

OAK GRANGE NURSERY & PRIMARY SCHOOL



SEND INFORMATION LEAFLET FOR PARENTS

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WHAT IS SEND?

SEND stands for Special, Educational
Needs and Disabilities.

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

	> Communication and Interaction - a child who has difficulty in expressing themselves or understanding what others are saying.
	> Cognition and Learning - a child who has difficulty in acquiring basic skills in school.
	> Social and Emotional and Mental Health - a child who has difficulty making friends or relating to adults or behaving properly in school.
	> Sensory and/or Physical - a child who has a medical or physical condition such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

These are known as the Prime Area of Need (PAN). All children are different and make progress at different rates. They have different ways they learn best, and at Oak Grange we take each child at their own starting point, wherever that may be. Teachers will take account of any of your child's 'Prime Areas of Needs' when they plan teaching and learning activities. Every child progresses at their own rate. Support will be given to help them succeed in line with their learning style and a pace suitable for them..

WHY IS MY CHILD BEING MONITORED/PUT ON THE SEND REGISTER?

If your child has been identified as needing additional provision, beyond what is needed for the majority of children their age, and outside of the differentiation already in place within their class, a decision to be monitored will have been discussed by the class teacher and SENCo (Special Education Needs Coordinator). Your child will have been identified by staff as requiring additional support in one of the areas stated in Section 2. The class teacher or SENCo should have discussed which area/s your child is needing additional support and the impact that this is having on their progress.

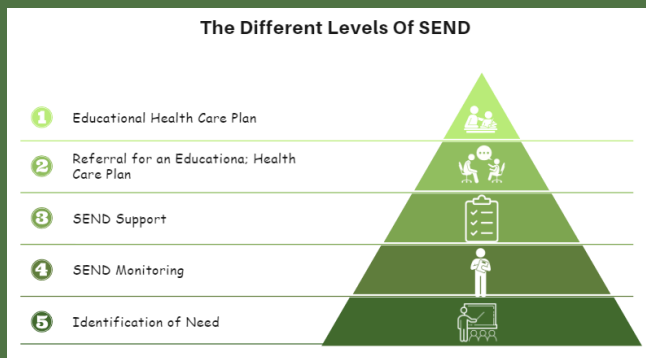
WHAT CAN WE DO AT HOME TO HELP?

The cases where we see the most successful outcomes for the child and the best rates of progress are when there is a strong home-school relationship. The targets set on your child's SEND Target plan is what school are focusing on, but they are also key areas that you can work on at home too. Reading through the SEND Target plan is the best place to start.

Book an appointment with your child's class teacher, the SENCo or through the office to discuss ideas and ways that you can help at home.

LEVELS OF SEND

There are many different levels of provision and support with SEND. To the right, is a diagram of how the level of support progresses within our school.



When your child goes onto the different levels of SEND, the SENCo and the class teacher will talk through each stage with.

In the first instance it will be through classroom monitoring, followed by classroom intervention. This does not mean they are on the SEND register.

At SEND support Level, this is where parents will be formally advised of this and the decision to put the pupil on the SEND register is made. Your child will have a SEND Target plan where they will have objectives that are written just for them and these will be reviewed with you regularly. If further help is required, for example, an educational psychologist, speech and language support, this will be discussed with you also. If your child has lifelong or significant difficulties they may undergo an EHCP assessment which you will be consulted on first.

HOW ARE THE SEND TARGET PLANS MONITORED AND REVIEWED?

Monitoring the targets and needs of the children is an ongoing process. Teachers assess children's needs from lesson to lesson and adapt their teaching and provision accordingly. SEND Target Plans will be officially reviewed with the class teacher and SENCo every term. Targets are set in the Autumn term, Spring term and Summer term.

Once they have been reviewed and new targets have been set your child's class teacher will arrange a meeting with you to go through the review and the new targets set. If in between reviews you have any questions or concerns, then please do not hesitate to book an appointment to meet with your child's class teacher.

Once a child is on the SEND register it does not automatically mean they will have a Target Plan forever. If a child shows that they are consistently having their needs met within the planning and provision of the class, then they will be taken off the SEND target plan and will still be monitored to ensure that their rate of progress remains consistent without the same level of support. Should they need any additional support again throughout school they can always be put back onto a SEND Target Plan.

WHAT HAPPENS NEXT?

Depending on the level of support in place, your class teacher will advise you on what the next steps will be for your child. When a child first goes onto the SEND register a Target Plan is written by the class teacher and SENCo. This plan will be shared with you so that you are aware of the targets your child is working on in school. There may not be any changes to your child's day at school as support may already have been put in place prior to your child going on to the SEND register. The implementation of the SEND Target Plan is the responsibility of the SENCo and class teacher to ensure that your child's needs are being catered for within the classroom and day-to-day planning of the lessons. Where possible this is done within the classroom and within the timetable of the class. Some children may be taken out of class for 1:1 sessions or social skills work in groups. This will be done during allotted times in the day or week where they won't miss any key learning.

