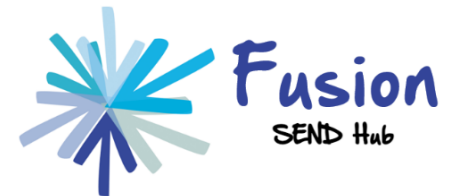




SEND Provision at Thurcroft Infant School

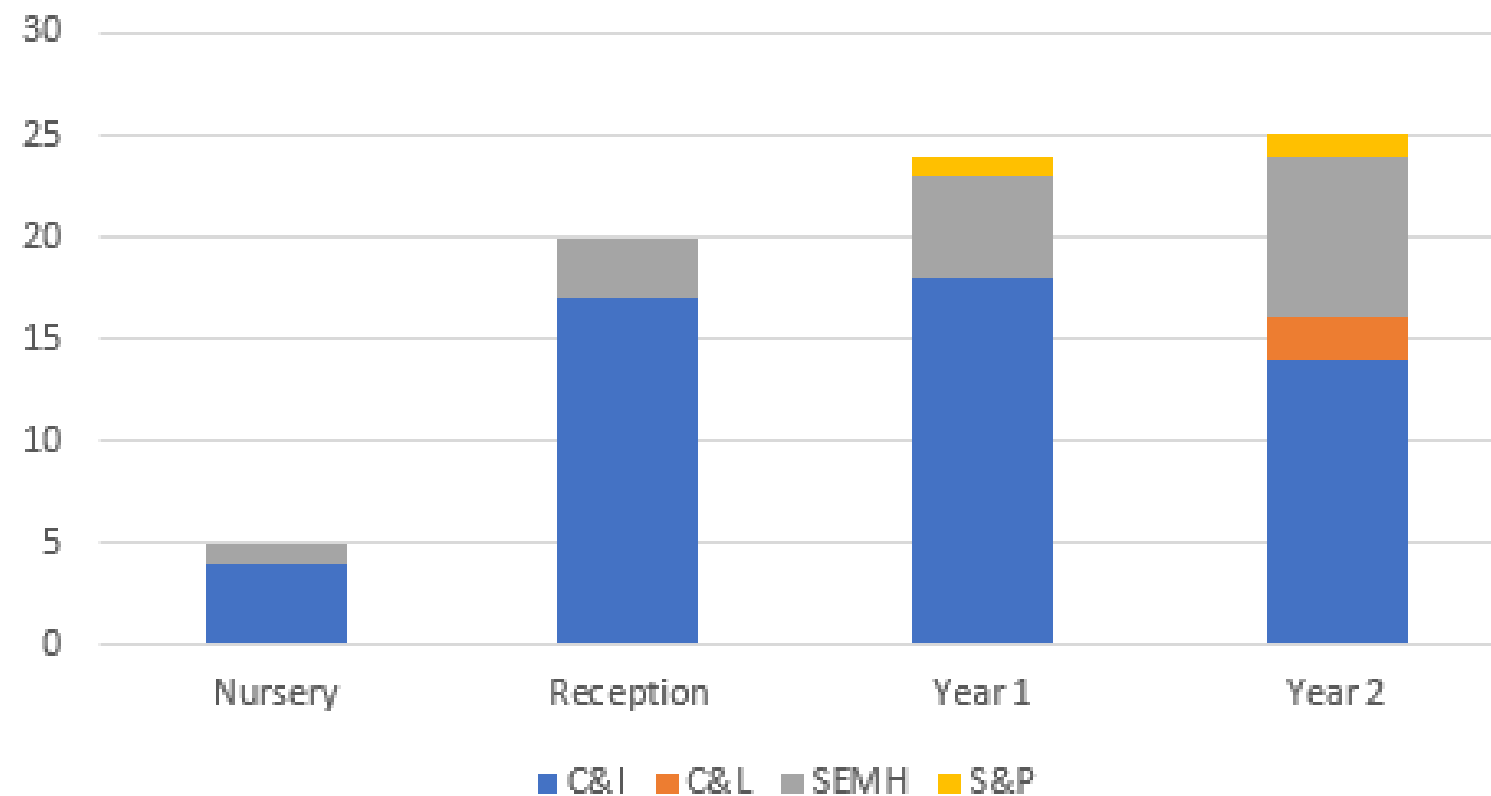
Spring Term



School Staff Expertise

- SENDCo
- Pupil Wellbeing and Family Support Worker
- Playground Leader
- Sports Coach
- Staff skilled in the delivery of speech and language programmes
- Qualified Speech and Language Therapist
- Staff skilled in supporting autism and neurodiverse conditions
- Team Teach trained workforce
- Trauma informed practice throughout school

Thurcroft Infant School Inclusion Register 2024 - 2025



Thurcroft Infant School has a high level of SEND at 32.5% (compared to 18.4% nationally) 54% of these students are also Pupil Premium. We have 3 children with an EHCP in school and 1 in process. Our whole school attendance is 93.2% and SEND attendance 89%.

43% of SEND children are males and 57% are female.

Intent: At Thurcroft Infant School, our unwavering commitment is to foster an inclusive environment where every child, including those with additional needs, thrives. We firmly believe in early intervention as the cornerstone of our support approach. We understand that the key to success lies in identifying and addressing the unique needs of our children and their families as early as possible. Our foundation is built upon Quality First Teaching, which we offer to every child. This ensures that the essential building blocks of learning are in place for all children. Recognising that some children may require additional support, we have integrated a graduated response into our whole school practice. This responsive approach allows us to tailor our support to meet individual needs effectively. Our commitment extends to collaborative partnerships with parents. We continually assess, plan, implement, and review our teaching and learning strategies, working closely with parents to ensure the best possible outcomes for every child. Through our collective efforts and unwavering dedication, we have an environment where every child can flourish, learn, and grow, regardless of their unique needs or challenges.

Assess, Plan, Do and Review

Identifying Children and Young People with SEND

Child or young person is making less than expected progress given their age and individual circumstances. Concern should be identified from a range of sources, e.g. progress data, observations by key staff, parents/carers, child or assessments.

Review the arrangements already in place to ensure that it is meeting the identified need.
Have any barriers to learning been identified and addressed?
Check the data and impact of any targeted intervention that is already in place.
Review the assessment data to identify strengths and check where the gaps in learning are. Is this information used to inform differentiated planning?

Gather information and share views with family. The child or young person should be involved in this discussion where appropriate.

Time limited, targeted interventions focussing on key areas of concern.

Following adjustments and interventions is there limited or no progress?
Do concerns remain?
Pupil is likely to have SEN and will require further assessments.

Involve outside agencies, e.g. EPS, SI Team and SaLT.

Continue with Assess/Plan/Review/Do cycle until progress is achieved.

Quality First Teaching

Assess - A clear analysis is made of needs based on:

- Views of the pupil and their parents/carers
- Teacher assessments and observations
- Pupil's current attainment
- Pupil's previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate

Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

- Teachers are responsible for:
- Differentiating and personalising the curriculum
 - Delivery of 'additional and different' provision for a pupil with SEN
 - Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff linking interventions to classroom teaching
 - The SENDCo supports teachers in the effective implementation of the provision.



Plan - Following assessment, the teacher, SENDCo, parent/carers and pupil agree on a plan of action to include:

- Time limited outcomes for the pupil
- The adjustments, support and interventions to be put in place
- A date for review

All planning must be pupil centred and outcomes focused and recorded.

Review - The quality, effectiveness and impact of provision is evaluated by the review date.

- This includes sharing information with the pupil and parent/carers and seeking their views.

If the pupil still has SEN following intervention, then the cycle begins again using the information gained from the review as the starting point. Ensure that the support in place is adapted to meet their needs and it becomes more personalised and targeted as required with input from the appropriate services.

At all times provision starts with [Quality First Teaching](#).

Impact: As a result, children at Thurcroft Infants School:

- Feel safe, supported, respected and happy.
- Behave well and are successful
- Children are hardworking and strive to do their best.
- Make good progress from their own starting points due to quality first teaching and the adaptations made to meet their needs.
- Leave our school equipped for the next stage of their learning journey.

Step One: Universal Provision

A concern is first noted.

- Professional discussions e.g.
 - teachers & teaching assistants in the Key Stage
 - or with the SENDCO
- Discussion with parents / carers of the child
- Decision as to the primary area of need:
 - Cognition and Learning
 - Communication and interaction
 - Social, emotional and mental health (SEMH)
 - Physical and / or sensory
- A graduated response for the primary need is completed
- Quality First Teaching in place
- Universal support strategies and reasonable adjustments are put in place
- Child is added to the inclusion register and monitored
- Progress or difficulties recorded using Record My

Step 2: Targeted Provision

Concern continues or worsens.

- Professional discussions continue
- Discussions with parents / carers of the child continue
- Graduated Response is continued, moving from Universal to Targeted provision where needed
- Create a Pupil Support Plan using targets from Graduated Response
- Keep the inclusion register up to date with any amendments
- Record any meetings or updates on Record My
- One Page Profile, page 1

Step 3: Targeted and Specialist Provision

PSP has been used for at least one term. Concern continues or worsens.

- Professional discussions continue with in-school teams and external agencies
- Continue discussions with parents / carers of the child
- Continue Graduated Response – moving from targeted to specialist, update termly
- SEND Plan, Birmingham Toolkit – Engagement Model updated termly
- All updates, meetings and allocated resources recorded on Record My and in Pupil Files.
- Consider Early Help involvement
- Choose appropriate referrals based on primary need
- One Page Profile, page 1 & 2

Communication and Interaction	Cognition and Learning	SEMH	Physical and Sensory
<ul style="list-style-type: none"> Autism Spectrum Conditions Speech, language and communication needs 	<ul style="list-style-type: none"> Academic progress in reading, writing and mathematics 	<ul style="list-style-type: none"> Emotional Based School Avoidance (EBSA) ADHD, ADD, ODD, PDA Attachment Depression, Anxiety Trauma 	<ul style="list-style-type: none"> Hearing impairment (HI) Visual impairment (VI) Mobility issues Physical disability Sensory issues Medical needs
Assess: <ul style="list-style-type: none"> Birmingham Toolkit (S&L) Graduated Response documents Elements for Learning Engagement Model 	Assess: <ul style="list-style-type: none"> Birmingham Toolkit (R, W, M) Graduated Response documents Elements for Learning Engagement Model 	Assess: <ul style="list-style-type: none"> Graduated Response documents SEMH BOXALL Profile A B Cs (Antecedent, Behaviour, Consequence) 	Assess: <ul style="list-style-type: none"> Risk assessments Medical plans Occupational Therapy (OT) Medical signposting Sensory profiling (Glasgow Toolkit)
Plan: <ul style="list-style-type: none"> Personal Support Plan moves to SEND Support Plan 	Plan: <ul style="list-style-type: none"> Personal Support Plan moves to SEND Support Plan 	Plan: <ul style="list-style-type: none"> Personal Support Plan moves to SEND Support Plan 	Plan: <ul style="list-style-type: none"> Personal Support Plan moves to SEND Support Plan Medical Plan
Do: <ul style="list-style-type: none"> Implement PSP / SEND plan for 1 term. 	Do: <ul style="list-style-type: none"> Implement PSP / SEND plan for 1 term. 	Do: <ul style="list-style-type: none"> Implement PSP / SEND plan for 1 term. 	Do: <ul style="list-style-type: none"> Implement PSP, SEND or Medical plan for 1 term.
Review: <ul style="list-style-type: none"> Speech and Language Therapy Educational Psychology CAMHS Specialist Inclusion Team Autism Education Trust (advice) 	Review: <ul style="list-style-type: none"> Fusion Learning Support Educational Psychology Specialist Inclusion Team Dyslexia assessment Dyscalculia assessment 	Review: <ul style="list-style-type: none"> Fusion Learning Support Educational Psychology CAMHS ASPIRE Specialist Inclusion Team 	Review: <ul style="list-style-type: none"> Referral through GP to medical practitioners Referral to OT Specialist Inclusion Team School Nursing Team HI or VI team

Training 24/25

- JMAT/ Rotherham SEND update meetings
- Trauma Informed Training
- Paul Dix- When the adults change- all staff
- Attention Autism
- Sensory Circuits
- 0-5 SEND training
- Death & loss part 2
- BTK tracker training