

School Name: St Thomas' C of E Primary Academy

Age Group: 4-11 years

**Number on roll: 207
Number with EHCP:2**

Number on SEND register: 27

SEND Coordinator: R Webster



Summary of Services/Support at Kilnhurst St Thomas C of E Primary Academy

		Universal	Additional School Support (no EHC plan)	With EHC
Communication and Interaction Needs	Autistic Spectrum Condition	<p>Refer to and liaise with the Autism Communication Team (ACT).</p> <p>Refer to and liaise with Family Support Services.</p> <p>Resources available to meet individual children's needs e.g. visual aids.</p> <p>Children provided with individual workstations/areas if required.</p> <p>Differentiated work to meet the child's needs.</p> <p>Awareness of Autism support for parents and children and families signposted to these.</p> <p>Children who struggle to eat their lunch in the dining hall due to sensory issues are offered the opportunity to eat it in a less busy environment, supervised by an adult.</p> <p>Transition arrangements include passing on key information to receiving teacher/school</p> <p>Additional transition arrangements, if required e.g. extra visits to new class/school, transition book with photos etc.</p>	<p>Refer to and liaise with the Autism Communication Team (ACT).</p> <p>Refer to and liaise with Family Support Services.</p> <p>Resources available to meet individual children's needs e.g. visual aids.</p> <p>Children provided with individual workstations/areas if required.</p> <p>Differentiated work to meet the child's needs.</p> <p>Awareness of Autism support for parents and children and families signposted to these.</p> <p>Children who struggle to eat their lunch in the dining hall due to sensory issues are offered the opportunity to eat it in a less busy environment, supervised by an adult</p> <p>Transition arrangements include passing on key information to receiving teacher/school</p> <p>Additional transition arrangements, if required e.g. extra visits to new class/school, transition book with photos etc.</p>	<p>Refer to and liaise with the Autism Communication Team (ACT).</p> <p>Refer to and liaise with Family Support Services.</p> <p>Resources available to meet individual children's needs e.g. ear defenders, visual aids.</p> <p>Children provided with individual workstations/areas if required.</p> <p>Differentiated work to meet the child's needs.</p> <p>Awareness of Autism support for parents and children and families signposted to these.</p> <p>Children who struggle to eat their lunch in the dining hall due to sensory issues are offered the opportunity to eat it in a less busy environment, supervised by an adult</p> <p>Transition arrangements include passing on key information to receiving teacher/school</p> <p>Additional transition arrangements, if required e.g. extra visits to new class/school, transition book with photos etc.</p>

	Speech, Language and Communication Needs	<p>In school Speech and Language Therapist to support and provide early identification and intervention.</p> <p>Referrals made to community Speech and Language Therapy.</p> <p>Transition arrangements to pass on key information to new teacher/school</p>	<p>In school Speech and Language Therapist to support and provide early identification and intervention.</p> <p>Referrals made to community Speech and Language Therapy.</p> <p>Speech and Language Therapy interventions delivered within school using resources provided by Speech and Language Therapy.</p> <p>Transition arrangements to pass on key information to new teacher/school</p>	<p>In school Speech and Language Therapist to support and provide early identification and intervention.</p> <p>Referrals made to community Speech and Language Therapy.</p> <p>Speech and Language Therapy interventions delivered within school using resources provided by Speech and Language Therapy.</p> <p>Transition arrangements to pass on key information to new teacher/school</p>
Cognition and Learning Needs	Moderate Learning Needs	<p>Refer to and liaise with Learning Support Services (LSS).</p> <p>Refer to and liaise with the Educational Psychology Service (EPS).</p> <p>TAs trained in a range of interventions to support children with moderate learning difficulties.</p> <p>Differentiated work to meet the child's needs.</p> <p>Transition arrangements to pass on key information to new teacher/school</p>	<p>Refer to and liaise with Learning Support Services (LSS).</p> <p>Refer to and liaise with the Educational Psychology Service (EPS).</p> <p>TAs trained in a range of interventions to support children with moderate learning difficulties.</p> <p>Differentiated work to meet the child's needs.</p> <p>School delivers a range of specific programs to support children with moderate learning difficulties.</p> <p>Support available from the Early Years Outreach Team in Foundation Stage One</p> <p>Timetables are adapted to suit individual children's needs.</p> <p>Transition arrangements to pass on key information to</p>	<p>Refer to and liaise with Learning Support Services (LSS).</p> <p>Refer to and liaise with the Educational Psychology Service (EPS)</p> <p>TAs trained in a range of interventions to support children with moderate learning difficulties.</p> <p>Differentiated work to meet the child's needs.</p> <p>School delivers a range of specific programs to support children with moderate learning difficulties.</p> <p>Support available from the Early Years Outreach Team in Foundation Stage One.</p> <p>Timetables are adapted to suit individual children's</p>

			new teacher/school	needs. Transition arrangements to pass on key information to new teacher/school Small group teaching in nurture if required.
	Specific Learning Difficulties	<p>Refer to and Liaise with Learning Support Services.</p> <p>Refer to and liaise with the Educational Psychology Service (EPS).</p> <p>Teaching Assistants trained in a range of interventions to support children with specific learning difficulties.</p> <p>Differentiated work to meet the child's needs.</p> <p>Transition arrangements to pass on key information to new teacher/school</p>	<p>Refer to and Liaise with Learning Support Services.</p> <p>Refer to and liaise with the Educational Psychology Service (EPS).</p> <p>Teaching Assistants trained in a range of interventions to support children with specific learning difficulties</p> <p>Differentiated work to meet the child's needs.</p> <p>Access to out of school provisions e.g. Rotherham Enhanced Action for Dyslexia</p> <p>Transition arrangements to pass on key information to new teacher/school</p> <p>School delivers a range of specific programs to support children with specific learning difficulties e.g. Toe by Toe, Fresh Start Phonics, Benchmark assessment & fluency intervention.</p>	<p>Refer to and Liaise with Learning Support Services.</p> <p>Refer to and liaise with the Educational Psychology Service (EPS).</p> <p>Teaching Assistants trained in a range of interventions to support children with specific learning difficulties</p> <p>Differentiated work to meet the child's needs.</p> <p>Access to out of school provisions e.g. Rotherham Enhanced Action for Dyslexia</p> <p>Transition arrangements to pass on key information to new teacher/school</p> <p>School delivers a range of specific programs to support children with specific learning difficulties e.g. Toe by Toe, Fresh Start Phonics, Fluency</p>
Social, Emotional and Mental Health Needs	Social Needs	<p>Refer to Inclusion TA and SENDCo.</p> <p>Refer to and liaise with Family Support Services.</p> <p>Regular Personal Social Health Education lessons planned and delivered.</p> <p>Children given the opportunity to attend Good Choice, Friendship intervention.</p> <p>Referral to social care if Child Protection</p>	<p>Refer to Inclusion TA and SENDCo who can provide and deliver nurture groups and pastoral care/support.</p> <p>Refer and liaise with SLE SEMH within school SEMH support plan.</p> <p>Refer to and liaise with Family Support Services, if required</p> <p>Regular Personal Social and Health Education lessons planned and delivered.</p>	<p>Refer to Inclusion TA and SENDCo who can provide and deliver nurture groups and pastoral care/support.</p> <p>Refer to and liaise with Family Support Services, if required.</p> <p>SEMH support plan.</p> <p>Regular Personal Social Health Education lessons planned and delivered.</p> <p>Support from Social</p>

		<p>issues identified</p> <p>Access to Nurture provision on a timetabled basis if needed.</p> <p>Qualified MIND counsellor on site each Friday for provision support & 1-2-1 block sessions if needed.</p>	<p>Children given the opportunity to attend Good Choice Club, Friendship intervention.</p> <p>Support from Social Workers if assessed to be needed</p> <p>Access to Nurture provision on a timetabled basis if needed.</p> <p>Qualified MIND counsellor on site each Friday for provision support & 1-2-1 block sessions if needed</p>	<p>Workers if assessed to be needed</p> <p>Access to Nurture provision on a timetabled basis if needed.</p> <p>Qualified MIND counsellor on site each Friday for provision support & 1-2-1 block sessions if needed</p>
	Emotional Needs	<p>Refer to Inclusion TA and SENDCo.</p> <p>Refer to and liaise with the Educational Psychology Service (EPS).</p> <p>Support from Social Workers if required. Refer to and liaise with the School Nurse.</p> <p>Referral to MIND counselling service – delivered in school Refer to and liaise with Family Support Services.</p> <p>Regular PSHE lessons planned and delivered.</p> <p>Collective Worship/Celebration assemblies & Wellbeing Wednesday whole school focus</p> <p>Access to Nurture provision on a timetabled basis if needed.</p>	<p>Refer to Inclusion TA and SENDCo.</p> <p>Refer to and liaise with the Educational Psychology Service (EPS).</p> <p>Offer Early Help assessment.</p> <p>Support from Social Workers if required. Refer to and liaise with the School Nurse.</p> <p>Referral to MIND counselling service – delivered in school Refer to and liaise with Family Support Services.</p> <p>Regular PSHE lessons planned and delivered.</p> <p>Access to Nurture provision on a timetabled basis if needed.</p>	<p>Refer to Inclusion TA and SENDCo.</p> <p>Refer to and liaise with the Educational Psychology Service (EPS).</p> <p>Offer Early Help assessment.</p> <p>Support from Social Workers if required. Refer to and liaise with the School Nurse.</p> <p>Referral to MIND counselling service – delivered in school Refer to and liaise with Family Support Services.</p> <p>Regular PSHE lessons planned and delivered.</p> <p>Access to Nurture provision on a timetabled basis if needed.</p>
	Mental Health Needs	<p>Refer to SENDCo and Inclusion TA.</p> <p>Support from Social Workers if required. Refer to and liaise with the School</p>	<p>Refer to SENDCo and Inclusion TA.</p> <p>Support from Social Workers if required. Refer to and liaise with the School Nurse.</p>	<p>Refer to SENDCo and Inclusion TA.</p> <p>Support from Social Workers if required. Refer to and liaise with the</p>

		<p>Nurse.</p> <p>Referrals made to MIND.</p> <p>Regular Personal Social Health Education lessons planned and delivered.</p> <p>Children given the opportunity to attend local SIBS group.</p> <p>Referral to Children and Adolescent Mental Health Services if necessary</p> <p>Access to Nurture provision on a timetabled basis if needed.</p>	<p>Referrals made to MIND.</p> <p>Refer and liaise with Behaviour Support Team (BST).</p> <p>Refer to and liaise with Family Support Services.</p> <p>Regular Personal Social Health Education lessons planned and delivered.</p> <p>Children given the opportunity to attend local SIBS group</p> <p>Referral to Children and Adolescent Mental Health Services if necessary</p> <p>Access to Nurture provision on a timetabled basis if needed.</p>	<p>School Nurse.</p> <p>Referrals made to MIND.</p> <p>Refer and liaise with Behaviour Support Team(BST).</p> <p>Refer to and liaise with Family Support Services.</p> <p>Regular Personal Social Health Education lessons planned and delivered.</p> <p>Children given the opportunity to attend local SIBS group</p> <p>Access to Nurture provision on a timetabled basis if needed.</p>
Sensory and Physical Needs	Hearing Impairment Needs	Refer to and liaise with the School Nurse.	<p>Liaise with Hearing Impairment Services who provide support and equipment when needed</p> <p>Refer to and liaise with the School Nurse.</p> <p>Refer to Occupational Therapist if needed</p>	<p>Liaise with Hearing Impairment Services who provide support and equipment when needed.</p> <p>Refer to and liaise with the School Nurse.</p> <p>Refer to Occupational Therapist if needed</p>
	Visual Impairment Needs	Refer to and liaise with the School Nurse	<p>Liaise with Visual Impairment Services who provide support and equipment when needed.</p> <p>Refer to and liaise with the School Nurse</p> <p>Refer to Occupational Therapist if needed</p>	<p>Liaise with Visual Impairment Services who provide support and equipment when needed.</p> <p>Refer to and liaise with the School Nurse.</p> <p>Refer to Occupational Therapist if needed</p>
	Multi-Sensory Impairment Needs	Refer to and liaise with the School Nurse.	<p>Liaise with Visual Impairment Services who provide support and equipment when needed.</p> <p>Liaise with Hearing Impairment Services who provide support</p>	<p>Liaise with Visual Impairment Services who provide support and equipment when needed.</p> <p>Liaise with Hearing Impairment Services who provide support</p>

			<p>and equipment when needed.</p> <p>Refer to and liaise with the School Nurse.</p> <p>Access to Nurture provision on a timetabled basis if needed.</p> <p>Refer to Occupational Therapist if needed</p>	<p>and equipment when needed.</p> <p>Refer to and liaise with the School Nurse.</p> <p>Access to Nurture provision on a timetabled basis if needed.</p> <p>Refer to Occupational Therapist if needed</p>
Physical and Medical Needs	Physical Needs	<p>Ramps have been built in the outdoor areas for easy access.</p> <p>Disabled toilets are situated throughout school.</p> <p>A changing bed is available.</p> <p>Uneven ground in playground highlighted by yellow lines so they can be easily avoided.</p>	<p>Liaison with Occupational Therapist (OT) via a school nurse referral.</p>	<p>Staff trained in moving and handling.</p> <p>Specialised equipment is available e.g. modified cutlery.</p> <p>Liaison with Occupational Therapist (OT).</p> <p>Liaison with Physiotherapist</p>
	Medical Needs	<p>An individual health care plan is to be made which is accessible to all members of staff.</p>	<p>In addition to the IHC, an individual risk assessment and provision map will be in place.</p>	<p>A Key Worker is also assigned to deal with any additional needs and medication allocations.</p>

Type of Support	Details
Whole school Behaviour Strategy/System	<p>Whole school behaviour policy created.</p> <ul style="list-style-type: none"> • Hierarchy of support created to support behaviour management. • Positive behaviour reward systems adopted throughout school. • Incentives used to promote good behaviour e.g. stickers and certificates. • Special Mentions Assemblies held to celebrate children's behaviour and achievements
Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND	<p>Differentiated curriculum planned and delivered.</p> <ul style="list-style-type: none"> • Personalised timetables developed where required. • Personalised targets created. • Individual Behaviour Plans (IBPs) formulated. • In class support provided e.g. 1:1, small group. • Meet and greet children in a morning who require support with transition. • Trained Teaching Assistants to support individuals and groups of children appropriately. • Trained School Meal Supervisory Assistants to support individuals and groups of children appropriately. • Nurture provision available all day to support learning and access to full curriculum.

Support/supervision at unstructured times of the day including personal care	<ul style="list-style-type: none"> • Adults identified and trained for specific needs of individual children. • Good choice club set up for dinner times to encourage good social interaction and positive play with positive role models. • Six members of staff on duty at break.
Planning for, assessment of, and identification of children with SEND	<ul style="list-style-type: none"> • Staff meet regularly with SLT and SENDCo to discuss and monitor the progress of children. • Regular Pupil Progress Meetings held. • Referrals made to outside agencies for additional support and advice. • Provision Maps developed, monitored and reviewed regularly. IDP's regularly reviewed with parent and teacher. <p>Targets identified by LSS, reviewed regularly. Nurture Group set up all week, working with the more vulnerable children.</p>
Staff training for meeting needs of children with SEND	<ul style="list-style-type: none"> • All staff First Aid trained and this is updated regularly. • Child Protection training is delivered and updated as necessary. • Specific training for medical needs is accessed when required e.g. nut allergies etc • Bespoke training delivered regarding specific interventions.
Liaison/communication with parents	<ul style="list-style-type: none"> • Parents Evenings held • Team Around the Child meetings held, when required, to support children and families. • Learning Support Programme (LSP) reviews held to discuss children's progress. • Learning Support Plan reviews held to discuss children's progress. • Transition meetings held for Foundation Stage 1 and 2 parents and Year 2 parents. • Year 6 residential meeting held. • Year 6 SAT's meeting held • Termly curriculum news letters. • Letters • School Text Service used • School website • Dojo method of open communication and celebrations shared
Liaison/communication with children and young people	<ul style="list-style-type: none"> • Children's voice heard via one page profiles at (LSP) reviews. • Children contribute to Individual Development Plans. • School Council. • Pupil meetings held. • Regular assemblies. • Roles and responsibilities given eg head children/assembly monitors
Liaison/communication with External Services	<ul style="list-style-type: none"> • Visits from Fire Service. • Good links with Community Police Officers. • Educational visitors organised. • Road Safety Officers in Year • Bike ability yearly in Year 6. • Crucial Crew visits to raise awareness. • All Geared Up to raise awareness. • Modeshift
Access to medical intervention or provision for medical needs	<p><i>For information on recent government guidelines please follow https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions</i></p> <p><i>Regular contact with outside agencies for staff training E.G Physiotherapist, ACT Team, to deliver medical needs to individual children as needed</i></p>
Transition Provision	<i>Pre entry and exit transition arrangements to pass on/collect key information to/from new teacher/school</i>
Post 16+ Provision (where applicable)	

Transport Provision (where applicable)	
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