



Thrupp Primary School

SEND Policy

Subject Leader: Tina Harris

Approved by: Teaching Staff & Governors	Reviewed: June 2026
Last Reviewed: June 2025	Next review due: June 2027

Thrupp Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Introduction

Our SEN policy was written by the SENCo of Thrupp Primary School with the SEN Governor in liaison with the SLT, all staff, and parents of pupils with SEND. Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN. Further information can be found in the SEN information report. [SEND | Thrupp School](#)

Aims

We are a thriving village school with a thriving community. We work as a co-operative team, pupils, staff, parents and governors creating a sense of ownership and a feeling of pride in our school. Working together to make Thrupp School and every member of its community be the best they can be is central to our vision.

Mission Statement: Doing Our Best To Be Our Best

To give each child the very best education possible, we will:

- Enable children to become independent, lifelong learners who can take their place in society with confidence and be able to cope with the changes the future will bring.
- Provide an enriching experience in which learning and high expectation flourish and where achievements are celebrated.
- Provide an excellent education, through teaching which imparts knowledge, inspires a love of learning and where children are happy, healthy and ambitious individuals.
- Challenge all children according to their individual needs, so they achieve their true potential academically, physically and socially.
- Respect and value all members of our school community regardless of attainment, aptitude, gender and race.
- Provide a caring and nurturing community, where every child feels safe, appreciated and receives praise, understanding, help and advice.

Thrupp Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school.

As such, provision for children with SEN is a matter for the school as a whole. All teachers are teachers of children with SEN. The Governing Body, Headteacher, SENCo and all other members of staff have important responsibilities.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2024

- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a SENCo who will work with the SEN Policy
- To provide support and advice for all staff working with special educational needs pupils

Legislation and guidance

This policy is based on the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents: [SEND Code of Practice Sept 2024](#)

- Part 3 of the children and families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities. [Children and Families Act 2014](#)
- [The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](#) which sets out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- Equality Act 2010: advice for schools DfE May 2014 [Equality Act 2010 Guidance](#)
- Gloucestershire Guidance for Professionals Working with Children and Young People (0-25 yrs) with Additional Needs including Special Educational Needs and Disabilities.

Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision, namely provision different from or additional to that made generally for other pupils of the same age.

A pupil has a learning difficulty or disability if they have:

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

Roles and responsibilities

The SENCO

The SENCO is Tina Harris

E-mail: senco@thrupp.gloucs.sch.uk

The SENCo works closely with the Headteacher, SEN governor and all other staff and is involved in the strategic development of SEN policy and provision. The SENCo has responsibility for the day-to-day operation of the school’s SEN policy and for co-ordinating provision for pupils on the SEN register, in order to raise the achievement of children with SEN.

Key responsibilities are:

- contributing to the strategic development of SEND provision
- overseeing the day-to-day operation (and periodic review) of the school’s SEND policy;
- coordinating, tracking progress and evaluating the impact of the provision being made for pupils with SEND

- ensuring the full inclusion of SEND pupils within in the school community and access to the school's curriculum, facilities and extra-curricular activities
- liaising with and advising other teachers the effective deployment and performance management of Teaching Assistants (TAs)
- maintaining detailed records of the provision made for children and young people with SEND
- liaising with parents and carers
- contributing to the professional development of staff
- liaising with external agencies
- deploying the SEN budget and reporting on how it is spent
- reporting on the progress of children and young people with SEND

SEN Governor

The SEN governor is.

The SEN Governor will inform the Governing Body on all aspects of SEN in the school to ensure that SEN work is valued and well supported in the school. SEN Governors will need to carry out these responsibilities in a number of ways:

- informing themselves about SEN systems and practices in school through meetings and school visits
- ensuring that the progress of learners with SEN is closely monitored through reviewing and understanding internal and external data
- understanding how the notional (delegated) SEN budget is used and ensuring that wider financial decisions do not adversely impact on the support for pupils with SEN
- understanding the national and local context of SEN support
- using their school visits to inform themselves about the work the SENCo is leading
- ensuring that the views of pupils and parent/carers in relation to the SEN provision that is being made, are sought
- building a trusting and supportive relationship with their SENCo
- putting together an annual report on SEN with input from SENCo and Governing Body Committee (if relevant) which is published on the website and updated annually.

The Headteacher

The Headteacher will:

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

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Managing TA time in conjunction with the Headteacher and SENCO

- Ensuring they follow this SEN policy and Code of Practice.

Teaching Assistants (TA)

Each TA is responsible for:

- Working with class teachers and the SENCo to provide support for children with SEN across the school
- Maintaining records of the children they work with, in accordance with the school procedures
- Attending reviews and meetings as requested

The broad areas of SEN that are provided for at Thrupp Primary School

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. For example, visual impairments, hearing impairments, processing difficulties.

Identifying Special Educational Needs

At Thrupp, we recognise the importance of early identification of SEN. Early intervention and response improves the long term outcomes for pupils. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline

- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress should be high quality teaching targeted at the child's areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCo, will assess whether the child has SEN.

It should be noted that the following criteria are not SEN in their own right, but can have an impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and school provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman.

A Graduated Approach to SEN Support

At Thrupp School we support a graduated approach to both recording and monitoring progress of children and young people with SEN and/or Disabilities so that knowledge and understanding of what is working and not working to help a child is gathered and built upon. This information also helps to inform other agencies when additional input is required from them.

All teachers at Thrupp Primary are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The Code of Practice is clear in stressing that special educational provision is underpinned by high quality teaching. Personalised and differentiated approaches are available to all children at Thrupp School and those with special educational needs will also benefit from these approaches. These are referred to as **Universal** approaches throughout the document. For some children these approaches will not be sufficient to meet their special educational needs and they will require more focussed and targeted support and intervention. These are referred to as **Targeted** approaches. Relatively few children will need a much higher level of support and intervention. These are referred to as **Specialist** approaches.

Provision at a Targeted or Specialist level for children who have been identified as having special educational needs should not be seen as a substitute for high quality teaching.

We follow the Assess, Plan, Do, Review cycle as described in the SEND Identification Flow Chart in Appendix 1.

Managing Pupils Needs on the SEN Register

See the SEN Monitoring Flow chart in Appendix 2

Criteria for Exiting the SEN Register

See the SEN Monitoring Flow chart in Appendix 2

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision, in accordance with the SEND Code of Practice (2015).

In Thrupp School pupils with medical needs have a Health Care Plan which is kept in the School Office.

Supporting Pupils and Families

In order to access information which can help parents and carers find and understand what services families can expect in Gloucestershire, please refer to the **Gloucestershire Local Offer** which can be found at:

[SEND Local Offer | Glosfamilies Directory](#)

SEN Local Offer

Thrupp School's SEN Local Offer can be found on the school website. [SEND | Thrupp School](#)

SEN Information Report

Thrupp School's SEN Information Report and outlines the day-to-day practice in school and can be found on the school website. [SEND | Thrupp School](#)

Supporting pupils moving between phases or schools

Transition meetings are held at the end of each academic year within the school.

The school has established and will maintain links with the secondary schools in the area with the Year 6 teacher meeting with the respective Year 7 teachers to discuss and facilitate children's smooth transition.

The Foundation Stage staff and the SENCo work closely with staff at the feeder pre-schools to ensure that, should it be required, provisions for additional needs are set in place ready for any child to start school.

When a child joins Thrupp from another primary school the school office will request transfer details for that child. Any child who is already on the Code of Practice will continue to be supported in accordance with the previous school's advice until such time as this can be

reviewed. When appropriate, the class teacher and/or the SENCo will make contact with the child's previous school in order to meet the child's needs.

For **access to exams** the relevant teacher, in conjunction with the SENCo, follow current guidelines from the appropriate exam bodies.

Monitoring and Evaluation of SEND

Please refer to Appendix 2 – SEND Monitoring Flow Chart

Training and Resources

The SENCo attends local cluster meetings and training courses where appropriate. The school has a programme for all staff, which includes the identification of training needs. Staff attend training organised by the LA and other external agencies such as partnership groups.

At present the way SEN Funding is determined is agreed locally, through Schools' Forum and is given to schools under three main headings:

Element 1 – Core Funding

Element 2 – Additional Support Funding

Element 3 – Top Up Funding

We are moving towards an anticipated national funding formula, further information regarding this can be found on the Government website [Gov.uk](https://www.gov.uk)

Designated Member of Staff with specific Safeguarding Responsibility

Mrs Mylechreest (DLS), Mrs Catt (DDSL) and Mrs Harris (DDSL)

Member of Staff responsible for managing funding for Pupil Premium Grants and Looked After Children

Headteacher and SENCo

Member of Staff responsible for managing meeting medical needs of pupils

Headteacher

Storing and Managing Information

SEND information is stored securely on site and electronically and is shared with relevant stakeholders when appropriate. Some information relating to children's needs is stored in the Inclusion files, kept securely in the classroom.

Supporting Policies

The following supporting policies can be found on the school website [Policies | Thrupp School](#)

- Accessibility
- Admissions
- Anti-bullying
- Behaviour for Success

Complaints about SEN provision

The school follows the procedures set out in the Complaints Policy which can be found on the school website. Additional confidential information and advice and support in relation to

children with special educational needs or disability can be obtained from SENDIASS Gloucestershire by following this link: [Sendiass](#)

Appendices

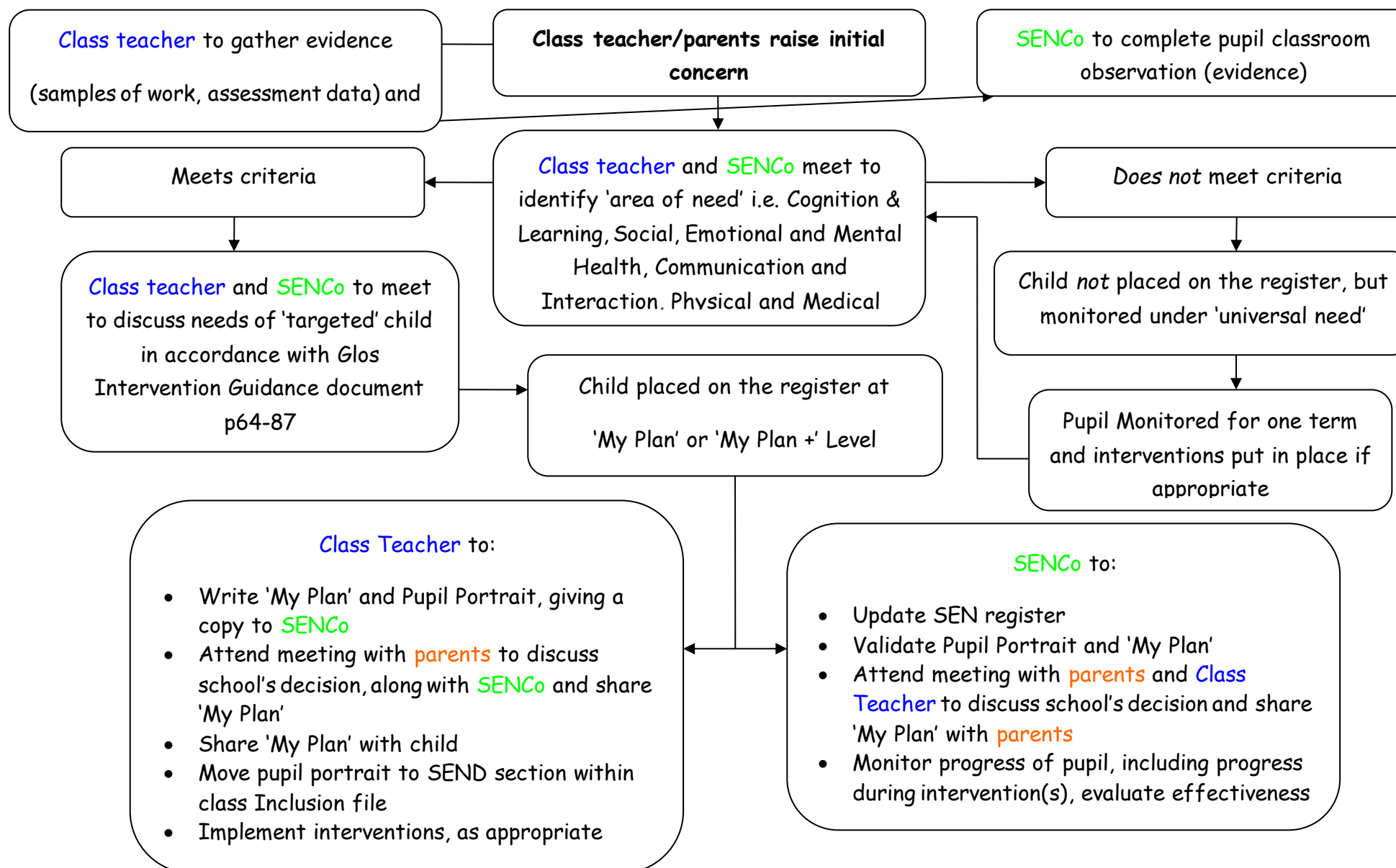
Appendix 1 – SEND Identification Flow Chart/Initial report on needs and concerns

Appendix 2 – SEND Monitoring Flow Chart



SEND Identification Flow Chart

Appendix 1





SEND Monitoring Flow Chart

Appendix 2

