

The Orchard provides specialist SEMH support for pupils with EHCPs who require a higher level of therapeutic and specialist provision.

A whole-school mentoring approach provides every pupil with a trusted adult who can listen to their views, concerns and aspirations.

The school works with health professionals and other agencies when specialist advice or intervention is required.

Medical needs are managed through individual care plans and appropriate staff training. Prescribed medication is administered in accordance with school procedures and parental authorisation.

Where children have medical conditions such as allergies, asthma or diabetes, appropriate plans, medication and emergency arrangements are maintained.

Communication with Parents and Carers

What the school provides

We believe that strong relationships with parents and carers are essential to effective SEND provision.

Parents/carers can speak with class teachers, the SENDCo, Family Learning Mentor or Senior Leadership Team when they have concerns or require advice.



Parents/carers are invited to parent meetings and are kept informed about their child's progress and SEND provision.

Parents/carers of pupils receiving SEND Support are given opportunities to discuss targets, provision and progress. Parents of pupils with EHCPs are fully involved in the annual review process.

The school uses a range of communication methods, including the website, weekly newsletters, text messages, meetings and telephone contact.

We recognise that some families may require communication in a different format or additional support to access information. Reasonable adjustments are made where appropriate.

We welcome parent/carer feedback and view families as partners in identifying what works best for their child.

Working Together

What the school provides

Pupil voice is actively encouraged through the School Council, Eco Council, Sports Council and classroom discussions.

Pupils with SEND are encouraged to express their views in ways appropriate to their age, communication and individual needs.

Parents/carers contribute through parent meetings, SEND reviews, EHCP annual reviews, questionnaires and direct communication with staff.

The SENDCo works closely with external agencies when additional specialist support is required. This may include health professionals, speech and language therapists, educational psychology, specialist teachers, social care and other appropriate services.

Where a family requires additional support, the Family Learning Mentor can help families access appropriate services and, where necessary, support an Early Help Assessment.

The school works collaboratively with the Local Authority and other professionals to secure appropriate provision and ensure that pupils receive the right support at the right time.

What Help and Support is Available for Families?

What the school provides

Our Family Learning Mentor and SENDCo provide key points of support for parents/carers who may require additional help.



This can include help with forms, accessing services, understanding available support and navigating local services.

Where appropriate, the Family Learning Mentor can support families to access Early Help.

The school maintains information about local services and signposts families to appropriate organisations and professionals.

The SENDCo can support parents/carers in understanding their child's SEND provision and the processes associated with SEND Support and EHCPs.

We aim to work with families in a supportive, respectful and solution-focused way, recognising that parents and carers know their children best.

Transition to Secondary School

What the school provides

We recognise that transitions can be particularly important for pupils with SEND.

All pupils receive opportunities to visit their secondary school and take part in transition activities. Secondary school staff are invited to visit Thornton where appropriate.

The Year 6 teacher works closely with receiving schools to share relevant information and support continuity.

Pupils who require additional transition support are identified early. This may include additional visits, photographs, transition books, meetings with secondary staff, individual preparation and additional opportunities to become familiar with the new environment.

The Learning Mentor and SENDCo provide additional support where required.

For pupils with EHCPs, the SENDCo works closely with the receiving school's SENDCo and other relevant professionals to ensure that information about needs, provision, successful strategies and outcomes is shared appropriately.

Our aim is for every pupil to move to secondary school with confidence, a sense of belonging and ambitious aspirations for the future.

Extra-Curricular Activities and Enrichment

What the school provides

We believe that inclusion extends beyond the classroom. All pupils should have opportunities to discover interests, develop talents, build friendships and experience success.



Thornton Primary offers a broad range of enrichment opportunities, including:

- Running and athletics
- Football
- Hockey
- Dodgeball
- Computing
- Chess
- Art
- Singing and music
- Dancing
- Reading and other creative activities

Clubs and activities change throughout the year so that pupils across different year groups have opportunities to participate.

We make reasonable adjustments where required so that pupils with SEND can participate as fully as possible.

Breakfast Club and After School Club are available to pupils, with support considered for vulnerable parents/carers where appropriate.

Our specialist PE and music provision further enriches the curriculum and gives pupils opportunities to develop confidence, creativity, teamwork and ambition.

Our PSHE curriculum supports pupils to develop friendships, communication, emotional literacy, resilience and social skills. Pupils requiring additional support may access targeted interventions such as friendship groups, Lego-based activities and individual or small-group work.

Through our wider curriculum and enrichment programme, we aim to ensure that pupils with SEND experience the same sense of belonging, participation and ambition as every other pupil.

Feedback

What is the feedback mechanism?

We welcome feedback from pupils and their parents/carers because it helps us to improve our SEND provision.

Feedback can be provided informally by speaking to a class teacher, SENDCo, Family Learning Mentor, member of the Senior Leadership Team or Headteacher. Parents/carers may also contact school by telephone, email or through the school office.

Parents/carers can raise concerns about SEND provision and request a meeting where appropriate.



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We will listen carefully to concerns, identify appropriate actions and communicate with families about what has been agreed.

Where concerns require further investigation, the school will follow its complaints procedures.

Pupil voice is also considered when reviewing SEND provision. We want pupils to understand their strengths, recognise their progress and have a meaningful say in the support they receive.

At Thornton Primary School, our aim is that every child feels that they **belong, is valued and can achieve**. Our commitment to **Love, Respect and Ambition** applies to every pupil, including those with SEND.

Signed: David Ashcroft, Headteacher in collaboration with Shirley Young, SENDCo

Date: September 2026

Review Date: September 2027