

What is SEND?

SEND is a term used to describe learning difficulties or disabilities that make it harder for a child to access, learn and/or make progress compared to children of the same age.

All children may have difficulties learning at some stage. For most children, the challenges can be overcome with support from home and teachers in school. However, if your child has SEND, they are likely to need extra support, or support in a different way, to make sure they are able to learn.

There are 4 areas of SEND:

- 1) Cognition and Learning
- 2) Speech, Language and Communication
- 3) Sensory and Physical
- 4) Social, Emotional and Mental Health

If your child is identified as having SEND, they will be added to the SEND register.

SEN support in school

SEND support may look different for different children depending on their needs. They may have access to additional support or resources in the classroom. They may be able to have an additional intervention with a member of staff to help support their specific needs. We aim for children to be integrated and successful in the classroom, with their peers, as much as possible.

If the school feels more specialist support is required, the SENCo may make a referral for support from an outside agency. If this is needed, you will be involved in this process.

What should I do if I think my child has SEND?

If you think your child is having difficulties at home or in school, you should talk to the Class Teacher in the first instance.

The school also has a Special Educational Needs Coordinator (SENCo) who is responsible for overseeing the support in place and is able to offer support and guidance. The email address is: senco.3244@st-nicholas.oxon.sch.uk

**Special Educational Needs
and/or Disability (SEND) at
St Nicholas C E Infants' School**



How will I be involved?

We aim to work closely with all parents and carers. You will be notified when and if your child is added to the SEND register and if they are removed.

There are three opportunities across the year to meet with class teachers and discuss your child and how they are getting on at school in relation to their SEND. This is called an SEN review and the Class Teacher will also share your child's Pupil Profile. This is in addition to the Parent and Teacher meetings.

We welcome parents to be as involved as much as possible and encourage parents to arrange a meeting with either the Class Teacher or the SENCo whenever needed.

The Graduated Approach

Schools must follow a Graduated Approach which is set out in the SEND Code of Practice (2015). This includes:

Assess – We monitor and review the progress and development of all children through a range of approaches including observation, discussion and formal assessments.

Plan – We develop a plan to ensure that children receive the support they need for their future learning and development.

Do – Children have access to high quality teaching and provision and staff carry out the plan, including reasonable adjustments and/or intervention.

Review – Staff make sure that the plan is effective in helping the child make progress and make adjustments where needed.

This process will happen at least three times a year and when there are key changes.

What is a Pupil Profile?

The class teacher will write a Pupil Profile for any child on the SEND register. This will tell you what the strengths and needs are, what support is in place and what targets the school are working on to support your child. This will be shared with you in the SEN review, three times a year.