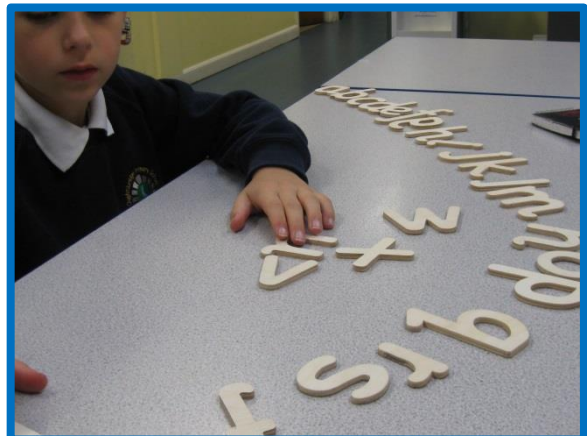


Oughtibridge Primary School

Special Educational Needs and Disability Short Guide 2025-2026



The Special Needs and Disabilities Co-ordinator (SENDCo)

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

What is SEND?

A child has SEND if they need additional support and strategies which is different from that which is ordinarily available in the classroom.

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 observe the child's overall progress. This might include communication, social skills, how emotional are managed, physical development, learning and thinking skills.

Some parents and carers 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.

We always look out for:

- A child making less progress than their classmates;
- A child making less progress than they did before;

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.
- **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 **making progress**. If there are any problems, the teacher might fill in a **monitoring form** and this notes down what the concerns might be. The teacher monitors the child's progress and might help by giving **extra support** or having them working individually with an adult or in small 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 across 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 next step could be to create a specific plan based around the child's individual needs. The teacher will prepare a **SEND Support Plan**, setting a small number of **short-term targets** for the child to achieve. This will be shared with parents and carers, and any school staff who have responsibility for the child. The SEND Support Plan will be **reviewed each term** and new targets will be set.

Review Meetings

The parents/carers of children on our SEND register at level 3 and above 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/carers to attend review meetings during school hours, usually in February/March and June. Parents/carers will be asked their views where they can outline their child's achievements and contribute towards their child's progress.

Extended Support Plan

If a child is experiencing severe difficulty over a long period of time, it may be considered necessary to prepare an **Extended Support Plan** for your child. An Extended Support Plan has smaller step targets and contains the history of the child and their development. Reviews of Extended 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.

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 a **high level of support** and have followed the above process. The SENDCo may apply to the LA SEND Assessment and review Service (SENDSARS) following discussions with parents/carers or parent/carers 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. We do everything we can to provide best possible provision for all of our children.

All of our support staff contribute in some way to SEND provision in the school. The simplest form of provision is through adaptive work, planned by the teacher when the children are placed in groups, matched as closely as possible for children to succeed.

Parent/Carer Concerns

Parent/carers 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.