

PRIDE IN EXCELLENCE

INCLUSION INFORMATION REPORT

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Version

2

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THE INCLUSION INFORMATION REPORT

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those on the inclusion register. There is a shared expectation that all pupils, regardless of their specific needs, will benefit from inclusive teaching which will enable them to make the best possible progress in school, ensure they can actively participate in the wider aspects of school life and support readiness for the next phase of education and /or preparation for adulthood.

School vision statement for children on the inclusion register

At Purley Oaks Primary School we believe that all our children can do anything if we offer them the opportunity, the motivation and the enthusiastic support. Above all if we share the belief that they can do it, they will achieve.

The school will use its best endeavours to ensure the necessary provision is made for any pupil with educational needs. In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEND.

Roles and responsibilities in the school for children on the inclusion register

Who should I contact to discuss the concerns or needs of my child?

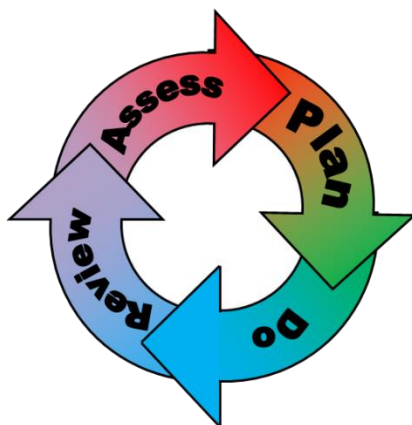
Role	Responsibility
<p>Class Teacher</p>	<p>Planning a challenging curriculum which ensures progress for all children.</p> <p>Checking on the progress of your child and identifying, planning and delivery of any additional provision required to support progress.</p> <p>Contributing to devising 1 page profiles and provision maps to focus on the next steps required for your child to improve in their learning</p>
<p>AHT Inclusion – Mrs C Forde</p>	<p>Has an important role to play with the Head teacher and governing body in determining the strategic development of Inclusion in the school.</p> <p>If you have concerns about your child you should speak to your child’s class teacher first. Depending on the outcomes of these discussions you may have a follow up meeting with the AHT inclusion.</p> <p>They ensure that parents are:</p> <ul style="list-style-type: none"> • Involved in supporting their child’s learning and access

	<ul style="list-style-type: none"> • Kept informed about the range and level of support offered to their child • Coordinating provision for children with educational needs and developing the school's Inclusion policy • Involved in discussions to identify key strengths and areas of difficulty • Involved in planning provision to overcome barriers to learning • Regularly included in reviewing how well their child is doing • Consulted about planning successful movement (transition) to a new class or school • Included in reviewing how their child is doing • Consulted about planning successful movement (transition) to a new class or school • Liaising with a range of agencies outside of school who can offer advice and support to help children overcome any difficulties • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
<p>Inclusion team Support Staff</p>	<p>Working directly with children with educational needs. Supporting the children within the classroom, in small groups and individually. Directly supporting the children in achieving their 1 page profile targets. Regularly give the teacher feedback in respect of the children's progress.</p>
<p>Head Teacher – Mr R Griffin</p>	<p>The day-to-day management of all aspects of the school including the provision made for children with educational needs.</p>
<p>Inclusion Governor/Governing Board</p>	<p>Supporting the school to develop the quality and evaluate the impact of provision for children on the inclusion register.</p>

How are children identified for the inclusion register?

- When children have an educational need before they start our school, we work with the people who already know them and use the information already available to identify what their needs will be in our school setting.
- If you are worried about your child, please discuss your concerns with your child’s class teacher, by asking for a meeting with them. The class teacher may then speak with the AHT Inclusion to seek further advice
- If a teacher is concerned, they will discuss the issues with you and implement ways of working together to support your child.
- Where a child continues to make little or no progress, despite support matched to the child’s need, inclusion support is then put in place.
- Difficulties with social and emotional wellbeing may also trigger a need for additional support.

Four types of action should be taken to ensure effective support. The following cycle will be used to provide your child with additional support:



What does this mean?	
Assess & Review	Meetings are held each term to look at progress of all children. There will be discussions with key staff to plan for additional support and the outcomes expected from this intervention. You will be invited to contribute to these discussions. If appropriate your child will be involved too. In some cases, it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. A referral for support for an outside agency will only be made with your consent. At the termly parents

	<p>evenings you and your child will be invited to review the support and the targets that have been in place and work together to plan for the next term. Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.</p>
<p>Plan & Do</p>	<p>Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in a 1 Page profile or a provision map depending on the level of need. This will take into account your child’s strengths as well as areas of difficulties. It will identify ways in which you can help your child at home. Identified additional provision will then be carried out until the next review.</p> <p>If, despite increased level and nature of support, it is evident that the severity and complexity of your child’s needs require provision beyond that can be offered by our own resources a request for an Education Health Care Plan may be initiated.</p> <p>The AHT inclusion will explain this process to you and show you how to find out more information about this. They will also share details of parent support organisations who can offer further support as required.</p> <p>Tests and Examinations: Access Arrangement For some pupils additional Access arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or use of a scribe.</p> <p>The AHT inclusion will talk to you if she feels that your child would benefit from these additional arrangements.</p>

How will teaching be adapted to meet the needs of my child?

Our teachers are skilled and supported to adapt teaching to meet the needs of each class.

Their planning takes into account the individual needs and requirements of all children through:

- Learning differentiated to the needs of the child, ensuring that all children can experience success and challenge.
- Grouping arrangements that maximise learning opportunities for all.
- Support staff used flexibly to help groups and individuals with a long-term goal of encouraging and developing independent learning skills.
- Where required, more specific and personalised interventions to develop key areas of their learning. Some examples of interventions are outlined below.
- Integrating resources and strategies as recommended by specialist agencies.

Examples of inclusion interventions:

- Bucket time – a multi-sensory activity for children with Speech, Language and Communication needs as well as children with ASD.
- Sensory diet – supporting pupils with sensory needs.
- Handwriting support – for children under the OT or who may need to develop their fine motor skills.
- Reading recovery – targeted programme for children to develop their comprehension skills.
- ELKAN – programme of targeted support by a trained TA for pupils with Speech, Language and Communication needs as well as children with ASD.
- Phonics – targeting pupils with gaps in their phonological awareness.
- Lunch time club – weekly group for pupils to develop their social skills and collaboration.
- Maths support – specialist teacher targeted maths support for pupils who need to consolidate their basic number skills.
- Toe by Toe – a daily systematic approach to support pupils with specific literacy difficulties.

Access

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an accessibility plan in place to ensure that pupils on the inclusion register can take part in all aspects of school life.

The school's accessibility plan is updated every two years and can be viewed on the school website.

The plan also outlines actions the school intends to take to further develop access and inclusion for pupils with disabilities.

Depending on specific needs of your child a more personalised access plan or Education Health Care plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis.

We undertake additional planning and risk assessments to ensure that all pupils can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips.

We monitor attendance at morning and after school clubs to make sure that all pupils are able to access these enrichment activities.

How are staff kept up to date with inclusion in the school?

Provision for pupils on the inclusion register is included in our regular monitoring of quality of teaching across the school. This helps to identify priorities for our ongoing programme of CPD to support whole school inclusive practice and to support new and less experienced staff.

Past training has covered:

- Understanding of autism delivered by Adapt to learn
- Whole staff INSET training on SEMH
- Attachment

Our AHT inclusion actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support all pupils' needs.

The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff meet the needs of each child.

What specialist support can the school access to support my child?

The school works with a number of specialist agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

These include:

CAMHS (Child and Adolescent Mental Health Service)	Referrals to support children with SEMH needs and/or to assist with diagnosis of ADHD/ASD
Community Paediatrician	Health professional with a range of skills and expertise
Education Welfare Service	Support and advice relating to attendance issues and concerns
Educational Psychologist	Referrals made to observe children/complete cognitive assessments to identify needs and offer further advice/support
Occupational Therapy	To identify and support fine/gross motor skill difficulties
School Nurse	Works with school to support medical needs of pupils
Social Care	School can contact MASH for advice and liaises with social care regarding CP/CIN cases.
Special School Outreach Support	Schools can visit to gain advice and receive support/ideas on inclusion
Speech and Language Therapy	To support children with SLC needs
Virtual School for Children who are Looked After	Supporting children who are looked after by the Local Authority (in foster care)

A full range of the support available can be found in the Croydon Local Offer for pupils with additional needs www.croydon.gov.uk/sendoffer

How can the school help my child with transition?

Children and young people with additional needs can become particularly anxious about starting school or moving on to a new class or school. The school will seek to reduce any anxieties and ensure consistency of transition support.

When joining the school in our Nursery and Reception classes

The AHT inclusion and/or EYFS staff will contact the pre-school setting to seek information about the nature and level of needs for pupils identified with needs and the provision that has already been offered to overcome these barriers. If the pupil has more significant needs and/or has support from other agencies this may include more formal transition meetings where needs and the nature of provision are fully documented and more detailed arrangements may be required. EY staff will also make home visits.

When moving to another school

We will contact the Inclusion lead and share information about special arrangements and support that has been made to help your child achieve their learning goals. All records will be passed on as soon as possible.

When moving between classes and phases

An information sharing meeting will take place with the receiving teacher. If appropriate there will be opportunities for your child to visit the new class and meet the teacher and other key staff.

When moving to secondary school

Our AHT inclusion will attend a transfer meeting in mid-June for professionals to meet and hand over details to support a smooth transition.

Multi-agency meetings maybe arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the new setting and to reduce any anxieties.

Your involvement in this process will be critical to supporting a successful move.

Engagement with pupils and families

How does the school involve children and parents in decisions about provision and support?

On an individual level, the school values the views of both parents and children in both identifying key strengths and areas of need as well as planning and reviewing provision.

We will ensure that parents and pupils (as appropriate) are included in regular review meetings to discuss progress and plan provision. Where this is not possible or where more regular updates are required we will agree with you the best way to share information.

We will use one page profiles and provision maps to ensure that the views of all pupils are captured so that their achievements can be celebrated and needs fully understood.

For Year 5 and 6 pupils, including those with EHC plans, the AHT inclusion will encourage parents to visit a range of secondary schools, and organise review meetings to discuss transition.

At whole school level the school are also keen to support parents with pupils with additional needs and take their views on how we can continue to develop a positive experience for all pupils at our school.

Activities include:

- A coffee morning for parents at the Children's centre with speakers such as National Autistic Society.
- Availability of AHT inclusion at parent consultation evenings to discuss any issues.

Arrangements for managing complaints

What should I do if I am unhappy about the support my child is receiving?

In the first instance you should speak to your child's class teacher. To allow time to discuss the issues you should contact the school office to make an appointment. Depending on the nature of the concern the AHT inclusion and other senior leaders may attend this meeting or subsequent meeting.

If you are still unhappy and feel matters are unresolved and we feel that we are fulfilling our duties in respect to your child, we will recommend you seek further advice from the local SENDIAS (SEND Information and Advice) and Mediation Services. This service is not linked to the school.

The school can also make arrangements for parents to discuss concerns with other key professionals such as the educational psychologist.

If your concerns are still unresolved we will advise you to make a formal complaint and direct you to the School Complaints Procedures on the website.

If your concern is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEND team. Parents will be contacted directly by the service to receive information about the mediation services and other action you may consider.

Terminology

There are many Special Education Needs terms that are abbreviated which can be confusing.

Below is a glossary of some of the most used terms:

1 Page Profile support plan	ADHD Attention Deficit and Hyperactivity Disorder
ADD Attention Deficit Disorder	ASP Additional support plan
ASD Autistic Spectrum Disorder	CAMHS Child and Adolescent Mental Health Service
CIN Child in Need	CLA Child Looked After
CoP Code of Practice	CP Child Protection
DCD Developmental Co-ordination Disorder	DDA Disability Discrimination Act
DfE Department for Education	EAL English as an Additional Language
EHA Early Help Assessment	EHCP Education, Health and Care Plan
ELP Enhanced Learning Provision	EP Educational Psychologist
EWO Education Welfare Officer	FEP Family Engagement Partnership
FSM/UIFSM Free School Meals/ Universal Infant Free School Meals	FSW Family Support Worker
HI Hearing Impairment	ISR In School Review
KS Key Stage	LA Local Authority
MASH Multi-Agency Safeguarding Hub (Social services referrals/advice line)	MLD Moderate Learning Difficulty
NC National Curriculum	OT Occupational Therapist
PEP Personal Education Plan	PSP Pastoral Support Programme
SaLT Speech and Language Therapy	SEN Special Educational Needs

AHT inclusion (SENCO Special Educational Needs Co-ordinator)	SpLD Specific Learning Difficulty
TA Teaching Assistant	VI Visual Impairment

This report sets out our approaches to meeting needs of pupils on the inclusion register and will be updated every two years.

We welcome your feedback and views on how helpful this information is and recommendations about how we can make it clearer or include other information.