

Brooke Weston Trust Primary SEND Newsletter

Over the next few months the SENDCOs at the Trust Primary Schools will be producing newsletters.

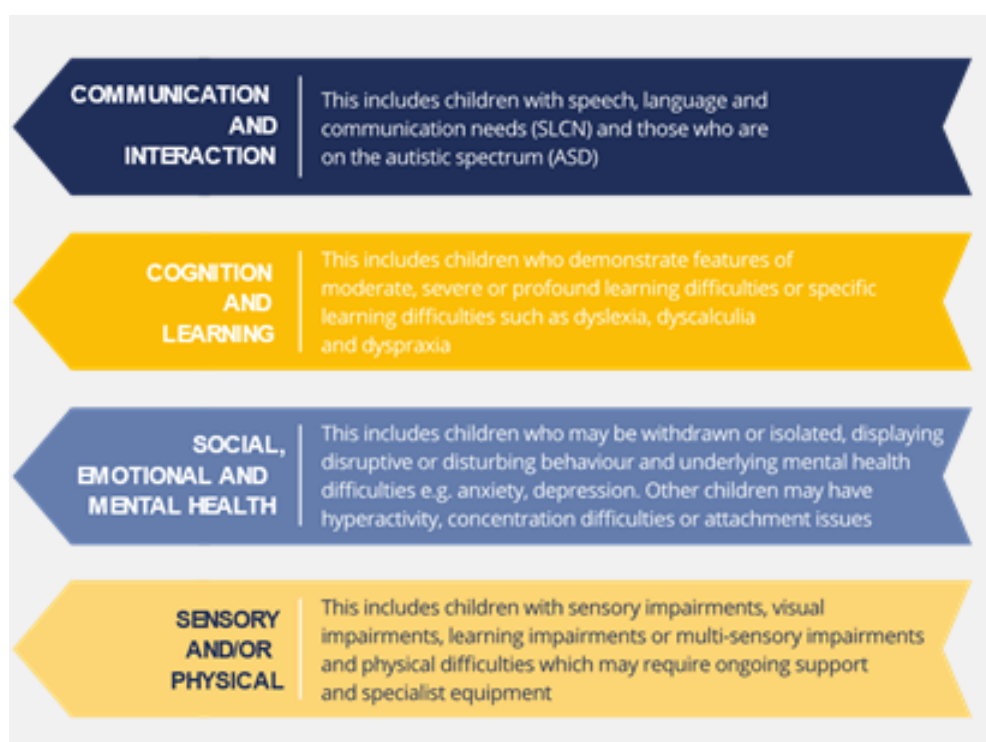
These are intended to provide you with valuable information about SEND as well as develop your understanding of specific needs and provide useful links for continued support. We hope you find the information useful. If you have any questions please contact the SENDCO at your school who will be more than willing to discuss anything with you.

What is SEND?

The definition of special educational needs and disabilities (SEND) is taken from Section 20 of the Children's and Families Act 2014. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have significant greater difficulty in learning than the majority of others the same ages; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The four main areas of SEND as detailed in the Code of Practice (2014, p86) are:



What is the Graduated Approach?

You may have heard your SENDCO discussing the assess, plan, do, review cycle or seen it on paperwork but are unsure what it means. This is described as assess, plan, do, review (APDR).

Assess

- Carry out a clear analysis of pupils needs
- Teacher's assessments and observations
- Prior attainment and progress
- Views of parents
- Child's views
- If relevant — see and/or review advice from external agencies

Plan

- Identify the adjustments, interventions and support
- Identify the expected impact of progress, development and/or behaviour
- Communicate plan with all stakeholders



Review

- Review in line with the agreed date
- Evaluate impact and quality of support
- Revise support in light of child's progress and development
- Communicate progress with all stakeholders

Do

- Class teacher remains responsible for working with the child on a daily basis
- Link interventions to classroom teaching
- Work alongside SENDCO for effective implementation of support

The Schools SEND information report can be found at : <https://www.oakleyvaleprimary.org/page/?title=Equalities%2FSEND&pid=49>

The Local Offer can be found at: <https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

If you have any questions your SENCO at Oakley Vale is Becky Annetts and can be contacted on rebecca.annetts@oakleyvaleprimary.org or via the school office.

Next months newsletter will focus on Dyslexia