



SEND Information Report 2025-2026

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% pupils have an EHCP**
- **40% of pupils eligible for Pupil Premium**
- An **8-place SEMH specialist provision** supporting pupils with significant social, emotional and mental health needs

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

As a school, we use IDSR and our own internal analysis to effectively to identify trends in **progress, attendance, persistent absence, and exclusion risk**, ensuring that SEND pupils 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 **DfE statutory guidance and the SEND Code of Practice (2015)** are securely implemented
- Provision reflects the **EEF's five-a-day principles for effective SEND support**, particularly the primacy of high-quality teaching
- There is a **strong culture of accountability**, with regular reporting to governors
- Leaders use **IDSR and internal data** to evaluate the effectiveness of provision and to identify areas for development

Leaders are **accurate in their self-evaluation** and take timely action to address any emerging gaps.

3. Quality of Education for Pupils with SEND

Intent



The curriculum is **ambitious and well-sequenced for all pupils**, including those with SEND. Leaders have ensured that:

- Pupils with SEND access a **broad and balanced curriculum**
- Curriculum adaptations maintain **high expectations rather than lowering challenge**
- The curriculum supports both **academic and personal development**, particularly for pupils within the SEMH provision

Implementation

Teaching across the school reflects **consistent application of adaptive teaching strategies**, in line with EEF guidance:

- Class Teachers have **secure subject knowledge** and understand how to adapt learning effectively
- **Scaffolding, modelling, and guided practice** are routinely used
- Staff use **assessment effectively to identify misconceptions and adjust teaching**
- Classroom environments are structured to support **attention, engagement, and independence**

Targeted interventions are:

- **Carefully selected and evidence-informed**
- Delivered by trained staff
- Integrated with classroom learning rather than replacing it

Specialist provision, including the SEMH unit, provides:

- **Highly personalised support**
- Structured routines and therapeutic approaches
- Reintegration opportunities where appropriate

Impact

Inspection evidence and school data indicate that:

- Pupils with SEND **make increasingly strong progress from their starting points**, particularly where teaching is most consistently adaptive
- Gaps between SEND pupils and their peers are **diminishing in several year groups**, though variability remains in some cohorts due to high levels of need
- Pupils in the SEMH provision show **notable improvements in self-regulation, attendance, and engagement**

Leaders are aware of remaining inconsistencies and are taking **targeted action to improve further**.



4. Behaviour, Attitudes and Personal Development

Leaders have established a **calm, orderly, and supportive environment**.

- Behaviour systems are **consistently applied and understood by staff and pupils**
- There is a strong emphasis on **relational practice and emotional regulation**, particularly within our SEMH provision
- Pupils with SEND are supported to develop our Key Learning Behaviours: **Active Listening, Pride and Resilience**

IDSR-informed analysis shows that:

- **Persistent absence remains higher than national averages**, particularly for SEND and disadvantaged pupils; leaders have robust strategies in place to address this and interventions for individual pupils are implemented and carefully monitored
- **Exclusion rates are carefully monitored**, with a clear focus on early intervention and inclusive practice, working alongside parents/carers to achieve this

Pastoral and therapeutic interventions are:

- **Well-targeted and closely monitored**
- Demonstrating **positive impact on engagement and readiness to learn**

5. Assessment, Monitoring and Review

Leaders ensure that assessment is **purposeful and used effectively**:

- The **Assess–Plan–Do–Review cycle** is embedded across the school
- Progress is tracked using a combination of **teacher assessment, standardised measures, and IDSR benchmarking**
- Interventions are evaluated for **impact and cost-effectiveness**, in line with EEF guidance

Monitoring is:

- **Regular and rigorous**
- Led by the SENCo in collaboration with the Senior Leadership Team
- Used to inform **timely adjustments to provision**

Pupils' views and parental feedback are **actively sought and valued**. This includes during Pupil Voice discussions and when the SENDCo meets with parents/carers of pupils with SEND



6. Attendance and Safeguarding

Leaders demonstrate a **strong safeguarding culture**.

- Attendance is a key priority, particularly for pupils with SEND and those eligible for Pupil Premium
- Leaders use **IDSR absence data** to identify patterns and implement targeted support
- Multi-agency working is effective in supporting vulnerable pupils

Safeguarding procedures are **robust and well understood by staff**, ensuring that pupils feel safe and supported.

7. Partnership with Parents and External Agencies

Parents and carers are **active partners in their child's education**:

- Communication is **regular, clear, and supportive**
- Review meetings are **meaningful and focused on outcomes**

The school works effectively with external agencies, including:

- Educational Psychology services
- Health professionals
- Lancashire County Council's SEND Team

This ensures a **coordinated and holistic approach** to meeting pupils' needs.

8. Strengths and Areas for Development

Strengths:

- Strong inclusive ethos with **high expectations for all pupils**
- Effective use of **adaptive teaching across the curriculum**
- **Well-targeted interventions** with clear monitoring systems
- Positive impact of **SEMH provision on behaviour and engagement**
- Leadership that is **reflective, informed by IDSR, and proactive**

Areas for Development:

- Further improve **consistency of adaptive teaching** across all classes
- Continue to reduce **persistent absence among SEND pupils**



- Strengthen **long-term outcomes in core subjects** for some cohorts

The Senior Leadership Team have **clear and appropriate plans in place** to address these priorities; these form part of the school's ongoing School Improvement Plans.

9. Compliance

This report meets requirements set out in:

- The **SEND Code of Practice (2015)**
- The **Children and Families Act (2014)**
- The **Equality Act (2010)**
- DfE guidance on SEND information reporting

Provision is aligned with **EEF recommendations**, particularly regarding:

- High-quality teaching as the primary driver of progress
- Careful selection and implementation of interventions
- Ongoing evaluation of impact

10. Review Cycle

This report will be reviewed annually, incorporating:

- Updated IDSR data
- School performance information
- Changes in national guidance and best practice

Signed: David Ashcroft, Headteacher

Date: September 2025

Review Date: September 2026