

What is SEN?

Some children find learning more challenging than others and may need extra support to achieve their full potential.

For example, they might have difficulty with:

- Expressing themselves
- Interacting with others
- Reading, writing and maths
- Following lessons
- Controlling their emotions
- Sensory or physical mobility

These difficulties can be barriers to learning. Schools assess all children to identify their strengths and needs and how they can best be supported.

Children who need extra help with their learning may receive additional support under one of the following categories:

- SEN support
- An EHC plan

What is SEN support?

SEN support describes the additional help that assists children to access the curriculum.

This might include:

- Extra help in the classroom
- Small group or one-to-one learning
- Support from specialists such as speech and language therapists

Schools must work with parents when agreeing what support to provide and what it will achieve.

What are EHC plans?

If your child has more complex needs, he or she might have an Education Health and Care plan. This involves a formal request for assessment from the school or parent to the local authority.

Oakdale Primary School SEND Policy 2021/22

Our School Information Report provides detailed information for parents on the provision we make for SEN pupils, and is available here:

<https://www.oakdale.peterborough.sch.uk/page/?title=SEN+and+Inclusion&pid=39>

Peterborough City Council also produce a Local Offer to enable parents and young people to see more clearly what services are available in their area and how to access them. The link is available here:

<https://fis.peterborough.gov.uk/kb5/peterborough/directary/localoffer.page?familychannel=8>

How will the school decide what type of support my child receives?

Every child's needs are different, and may change over time.

We assess each child's needs to identify which support is most appropriate. We also use external professional recommendations where appropriate

It is important that children are supported to reach their goals and targets as part of classroom teaching. Where support is outside the classroom, the class teacher remains responsible for the quality of the learning taking place.

We also regularly review the support your child receives to see what is working and what isn't, and incorporate your views on this too.

How do I know if my child needs SEN support?

If your child is not making expected progress for his/her year group, he/she may need SEN support. The school should discuss your child's needs with you before placing your child on SEN support.

What if I think my child needs further support?

Please speak to your child's class teacher in the first instance, or Mrs Cleveland (SENCO), who will be able to discuss this with you.

Support

We follow 'The Graduated Approach' set out in the Special Educational Needs Code of Practice.

ASSESS We use a range of information to tell us about your child's current level of need.

PLAN We work together to plan the provision to meet your child's needs.

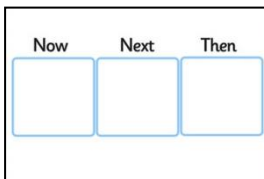
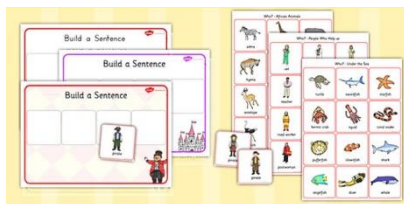
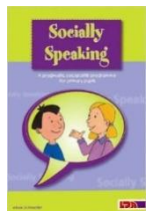
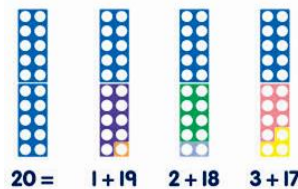
DO Adjustments and interventions are implemented, usually by the class teacher / TA.

REVIEW We review the impact of interventions and support. This may be as part of the usual termly parent meeting with the class teacher, or as a separate meeting as appropriate.

Some of the strategies we might use include;

- Working in different groups
- Differentiation of activities, resources or questioning
- Providing resources and displays to support independence
- Simplified level/pace/amount of adult talk
- Other ways of recording e.g. oral presentation, posters, sound buttons, mind maps, matching labels to pictures, sorting into categories
- Ongoing opportunities for 1:1 support focused on specific outcomes with reinforcement in whole class activities to aid transfer of skills.
- Implementing advice from outside Agencies e.g. Educational Psychologist, SEND team in the classroom
- Multi- sensory approaches to learning.
- Pre teaching to enable the pupil to engage with learning in the classroom
- Opportunities to use technology to support learning
- Use of visual reminders, timers, resources and rewards.
- Time limited proven interventions that are matched to pupil need and delivered by suitably trained staff
- Small group or 1:1 programmes planned by the teacher and delivered by a TA to address specific difficulties
- Providing opportunities for skill reinforcement / over learning / revision
- Sensory circuits group
- Movement or sensory breaks during the day

Making a Mind Map



Roles and Responsibilities

Your main point of contact will always be your child's class teacher. They will liaise with you to share information about support and progress. This may be as part of termly parents evenings or as a separate meeting.

Class teachers work alongside the school Special Educational Needs Coordinator (SENCO).

The person responsible for managing the SEND provision in school is Mrs Cleveland, who can be contacted on 01733 566237 or by emailing lcleveland@oakdale.peterborough.sch.uk or office@oakdale.peterborough.sch.uk

Mrs Cleveland is in school on Wednesday, Thursday and Fridays.

Head of Inclusion / SENCO is part of the school's senior leadership team (SLT).

Our commitment to you

We will focus on your child's strengths as well as areas of need and keep you informed of their progress.

We will remember that your child is still the same child whatever their needs or differences.

We will signpost you to possible support in our area if appropriate.