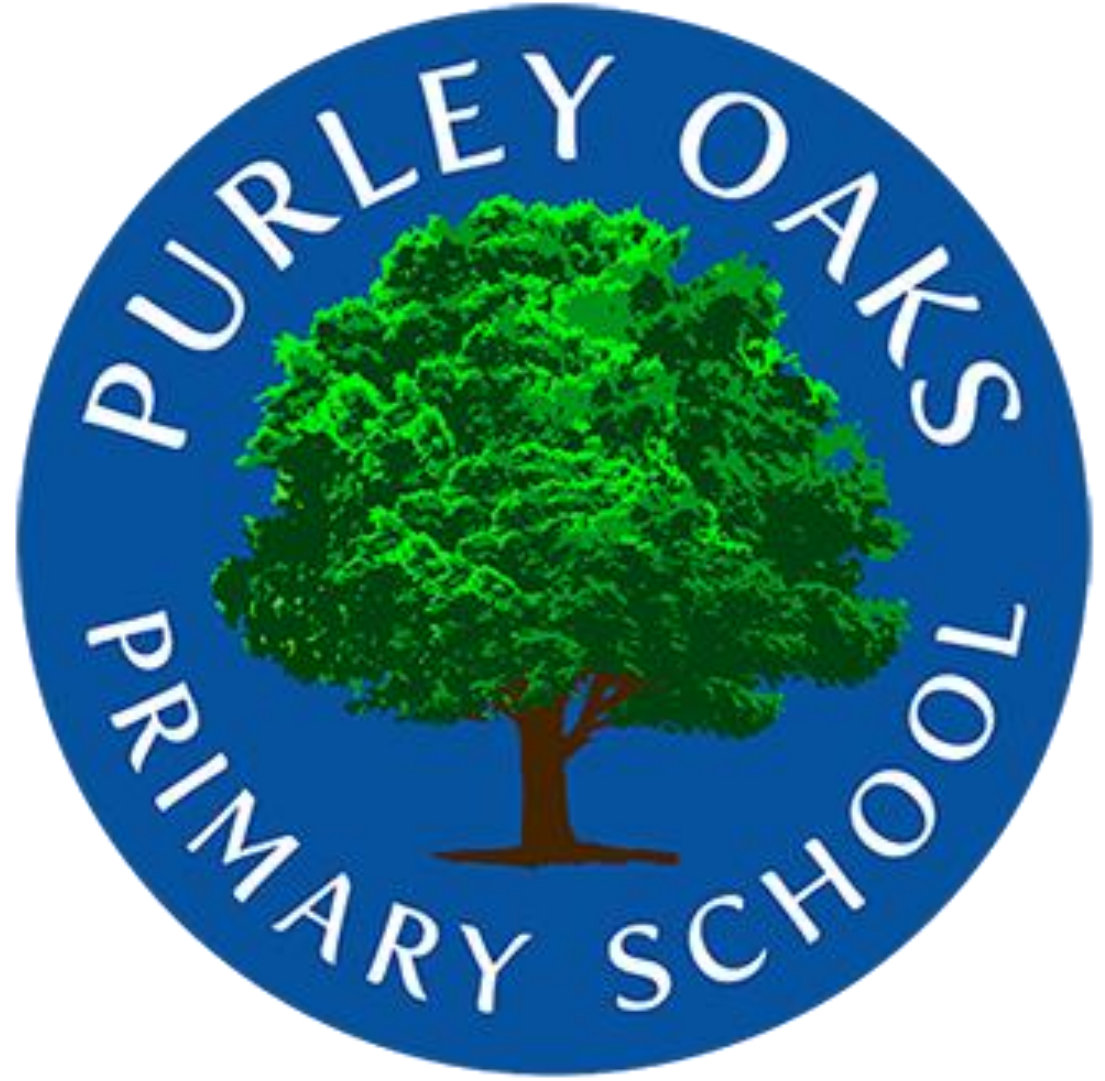


Inclusion

2018



SEN Code of Practice

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Chapter 6

Code of practice definition

- 6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:
 - 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
- 6.2 All teachers are teachers of Special Educational needs.
- 6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.
- 6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

How can I find out the provision at Purley Oaks?

- School website – School Information Report and Policies
- <http://www.purleyoaks.croydon.sch.uk/statutory-information/sen/>
<http://www.purleyoaks.croydon.sch.uk/statutory-information/school-policies/>
- Class teacher can provide updates at parents' evening and termly reports. Class teachers are available to discuss any concerns you may have
- Senco - if your child is already known to other professionals or you have any concerns about their learning you can make an appointment with the Senco (Mrs Forde)

How many children are supported for SEN? What are the different categories?

Identification of SEND (Current)	Autumn 2018		Spring 2018		Summer 2018	
	No	%	No	%	No	%
	School Roll	625	100%			
All SEND	79	13%				
Pupils Receiving SEND Support	66	11%				
Pupils with Statements/EHC Plans	13	2%				

Profile of Needs Across The School							
Year	Primary Needs: SEND support and EHCP						
	SpLD	MLD	SLCN	ASD	SEMH	Physical/other	All SEND
Nursery	0	0	2	0	0	0	2
Reception	0	0	7	0	0	0	7
Year 1	0	2	3	2	0	1	8
Year 2	1	0	1	0	0	1	3
Year 3	0	4	3	1	1	0	9
Year 4	1	10	2	1	0	2	16
Year 5	2	7	3	1	0	0	13
Year 6	8	8	0	4	1	0	21
Total	12	31	21	9	2	4	79

Inclusion for all – identifying barriers to learning

- Special Educational Needs (SEN) are learning differences, difficulties or disabilities that make it harder for a child to learn than others within their peer group. Children may have social, emotional, physical difficulties as well as diagnosed conditions such as Autism and ADHD.
- At Purley Oaks teachers support pupils with SEN by adapting and supporting all of the children's needs within our school. It is important to have high ambitions for all pupils and encourage progress for every child, regardless of their ability or special need.
- Most children will have a provision additional to or different from what is ordinarily provided. This will make up the provision map for the majority of pupils. This is an overview of provision in a table.
- For a smaller number of children, one page profiles will give additional targets from EHCPs and professional reports which can be reviewed on a half-termly basis. These will be written in the first half-term with a meeting between the class/main teacher, SENco, parent and child.
- We are fortunate to have a specialist provision, the Maple class, on site for pupils with more complex learning needs. The children participating in this class will be taught in the mornings and will continue to join in with PPA, assemblies, Science and other collaborative sessions with their main classes.

One page profile example

Long Term Outcomes
Strategies used in class • •
Parent views

○ One Page Profile ○

Picture	What makes me happy •
What people like and admire about me	
Things I find really hard	
Outside agencies that support me	

Different types of support

- Teaching assistants (TA) – work in every class to support all of the children during lessons.
- SEN teachers – specialist teachers who provide interventions for groups of children with SEN
- ELKAN – Specialist TA who supports children with speech and language care plans
- SALT – speech and language therapist who monitors the SALT provision
- EP – educational psychologist. Can carry out cognitive assessments and observations. Will provide a formal report and meet with parents and senco.
- OT – Occupational therapy to support children with fine/gross motor or attention difficulties
- CAMHS – Child and adolescent mental health service – support for children with social emotional and mental health needs. The only route for a diagnosis of Autism or ADHD for children over 5.
- Joint clinic – for children younger than 5 with social communication needs usually to diagnose conditions such as Autism
- Paediatrician – to provide support for children with complex medical and SEN
- EHCP – an Education Health and Care plan. A statutory process for long-term support for children with significant complex needs.
- 1PP – a target plan for children who require more specific support.

Medical Needs

- Staff are kept up-to-date with all children who have a Health care plan.
- For children with medicines particularly Epipens and Midazolam we ensure these are with the child at all times, at PE lessons, breaks, lunch times and school trips.
- Some children have life-threatening conditions and it is everyone's responsibility to read the plans and support the children's needs.
- There is a rolling programme of first aid and there is a list of current trained staff in corridors.

Any questions?

- Useful websites in addition to those mentioned
- https://www.croydon.gov.uk/education/special-educational-needs/?utm_campaign=redirect&utm_medium=alias&utm_source=sendoffer
- <https://www.croydonhealthservices.nhs.uk/childrens-occupational-therapy>
- <https://www.autismeducationtrust.org.uk/>
- <https://www.bdadyslexia.org.uk/>
- <https://www.twinkl.co.uk/resources/specialeducationalneeds-sen>
- <https://specialneedsjungle.com/>
- <https://www.senteacher.org/>
- <https://www.lgfl.net/inclusion/?f=1>