



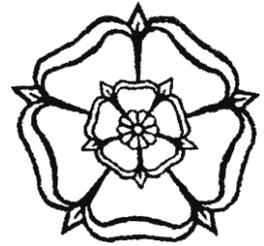
Thornton-in-Craven Community Primary and Nursery School

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Headteacher: Mrs K Smith



SPECIAL EDUCATIONAL NEEDS POLICY

Please read this policy alongside our SEND Information report that outlines our SEND processes in detail. Found at www.thorntonincravenprimary.org.uk.

SENCo: Mrs K Smith

The SENCo does hold the National Award for SEN (NASENCo award).

The school is supported bi-weekly by Mrs Clare Woodcock, an independent SEN Consultant. She is also a specialist teacher and assessor in specific learning difficulties. The Governor responsible for SEND is Mrs Claire Ashton.

INTRODUCTION.

Thornton in Craven CP School is committed to providing a quality education for all children. The purpose of our policy for Special Educational Needs or Disability and Inclusion is to ensure that we support each individual child towards achieving his or her full learning potential. Our children will have access to a broad, balanced curriculum which includes the Early Years Foundation Stage, National Curriculum and Religious Education Curriculum. All children will have the opportunity to participate in the full life of the school. We promote hard work and feeling of self-worth with all our pupils. We recognise that any child may have particular needs at some time but certain groups of individuals may need special monitoring, additional support or more individualised provision. All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.

All teachers work together to identify and meet any special needs of pupils as early as possible. As a school we draw on as many outside agencies as we can in order to secure the best provision for all children. We believe that SEND and Inclusion is more effective when pupils and parents are involved in the process.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy has been created by the school's SENCO, Mrs Katie Smith, and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability. The SENCo is a member of SLT.

AIMS AND OBJECTIVES FOR SEND AND INCLUSION.

- To ensure that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum
- To ensure that all children have access to a broad, balanced and relevant curriculum which is differentiated to their individual needs.
- To provide a secure and stimulating environment in which all children feel happy and secure.
- To ensure early identification, assessment and provision for any child who may have SEN following the guidance in the current SEN legislation.
- To help every child realise his or her full potential and nurture self-esteem by the celebration of success and endeavours.
- To enable all staff to play a part in identifying pupils with SEN and to take responsibility for recognising and addressing their needs.
- To encourage the whole school community to demonstrate a positive attitude towards SEN.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and school.
- To involve and support children where appropriate in decision making processes that occurs in their education.
- To follow the guidance set out in the Children and Families Bill (effective from 1st September 2014) which recommends a graduated approach whereby appropriate actions are matched to the pupils' needs.
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Special educational needs and disability code of practice: 0 to 25 years - June 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Parents requiring further information about provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs Coordinator (SENDCo) or Headteacher.

A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEN. Teachers 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. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, PIPs, SATs or the use of PIVATS. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on quality first teaching including; classroom organisation, teaching materials, teaching style and differentiation.

Class teachers discuss any concerns with the SENCo. If further action is deemed necessary, the parents are informed immediately. Despite appropriate quality first teaching, intervention and differentiated learning experiences, considering the child's age and stage of development, triggers for identification of a Special Educational Need could be:

- *Little or no progress made even when a multi-sensory approach to teaching and learning is used to improve the child's identified area of need.*
- *Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English or mathematics skills resulting in poor attainment in some framework or curriculum areas.*
- *Communication or interaction difficulties, which create barriers to learning and specific interventions, are needed.*
- *Social, emotional or mental health problems, which are not improved by the techniques normally employed within the nurturing environment of the school.*
- *Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment*

If, following at least one cycle of additional support, the child continues to experience difficulties the school may, with parental permission, seek the advice of external agencies such as Specialist Teachers, Educational Psychologists, LCC Inclusion Support Service or similar. Additionally, some children may receive support from our National Health Service colleagues, for example Speech and Language Therapy, Occupational Therapy, Community Paediatrics, School Nurse etc. Any plans shared with the school by these agencies are carried out by staff within the school in liaison with the appropriate agency.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 – all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

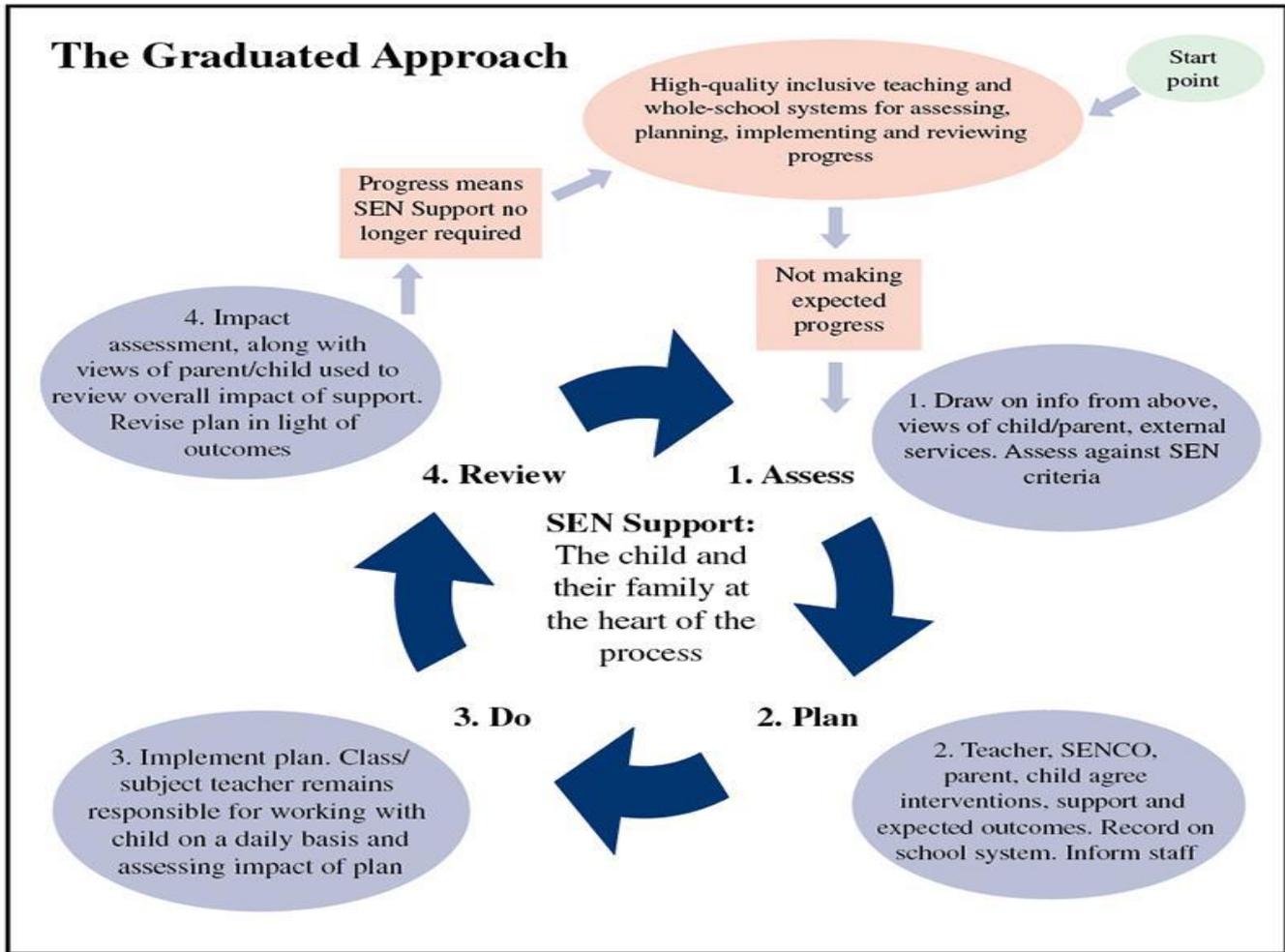
Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty, or another factor as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

A graduated approach to SEN support: Assess – Plan – Do - Review

The key principles:

- *All class teachers 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. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012).*
- *High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning.*
- *Additional intervention and support cannot compensate for a lack of good quality teaching.*
- *Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention.*
- *Pupils who join school (either from an early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school.*
- *When planning work for children with special educational needs, teachers give due regard to information and targets contained in the child's Pupil Overview of Provision (POP). Additionally, teachers modify teaching and learning as appropriate for children with disabilities.*



	What	Who	How
Assess	Initial Concern	Child/Parents/ School	Professional Dialogue between staff Discussions with Parents Learning Walks Pupil Progress Meetings ABC observations
	Further information gathered	Parents/pupil/ Colleagues/ SENDCo	Professional Dialogue Discussions with Parents
	Observation and /or additional assessments	SENDCo	Examples may include: Observations in the classroom and during unstructured times, cognitive assessments including WRAT5, BPVS, WRIT, WRAML2 etc

	What	Who	How
Plan	Intention to make additional provision discussed with parents/carers	Class Teacher	Meeting or Telephone Call
	Action Plan written or pupil added to the SEN register (depending on number of cycles)	SENDCo / class Teacher	Parents are involved throughout the Action Plan process and are expected to support the school in working towards the agreed targets
	Pupil Overview Provision (POP) written if a child is placed onto the SEN Register which: <ul style="list-style-type: none"> • outlines strengths and difficulties within the four broad areas of need, • states the provision required to meet individual needs • gives 2 or 3 SMART targets for pupils to work towards, although these are not limiting 	Class teacher with support from SENDCo	Parents are involved throughout the POP process. Parents are required to work in partnership with school to help pupils to meet their targets. A progress and POP review meeting will be held at least termly.
	Revision of POP targets	Class Teacher / SENDCo	As and when necessary (when targets met or adjusted). Parents informed.

	What	Who	How
Do	Classroom adaptation and/or targeted support in class	Class teacher Teaching Assistants	Examples may include: Seating position, class grouping, assistance with organisation, sensory aids, focus group with teacher or teaching assistant, support during unstructured times
	Targeted and time- limited small group interventions	Teaching assistants under the direction of the class teacher	Usually in withdrawal for limited periods Extra provision recorded, this is known as 'Provision Mapping'
	1:1 or small group teaching towards POP targets	Teaching assistant (TA) Supervised by Class teacher	Little and often as specified on the POP
	Teachers and/or Teaching Assistants access Continuing Professional Development (CPD) courses to enhance their understanding of a specific difficulty relating to a child in their class.	Class Teacher (Need identified by CT, SENDCo and/or Senior Leadership)	When appropriate

	What	Who	How
Review	Formative assessment in the classroom towards learning objectives	Class teacher / TA	Daily monitoring as part of Quality First Teaching
	Progress towards POP targets	TA supervised by Class Teacher. Pupils involved in this process	Weekly (Through the Weekly Monitoring Sheet) Regular update in home/school book as appropriate
	Full review of POP at least 3 times per year (December, April and July)	Class teacher (informed by weekly monitoring). Collaboration between home and school.	Evaluation and review meeting of POPs with class teacher, parent and pupil, overseen by the SENDCo
	SEN Pupil Profile updated as appropriate	Class teacher/Parents / SENDCo/Pupil	Significant changes at any time will inform an update.

	What	Who	How
Outcomes of Review	Progress is accelerated and provision needed to maintain this is commensurate with peers	Needs can now be met through classroom differentiation, adaptations and/or intervention. Removal from SEN register	Professional dialogue between teachers and SENDCo and/or consideration at Pupil Progress Meetings before decision to remove from SEN register is made. Evaluation shared and parents informed.
	Progress is good but additional provision needs to continue	New POP written Continue with cycle to next review	Evaluation and new POP shared with parents
	Progress remains slow/inadequate despite the use of evidence based approached and well-matched interventions	With the permission of parents, school will refer the pupil for specialised assessments and advice from external agencies and professionals	Where a pupil has a pre- existing recognised difficulty (for example: speech and language difficulty or autistic spectrum condition), the expertise of external agencies and professionals may, with parental permission, be sought at an earlier stage.
	Despite the school having taken the relevant action to identify, assess and meet the needs of a pupil (as above), the pupil has not made expected progress	The school is unable to fully meet the needs of the pupil through its own provision arrangements. School and parents/Carers should consider applying for an EHC plan	Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs.

Statutory Integrated Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual plans
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website at <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>.

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

Provision and Provision Mapping

- The provision which the school makes is fully detailed in the school's SEN Information Report which is available from the school office or on the website <http://www.thorntonincravenprimary.org.uk/send-policy-information-report-and-provision>
- Provision for any pupil with an existing Education, Health and Care Plan is set according to that which is outlined in the plan. Information on Education, Health and Care Plans can be found at <https://www.northyorks.gov.uk/education-health-and-care-plans>
- Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Class Teachers and SENDCo, overseen by the Senior Leadership Team. The cost of all such provision is calculated based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team/SENDCo to ensure that the effectiveness and efficiency of provision is maximised.

Supporting Pupils and Families

Our aim at Thornton in Craven CP School is to develop a partnership where professionals and parents work together in the best interests of the child. The views and wishes of the child are also sought.

We understand the importance of parents in the learning process and involve them as much as possible in their children's learning. If a child has SEND it is of the utmost importance that parents are fully aware of what is being achieved by their child. Similarly if a child is not making progress parents should be aware that the school has concerns. In other words, nothing should "come as a shock" to parents.

Reviews are carried out termly, or more frequently if deemed necessary.

The school follows the SEN Code of Practice which states the key principles involved in communicating with and working in partnership with parents and these include;

- having positive attitudes towards parents, respecting the validity of differing perspectives
- providing user-friendly information and procedures, and being aware of the needs parents might have of a disability or communication or linguistic barriers
- recognising the pressures the parents may be under because of the child's needs
- acknowledging the importance of parental knowledge and expertise in relation to their child
- gaining parental permission before referring them to others for support.

In addition, parents are welcome to talk to teachers whenever they have a concern about a child at a mutually convenient time.

The local Authority's Local Offer (Regulation 53, Part 4) may be found at <https://www.northyorks.gov.uk/send-local-offer> This links back to the school's Local Offer and SEND Information Report which details how the school works with and supports families of pupils with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools.

Pupils with special educational needs will be admitted into school in line with the school's admissions policy. The school is aware of the statutory requirements regarding SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we give our best endeavours to collect all relevant information and plan resources accordingly to ensure that individuals have equal access to a broad and balanced curriculum

Supporting pupils at school with medical needs.

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.

Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. If appropriate, a Medical Information Card with the pupil's photograph, stating emergency procedures and contact details will be included in the front of the class register and first aid area. Further details will be held in a secure location in the school office and Headteacher's office.

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 and the SEND Code of Practice (2014) is followed.

The school's policy on medical needs can be found on the school website at www.thorntonincravenprimary.org.uk.

Children looked after (CLA) by the Local Authority

The Headteacher acts as the Designated Teacher for Looked After Children. In liaison with class teacher, the Head will oversee Personal Education Plans (PEP) and associated reviews to ensure that the child is fully supported to achieve their best.

MONITORING AND EVALUATION.

This includes:

- Monitoring and evaluating interventions, including value for money as outlined in the graduated response model above
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Completion of statutory functions by the SENCo
- Use of the NYCC Inclusion Quality Mark
- Discussions with families and pupils
- Feedback from support agencies and Ofsted
- Local Authority analysis of information and data about the school
- The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND.

MONITORING AND EVALUATING THE SUCCESS OF THE POLICY

The SEN Code of Practice lists critical success factors as:

- the culture, practice, management and deployment of resources in the school are designed to ensure the needs of all children are met
- any children special educational needs are identified early
- best practice is exploited when devising interventions
- the views of the pupil are taken into account and valued
- educational professionals and parents work in partnership
- interventions for each pupil are reviewed regularly.

Training and Resources

- **Curriculum entitlement.** All children including those with special educational needs will have access to a broad and balanced curriculum.
- **Allocation of resources.** The Governors will allocate funds to meet the needs of pupils with special educational needs. Governors will oversee the amounts delegated to the school by the LEA under special needs headings in section 251 and to the amounts allocated for SEN in the proposed school budget. The Head Teacher will manage the funds allocated by the Governors to meet the differing needs of the children with SEN. The Governors require the Head Teacher and the SENCo to ensure that optimum use is made of resources.
- **SEND training for staff.** Whole staff training in SEND will be met through INSET provision utilising the expertise of the Clare Woodcock, our SEN Consultant and specialist teacher. SEND training will be organised as required to meet the current needs of all staff and will be led by the SENCo/HT or by appropriate outside agencies. Advanced Teaching Assistants will be invited to attend relevant training sessions and external courses.

Roles and Responsibilities:

Working with parents and medical agencies to provide an education Health Care plan that supports the child's needs.

The SEN Governor Mrs Claire Ashton and the Governing body, in co-operation with the head-teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain oversight of the school's work. There will be an identified governor for SEND who monitors the implementation of the policy.

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues,
- the SEN policy is reviewed annually,
- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Head Teacher has responsibility for the day to day management of all aspects of the school's work, including the provision for children with SEND. She will keep the governing body fully informed. The Headteacher will ensure that provision is made within their timetable for planning and co-ordination.

The SEN Co-ordinator (SENCO) working with fellow teachers has responsibility for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with and advising other teachers
- overseeing the records of all children with SEND
- liaising with parents of children with SEND
- contributing to in-service training of staff
- liaising with external agencies including LEA support services and educational psychology services, health and social services, and voluntary bodies.

All teaching staff and support staff will have responsibility for:

- Contributing to whole school provision maps
- Regular communication takes place to ensure good progress
- Ensure Quality First Teaching for all
- Pupils are supported alongside their peers wherever possible
- setting suitable learning challenges
- responding to diverse learning needs
- overcoming barriers to learning
- assessment for individuals and groups of children
- taking part in appropriate training

RELATIONSHIP WITH OUTSIDE AGENCIES

The school has full access to NYCC SEND Support Services and can enlist the help of support services and outside agencies which may include:

- Educational Psychology Service.
- Cognitive and Learning Support Service
- Support Service for Hearing Impaired Children
- Support Service for Visually Impaired Children
- Social, Emotional, Behavioural Difficulties team (SEBD)
- Behaviour Support Service
- Speech and Language Therapy (SALT)
- Pre-5 Service
- The Physical and Medical Team

Social Services and Health services may also be involved at this stage.

Storing and Managing Information

Confidentiality

The school is committed to the health and well-being of its pupils and will ensure that staff, parents and pupils can feel confident that any information entrusted is treated sensitively and only shared with the relevant personnel.

Data Protection

The school gathers and uses personal information about staff, pupils, parents and other individuals who come into contact with the school to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

The school's Data Protection Policy can be accessed via the school office.

The confidential nature of SEND information is fully recognized at Thornton in Craven CP School. Hard copy files are stored securely in the Headteacher's office, whilst electronic files are stored on OneDrive and the school's network. The school's confidentiality/privacy policy can be found on the website www.thorntonincravenprimary.org.uk.

Reviewing this policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review in September 2020. The process of review will involve the Headteacher, Associate SENCo, the SEND Governor and the Chair of Governors. Review of the policy will consider:

- *The progress made by pupils with SEND in school*
- *The success of the school at including pupils with SEND*
- *Any recommendations from OfSTED or the LA about improving practice*
- *Any factual changes, such as names of personnel*

Accessibility

The DDA, as amended by the SEN and Disability Act 2001 and Equalities Act 2010, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Thornton in Craven CP School publishes its accessibility plans and these can be found on the website at www.thorntonincravenprimary.org.uk.

School operates an open door policy so parents can contact class teachers and/or teaching assistants. Appointments with the Headteacher (SENCo) or class teacher can be made via the school office.

Health and Safety Policy

The SEN policy for Health and Safety is consistent with, and so reinforces the Health and Safety policies of the School, which seek to promote safe and healthy working conditions, behaviour and procedures.

COMPLAINTS PROCEDURE

If parents have a complaint about the SEN provision in school they may initially contact

- the class teacher
- The SENCo/Head Teacher

In response the class teacher and the SENCo will provide evidence of work undertaken, IEP targets and assessments of progress to be discussed with parents. If a problem is still not resolved, parents may then contact the Governing Body to request a meeting. This may lead to a formal complaint to the LEA. A copy of the school's complaints procedure can be found on the website at <http://www.thorntonincravenprimary.org.uk/about/school-policies>

Bullying

Bullying is taken very seriously at Thornton in Craven CP School. To view the school's policy on anti-bullying, see the behaviour policy on the school's website at www.thorntonincravenprimary.org.uk.

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Thornton in Craven CP School endeavour to generate a culture of support and care among pupils.

Further details about how the school keeps children with SEND safe can be found in the Local Offer and SEND Information Report.

This policy was approved by Governors on 2 Oct 2019 Review on: _____