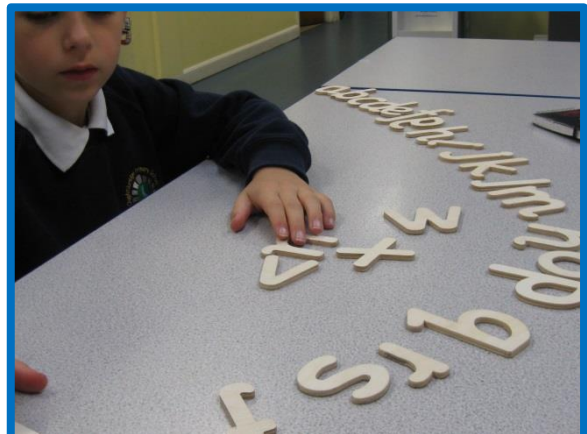




# Oughtibridge Primary School

# Special Educational Needs and Disability Short Guide 2025-2026



## The Special Needs and Disabilities Co-ordinator (SENCo)

Our SENCo is Sarah Doxford. Please get in touch if you have any concerns regarding a potential SEND.

### What is SEND?

A child has SEND if they have a **learning difficulty** or **disability** that we need to make **special provision** for.

Some key terms explained:

- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different to what is typically provided.

### How do we decide if a child has SEND?

We will assess the child. This might be an assessment of reading, writing or maths. It could also be assessing a child's social skills or behaviour.

Some parents give us extra information to help us make decisions. For example, this could be an eye clinic report about sight loss, or an autism diagnosis letter.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

When we assess, we always look out for:

- A child making less progress than their classmates;
- A child making less progress than they did before;
- A child not closing the gap between themselves and their peers (despite any extra help that we have given).

Sometimes, we ask outside experts to assess children and give us advice.



### How do we meet children's needs?

Children's SEND are varied. Not all children need the same level of support. Where need is higher, we usually take more actions. Where need is lower, we might only need two or three adjustments.

We match the level of support to the child's level of need. This matching is called our **graduated response**.

The levels of support are often called **waves** of support.

Schools have three waves of support:

- **Wave 1:** Support and opportunities that every child gets.
- **Wave 2:** Support and opportunities for children who need a little extra help.  
**This is now known as 'ordinarily available'**
- **Wave 3:** Support for children to meet their very individual needs.

Teachers and support staff all work at all levels of support.

### **What happens to get extra support in school?**

In school, we discuss every child each term and talk about how they are learning. If there are any problems, the teacher or parent might fill in an Initial Note of Concern and this notes down what the problems might be. The teacher monitors the child's progress and might help by giving extra support or having them working 1:1 with an adult or in small intervention groups.

After a while, it might be that more support is needed. The family, teacher and SENDCo might ask for further assessment or involved an outside agency. Outside agencies are other services available in the city such as GPs, Speech and Language therapists, Learning Support Services and so on. A Learning Support Teacher can carry out assessments and write a report about ways we can work together to support a child.

The teacher will prepare a pupil passport, setting out the adaptations the school will make to support the child to achieve. This will be shared with parents, and any school staff who have responsibility for the child.

### **Extended Support Plan**

If a child is experiencing severe difficulty over a long period of time, it may be considered necessary to prepare a Support Plan for your child. A Support Plan has smaller step targets and contains the history of the child and their development. Reviews of Support Plans take place termly and usually a child experiences two or three reviews before the next stage is considered by school or the Local Authority (LA) SEN team.

### **Review Meetings**

The parents of children on our SEND register at wave 3 are invited to attend a meeting in October where a short review will take place with the child's new teacher. There will also be two more opportunities for parents to attend review meetings during school hours, usually in February/March and June. Parents will be sent a Parental and Pupil

Feedback form along with their Review Invitation, where they can outline their child's achievements and contribute towards their child's progress.

### **Education Health Care Plan (EHCP)**

An EHCP is a statutory (legal) document. Families can apply for an EHCP from the Local Authority when pupils are experiencing severe and extreme difficulties and have followed the above process. The SENDCo may apply to the LA SEN team following discussions with parents or parents may apply directly to the LA themselves. The criteria to be given Education Health Care Plans are very strict.

There are four Areas of Need identified in the Code of Practice:

1. Communication & Interaction,
2. Cognition and Learning,
3. Social, Mental & Emotional Health
4. Sensory and/or Physical.

### **Provision**

Most provision for children with SEND is funded from the school's own budget. Whilst we do everything we can to provide best possible provision for all of our children, there are some limitations caused by financial constraints but rest assured that we will do everything we reasonably can to meet each child's needs.

All of our support staff contribute in some way to SEND provision in the school. The simplest form of provision is through differentiated work, planned by the teacher when the children are placed in groups, matched as closely as possible for ability. During a national lockdown, school will continue to offer provision in school and remotely as appropriate to the needs of the child.

### **Parental Concerns**

Parents who are concerned that their child may have a SEND, should make an appointment to speak to their child's teacher before or after school when their concerns can be raised confidentially.

### **SEND Policy**

More details are available in our combined SEND Policy and SEND Information Report, which is available on our website or via the school office.

