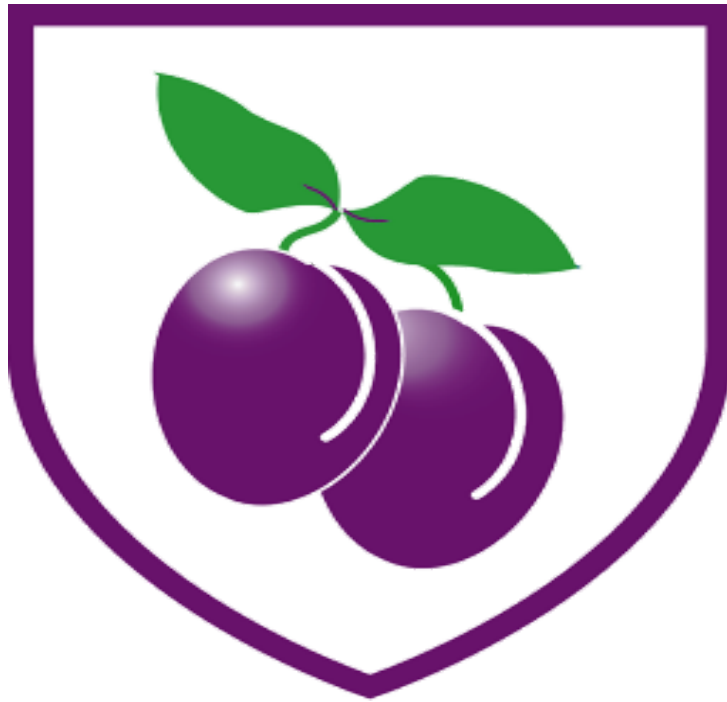


# **SEND Information Report**

## **Plumcroft Primary School**



# Contents

1. Aims
2. The kinds of SEND that are provided for at the school
3. Policies for identifying children with SEND and assessing their needs
4. The name(s) and contact details of the SENCO
5. Arrangements for consulting parents of children with SEND and involving them in their child's education
6. Arrangements for assessing and reviewing pupils' progress towards outcomes
7. Arrangements for supporting children in moving between phases of education and preparing for adulthood
8. Our approach to teaching children with SEND
9. How adaptations are made to the curriculum and learning environment
10. Expertise and training of staff to support children with SEND
11. Evaluating the effectiveness of the provision for SEND
12. How children with SEND are enabled to engage in school activities alongside peers
13. Support for improving emotional and social development
14. Involvement of external bodies
15. Arrangements for handling complaints about SEND provision
16. Arrangements for supporting children who are Looked After and have SEND

## **1. Aims**

At Plumcroft Primary School, our aim is to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their full potential and are fully included in all aspects of school life.

We aim to:

- Identify and support pupils with SEND as early as possible through effective assessment and monitoring.
- Provide high-quality, inclusive teaching that meets the needs of all learners.
- Remove barriers to learning by making reasonable adjustments to the curriculum, environment and teaching approaches.
- Enable pupils with SEND to make good progress academically, socially and emotionally.
- Work in close partnership with parents and carers, valuing their knowledge and involvement in their child's education.
- Involve pupils in decisions about their learning and support, ensuring their views are heard and respected.
- Collaborate effectively with external agencies and professionals to secure appropriate specialist support when needed.
- Promote independence, confidence and resilience in pupils with SEND.
- Prepare pupils with SEND for successful transitions within school and beyond, including the move to secondary education.
- Ensure compliance with the SEND Code of Practice (2015) and relevant legislation, including the Equality Act 2010.

Through these aims, we strive to create a nurturing, inclusive and aspirational learning environment where every child feels valued and supported

## 2. The kinds of SEND that are provided for at the school

Plumcroft Primary School is a mainstream primary school. We provide support for pupils with a wide range of Special Educational Needs and Disabilities, in line with the SEND Code of Practice (2015).

These include:

- **Communication and Interaction**, including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC).
- **Cognition and Learning**, including Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health difficulties** (SEMH).
- **Sensory and/or Physical needs**, such as hearing impairment (HI), visual impairment (VI) and physical disabilities (PD).

Plumcroft Primary School aim to make reasonable adjustments for all children with additional needs. This can include but is not limited to;

- differentiated teaching
- visuals and symbols
- small group interventions or learning
- alternative communication support
- specialist equipment
- outside agency referrals

### **3. Policies for identifying children with SEND and assessing their needs**

The school follows a graduated approach to identification and assessment:

- Concerns may be raised by class teachers, parents, or external professionals.
- High-quality teaching and targeted interventions are used as the first response.
- If concerns remain, the SENCO conducts further assessments, reviews progress data, and gathers information from teachers and parents.
- Where a child is identified as having SEND, they are added to the SEND register with parental consent and individual support plans are created.

Our SEND Policy outlines this process in detail and is available on the school website - [www.plumcroftprimary.co.uk](http://www.plumcroftprimary.co.uk)

### **4. The name(s) and contact details of the SENCO**

#### **SENCO:**

Claire Samuel (EYFS and KS1 - Plum Lane) - [csamuel@plumcroft.greenwich.sch.uk](mailto:csamuel@plumcroft.greenwich.sch.uk)

Johanna Bennett (KS2 - Plum Lane) - [jbennett@plumcroft.greenwich.sch.uk](mailto:jbennett@plumcroft.greenwich.sch.uk)

Olivia Steadman (Whole School - Vincent Road) - [osteadman@plumcroft.greenwich.sch.uk](mailto:osteadman@plumcroft.greenwich.sch.uk)

#### **SLT:**

Richard Slade (Executive Head Teacher) - [rslade@plumcroft.greenwich.sch.uk](mailto:rslade@plumcroft.greenwich.sch.uk)

Annette Graney (Deputy Head Teacher) - [agraney@plumcroft.greenwich.sch.uk](mailto:agraney@plumcroft.greenwich.sch.uk)

**Phone:**

Plum Lane site - 0208 854 1308

Vincent Road site - 020 8317 2518

The SENCO's are members of the Senior Management Team and hold the National Award for SEN Coordination (or are working towards it).

## **5. Arrangements for consulting parents of children with SEND and involving them in their child's education**

We value strong partnerships with parents and carers. We:

- Hold termly review meetings between SENDCO's and class teachers to discuss progress and next steps of all children with SEND.
- Discuss Learning Plans with parents and carers.
- Communicate regularly through email, phone calls and meetings as needed.
- Involve parents in referrals to external agencies.
- Provide opportunities for parents to meet the SENCO informally.

## **6. Arrangements for assessing and reviewing pupils' progress towards outcomes**

Pupils with SEND have their progress reviewed termly. This includes:

- Assessments of academic progress, social development and independence.
- Updates to support plans, with input from parents and pupils where appropriate. Our Learning Plans are reviewed 3x a year in October, March and June.
- Reviews involving external professionals (e.g., Speech and Language, Educational Psychology) where appropriate.
- Annual reviews for pupils with Education, Health and Care Plans (EHCPs).
- Parents and carers are involved at every stage of assessment and review.

## **7. Arrangements for supporting children in moving between phases of education and preparing for adulthood**

We ensure smooth transitions through:

- Additional transition visits and meetings.
- Liaison with previous and receiving schools.
- Transition booklets, visual supports and personalised programmes.
- For secondary transfer, we work closely with parents and the new setting to ensure support is in place.

## **8. Our approach to teaching children with SEND**

Our approach is based on inclusive, high-quality teaching:

- Differentiation and adaptation within lessons.
- Regular use of assessment to inform teaching.
- Targeted small-group or 1:1 interventions where needed.
- Use of evidence-based strategies that match pupils' needs.

*'Teachers are responsible for every child in their class, including those with SEND.'*

## **9. How adaptations are made to the curriculum and learning environment**

Adaptations may include:

- Differentiated tasks, resources and outcomes.
- Use of assistive technology and visual supports.
- Adjusted seating and classroom layouts.

- Additional adult support where appropriate.
- Modified curriculum pathways for pupils who require them.

*‘We follow the principles of equality and reasonable adjustments.’*

## **10. Expertise and training of staff to support children with SEND**

Our staff receive ongoing training in areas such as:

- Autism and communication needs
- Dyslexia-friendly teaching
- SEMH support and trauma-informed practice
- Speech and Language strategies
- Supporting physical and sensory needs

*‘Where specialist expertise is required, we work with external professionals such as Educational Psychologists, Speech and Language Therapists, and Occupational Therapists.’*

## **11. Evaluating the effectiveness of the provision for SEND**

We evaluate effectiveness by:

- Monitoring pupil progress data
- Reviewing intervention impact
- Gathering pupil and parent feedback
- Conducting learning walks and book looks
- Reviewing SEND provision termly with the Senior Leadership Team and governors - The Governing Body receives regular updates

## **12. How children with SEND are enabled to engage in school activities alongside peers**

We ensure all children can participate fully by:

- Making reasonable adjustments for school trips, clubs and activities
- Providing adult support where needed
- Offering inclusive sports and enrichment opportunities
- Ensuring all pupils have equal access to the wider curriculum

## **13. Support for improving emotional and social development**

We provide:

- Pastoral support and counselling
- Emotional literacy interventions
- Anti-bullying strategies and restorative approaches
- Social skills groups where appropriate
- Zones of Regulation
- Lego Therapy

We promote a safe, nurturing environment for all pupils.

## **14. Involvement of external bodies**

We work with a range of external agencies, including:

- Educational Psychology Services
- Speech and Language Therapy
- Occupational Therapy and Physiotherapy
- CAMHS and mental health support teams
- Local Authority SEND services
- Health and Social Care professionals

- Voluntary and community organisations

Referrals are always made in consultation with parents.

## **15. Arrangements for handling complaints about SEND provision**

Complaints should be addressed in the following order:

1. Discuss the concern with the class teacher.
2. If unresolved, contact the SENCO.
3. If still unresolved, escalate to the Headteacher.
4. Formal complaints are managed following the school's Complaints Policy.

We aim to resolve issues promptly and collaboratively.

## **16. Arrangements for supporting children who are Looked After and have SEND**

For Looked After Children (LAC) with SEND, we:

- Work closely with the Virtual School and social workers
- Ensure Personal Education Plans (PEPs) are aligned with SEND support
- Provide additional monitoring and pastoral support
- Hold regular meetings with carers and professionals
- Ensure the child's voice is central to planning and decision-making

17. SCHOOL BASED DATA/INFORMATION: 2025/2026

How many students did we have at our school with EHC plans or funding at the end of September 2025?

Students we have at Plumcroft Primary School with SEN support across both sites:

- SEN K - 237 pupils (23%)
- SEN E - 30 children with Educational Health Care Plans (3%)

The following training has been provided to the relevant staff at our school to support children with SEN:

- Personalised targets
- Hoist training
- Attention Autism
- LEAFe training (positive handling)
- ADHD training
- TEACCH training
- Word Aware (from SALT)
- Inclusion training for Early Career Teachers (ECTs) and teachers new to the school
- Zones of Regulation
- Speech and Language training