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	s/Support at Kilnhurst St T	homas C of E Primary A	cademy
		Universal	Additional School Support (no EHC plan)	With EHC
Communication and Interaction Needs	Autistic Spectrum Condition	Refer to and liaise with the Autism Communication Team (ACT).	Refer to and liaise with the Autism Communication Team (ACT).	Refer to and liaise with the Autism Communication Team (ACT).
		Refer to and liaise with Family Support Services.	Refer to and liaise with Family Support Services.	Refer to and liaise with Family Support Services.
		Resources available to meet individual children's needs e.g. visual aids.	Resources available to meet individual children's needs e.g, visual aids.	Resources available to meet individual children's needs e.g.
		Children provided with individual workstations/areas if	Children provided with individual workstations/	ear defenders, visual aids.
		required. Differentiated work to meet the child's needs.	areas if required. Differentiated work to meet the child's needs.	Children provided with individual workstations/areas if required.
		Awareness of Autism support for parents and children and families	Awareness of Autism support for parents and children and families	Differentiated work to meet the child's needs.
		signposted to these. Children who struggle to eat their lunch in the	signposted to these. Children who struggle to eat their lunch in the	Awareness of Autism support for parents and children and families signposted to these.
		dining hall due to sensory issues are offered the opportunity to eat it in a less busy environment, supervised by an adult.	dining hall due to sensory issues are offered the opportunity to eat it in a less busy environment, supervised by an adult	Children who struggle to eat their lunch in the dining hall due to sensory issues are offered the opportunity
		Transition arrangements include passing on key information to receiving teacher/school	Transition arrangements include passing on key information to receiving	to eat it in a less busy environment, supervised by an adult Transition
		Additional transition arrangements, if required e.g. extra visits to new class/school, transition book with photos etc.	teacher/school Additional transition arrangements, if required e.g.extra visits to new class/school, transition book with photos etc.	arrangements include passing on key information to receiving teacher/school Additional transition arrangements, if required e.g. extra
				visits to new class/school, transition book with photos etc.

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

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

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

r		Numer		OshasiNi
		Nurse.	Referrals made to	School Nurse.
		Referrals made to MIND.	MIND.	Referrals made to MIND.
			Refer and liaise with	
		Regular Personal	Behaviour Support	Refer and liaise
		Social Health	Team (BST).	with Behaviour
		Education lessons		Support
		planned and delivered.	Refer to and liaise	Team(BST).
		delivered.	with Family Support Services.	Refer to and liaise
		Children given the	Services.	with Family
		opportunity to attend	Regular Personal	Support
		local SIBS group.	Social Health	Services.
		Deferrel to Children and	Education lessons	
		Referral to Children and Adolescent Mental	planned and delivered.	Regular Personal
		Health Services if	Objielese sizes the	Social Health Education lessons
		necessary	Children given the opportunity to attend	planned and
			local SIBS group	delivered.
		Access to Nurture	9.00p	
		provision on a timetabled basis if	Referral to Children	Children given the
		needed.	and Adolescent Mental	opportunity to attend
			Health Services if necessary	local SIBS group
			nooodary	Access to Nurture
			Access to Nurture	provision on a
			provision on a	timetabled basis if
			timetabled basis if	needed.
Sensory	Hearing	Refer to and liaise	needed. Liaise with Hearing	Liaise with Hearing
and	Impairment	with the School	Impairment Services	Impairment Services
Physical	Needs	Nurse.	who provide support	who provide support
Needs			and equipment when	and equipment
			needed	when needed.
			Refer to and liaise	Refer to and
			with the School	liaise with the
			Nurse.	School
			Defer to	Nurse.
			Refer to Occupational	Refer to
			Therapist if needed	Occupational
				Therapist if needed
	Visual	Refer to and liaise with the School	Liaise with Visual Impairment Services	Liaise with Visual Impairment Services
	Impairment Needs	Nurse	who provide support	who provide support
	10000		and equipment when	and equipment
			needed.	when needed.
			Defecto and links	Defente and Balan
			Refer to and liaise with the School	Refer to and liaise with the School
			Nurse	Nurse.
			Refer to	Refer to
			Occupational	Occupational
			Therapist if needed	Therapist if needed
	Multi-Senson	Refer to and liaise	Liaise with Vieual	Liaise with Vieual
	Multi-Sensory Impairment	Refer to and liaise with the School	Liaise with Visual Impairment Services	Liaise with Visual Impairment Services
	Multi-Sensory Impairment Needs	Refer to and liaise with the School Nurse.	Impairment Services who provide support	Liaise with Visual Impairment Services who provide support
	Impairment	with the School	Impairment Services who provide support and equipment when	Impairment Services who provide support and equipment
	Impairment	with the School	Impairment Services who provide support	Impairment Services who provide support
	Impairment	with the School	Impairment Services who provide support and equipment when needed.	Impairment Services who provide support and equipment when needed.
	Impairment	with the School	Impairment Services who provide support and equipment when	Impairment Services who provide support and equipment

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

Type of Support	Details
Whole school Behaviour Strategy/System	 Whole school behaviour policy created. Hierarchy of support created to support behaviour management. Positive behaviour reward systems adopted throughout school. Incentives used to promote good behaviour e.g. stickersand 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	 Differentiated curriculum planned and delivered. 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	Adults identified and trained for specific needs of individual
the day including personal care	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	Staff meet regularly with SLT and SENDCo to discuss and manitum the programs of abildrap
denuncation of children with SEND	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.
	Targets identified by LSS, reviewed regularly.
	Nurture Group set up all week, working with the more vulnerable
	children.
Staff training for meeting needs of children	All staff First Aid trained and this is updated regularly.
with SEND	Child Protection training is delivered and updated as
	necessary.
	 Specific training for medical needs is accessed whenrequired e.g. nut allergies etc
	Bespoke training delivered regarding specificinterventions.
Liaison/communication with parents	Parents Evenings held
	Team Around the Child meetings held, when required, to
	support children andfamilies.
	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 2parents.
	Year 6 residential meetingheld.
	Year 6 SAT's meetingheld
	Termly curriculum news letters.
	• Letters
	School Text Service used School website
	Dojo method of open communication and celebrations shared
Liaison/communication with children and	Childrens voice heard via one page profiles at (LSP) reviews.
young people	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	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 information on recent government guidelines please follow
for medical needs	https://www.gov.uk/government/publications/supporting-pupils-at-
	school-with-medical-conditions
	Regular contact with outside agencies for staff training E.G
	Physiotherapist, ACT Team, to deliver medical needs to
	individual children as needed
Transition Provision	Pre entry and exit transition arrangements to pass on/collect
Doot 16 Drovinian (where an iteration)	key information to/from new teacher/school
Post 16+ Provision (where applicable)	

Transport Provision (where applicable)	