



SEND at Plumcroft

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

(SEND Code of Practice, 2014)



Rationale

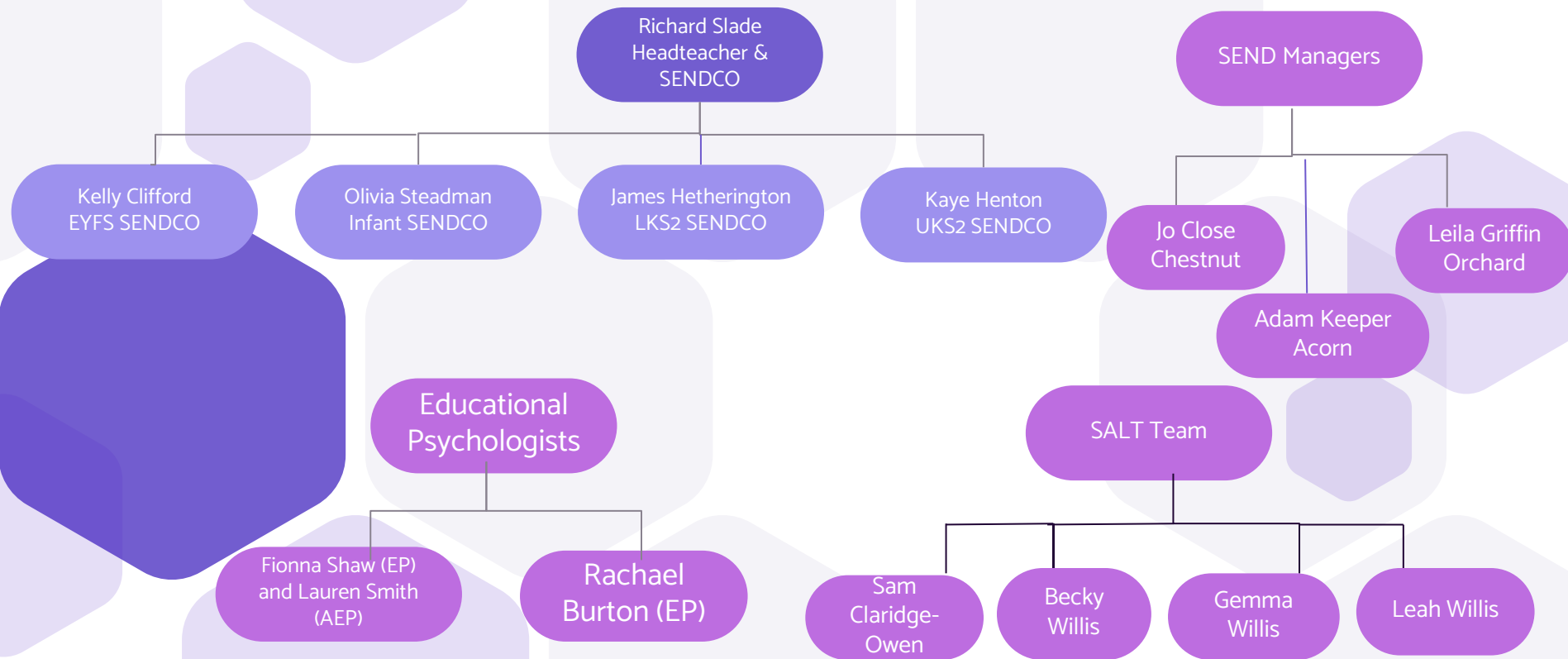
We believe that as SENDCos we should ensure that:

- Every pupil has an outstanding education which ‘meets their needs at the point of need’
- Special Educational Needs are identified early and learning is tailored to support them

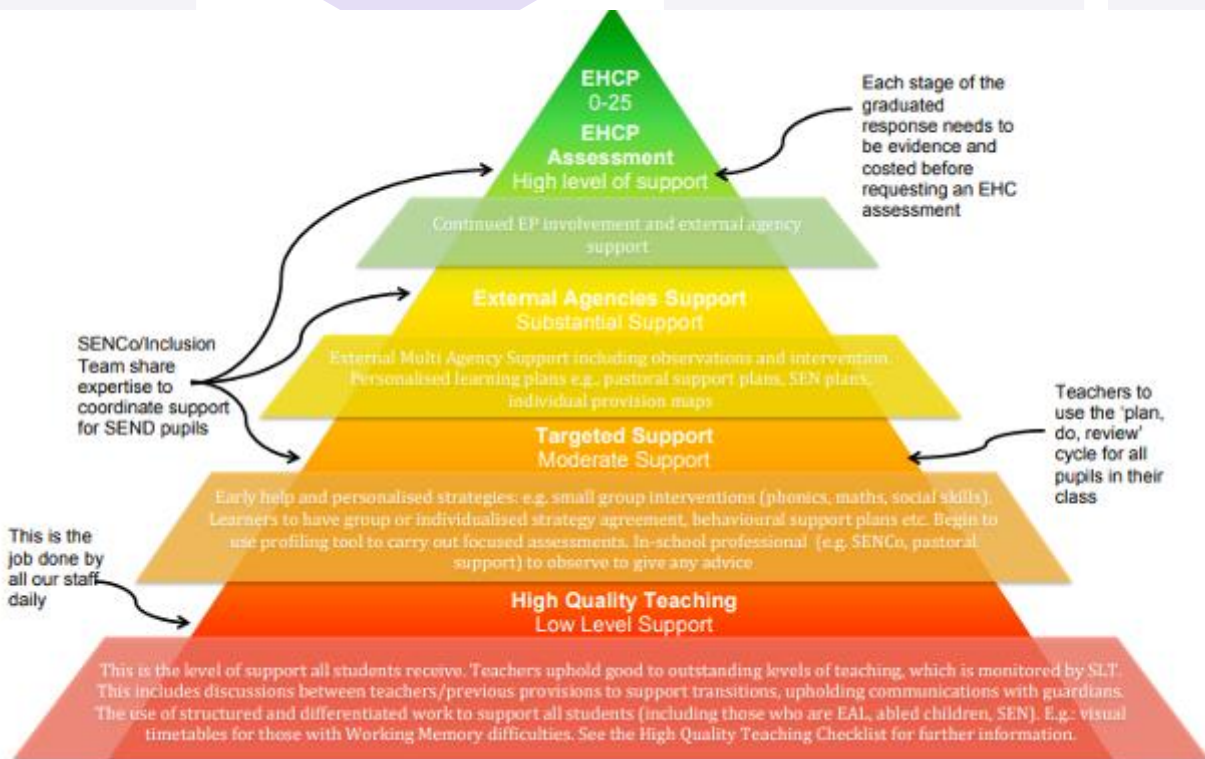
Agenda

- The SEND team at Plumcroft
- The SEND process at Plumcroft
- Provision Map
- Educational Psychologists- Class profiling
- Dyslexia screening
- Zones of Regulation approach
- Sensory rooms

The SEND team at Plumcroft



The SEND process at Plumcroft





Teacher's toolkits

All teachers have been provided with a teacher toolkit to support quality first teaching for SEND pupils within their classrooms. These comprise of:

- ◆ ASD/ADHD strategies
- ◆ Dyslexia friendly strategies
- ◆ Zones of Regulation approaches to use with pupils with social, emotional and mental health (SEMH) SEND needs.

We also regularly hold INSET training for all staff to continually develop staff understanding of SEND and to provide strategies for supporting the needs of all pupils.



Provision Map

We have fully embedded Provision Map which is a centralised system for Learning plans and Pupil Premium.

Plumcroft considers pupils with SEND to include any child who is receiving support beyond the quality-first teaching available to all in class. All SEND pupils have an individual learning plan with specific targets.

Teachers are trained in the ability to create and review learning plans effectively as part of the '*Assess, Plan, Do, Review*' cycle of SEND in accordance to the SEND Code of Practice. This system tracks the progress of pupils with SEND across the school.



Educational Psychologists

We have three individuals within our Educational Psychology department.

- ◆ Fiona Shaw- EdPsychs EP
- ◆ Lauren Smith- EdPsychs AEP
- ◆ Rachael Burton- Real Psychology EP

The Educational Psychologists have focused on the following:

- Early identification and whole-class profiling of all EYFS classes.
- SEMH- Zones and nurture groups
- Teacher training and support
- De-escalation plans and individual pupil observations



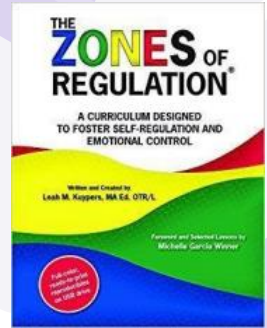
Dyslexia Screening

We have focused on early identification of dyslexia by:

- Conducting over 50 dyslexia screeners in Summer
- Preparing dyslexia screeners for all Year two pupils using GL Ready screeners
- Sending referrals to STEPS for official dyslexia assessments.
- Dyslexia interventions and high-quality dyslexia teaching strategies embedded into the timetable.

Zones of Regulation

- Staff are trained in using the 'Zones of Regulation' approach to teaching self-regulation across the whole school. This gives children the ability to self-identify or 'check in' to their emotions and level of alertness.
- Children are then taught strategies to move between the different zones that support them to self-regulate independently, supporting their social, emotional and mental health and setting them up for their.
- Every classroom has a Zones of Regulation display for children to 'check in' regularly.



Sensory rooms



Both of our campuses have a new sensory room which are used by some of our pupils with SEND to support their sensory needs.



If you have any concerns about SEND, please speak to your child's class teacher or email us at:

sendco@plumcroft.greenwich.sch.uk