

Market Drayton Infants School

Infant (Nursery – Year 2)

School Context and Statement of Intent

Market Drayton Infants is the first point of statutory education for children in Market Drayton. We place great emphasis on knowing each child and family from the earliest opportunity, creating a nurturing environment where every child can begin to flourish. Early identification and prevention are our primary strategic priorities — with urgency, because the infant phase is short.

Barriers to Learning and Participation

Detail of barrier to learning	
1	Early speech and language delays — the most prevalent presenting need — with limited pre-school identification meaning Reception is often the first formal screening point (Barriers 1, 7).
2	Emerging SEMH needs including separation anxiety, emotional dysregulation and early attachment difficulties (Barrier 2).
3	Sensory processing differences and fine/gross motor difficulties presenting for the first time, with a high ratio of pupils with needs in EYFS (Barrier 5).
4	Families not always connected to early support services before school, and some children arriving with complex home circumstances affecting readiness to learn (Barrier 8).

Activity in This Academic Year

Activities this school will prioritise in 2026/27 to alleviate the barriers above, funded through the IMF and core budget (including the notional SEN budget), alongside the trust-wide activity in Part One.

Description of activity (noting barrier numbers addressed)	Activity type	Total budgeted cost
EYFS baseline and language screening within the first six weeks of Reception, with an established speech and language therapy link for early referral and school-based programmes. Barrier 1.	Targeted	£2500
Nurture-based EYFS provision with high adult-to-child ratios for identified pupils, daily sensory circuits for pupils with sensory or motor needs, and ELSA-trained staff from Year 1. Barriers 2, 3.	Targeted	£6600
Family welcome programme at entry with SENCO access for all new families, engagement with Early Help and the Children's Centre, and a coordinated handover to Market Drayton Juniors at the end of Year 2. Barriers 1, 4.	Universal	£2000

Intended Outcomes

Intended outcome	Success criteria
No child waits for language support.	100% screened within six weeks; identified pupils in programmes within half a term; measurable entry/exit gains; timely SALT referrals.

Children with emerging SEMH and sensory needs settle and thrive.	Nurture and sensory provision data show impact; reduced dysregulation incidents; positive family feedback.
Families are connected to support early.	Increased Early Help engagement where needed; SENCO contact with 100% of new families; needs documented and handed over for every child transferring to juniors.

Review of the Previous Academic Year

This is the school's first published Inclusion Plan under the IMF conditions of grant. From 2027/28, this section will review progress against the intended outcomes above, using national assessment data, internal assessment, and data on attendance, engagement, belonging and early identification, disaggregated by SEND and disadvantage. Baseline data from 2025/26 has been captured to enable this evaluation.

Monitoring and Review

SEN Support Plan reviews	Termly, with parents/carers
SEND progress review	Half-termly at pupil progress meetings
IMF expenditure review	Termly with Headteacher; reported to Strategic Lead for SEND
Annual SEN Information Report	Published each September
Inclusion Plan review and republication	Reviewed each September; republished on the school website by 31 December
Accountable lead	School SENCO and Headteacher, reporting to the Strategic Lead for Inclusion