

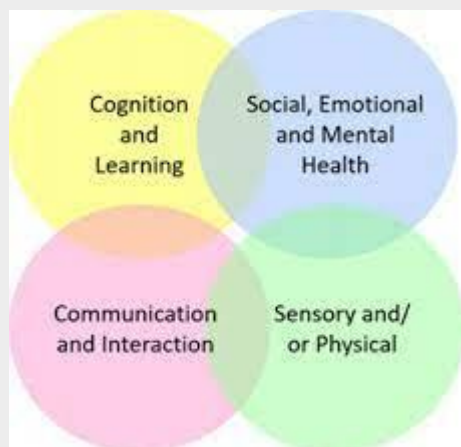
What is SEND?

Special educational needs and disabilities.

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their: behaviour or ability to socialise, for example they struggle to make friends. reading and writing, for example because they have dyslexia.

The four broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health difficulties (SEMH).
- Sensory and/or Physical needs.



Cognition and Learning

Cognition and Learning needs may span most of the curriculum or only impact specific areas.

Some of the areas are:

- Reading, writing and spelling
- Numerosity
- Comprehension
- Processing difficulties such as sequencing, inference etc
- Working memory

Social, Emotional and Mental Health (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

- Withdrawn or isolated, as well as displaying challenging, disruptive behaviour
- Attention deficit disorder (ADD),
- Attention deficit hyperactive disorder (ADHD)
- Mental health difficulties such as anxiety or depression

What do the SEND team do?

SENCO:

Mrs Scovell is an experienced class teacher. She is currently working two days a week in the year 3-4 class and is SENCO three days a week. She will be overseeing the Cognition and Learning aspect of SEND due to her teaching experience and understanding of barriers to learning in the classroom.

SENCO Assistants:

Mrs Bright is our HLTA ELKLAN trained staff member, who will be overseeing the Communication and Interaction aspect of SEND. She works mainly across the Nursery and EYFS provisions but will assist staff in supporting pupils who fall under the communication and interaction category across the whole school.

Miss Connolly is our SEND trained HLTA, who will be overseeing SEMH and Sensory and Physical needs across the school. She will assist staff with classroom strategies for their pupils and provide sensory lunchtimes for children identified with sensory barriers to their learning.



SEND Support

CONTACT US:

Our SENCO is Mrs Sam Scovell

Our SENCO Assistants are:

Vanessa Bright & Kerry Connolly

Email: sen@oakfieldcepri.iow.sch.uk

Communication and Interaction

Communication and interaction needs could include:

- Difficulties with producing or responding to expressive or receptive language.
- Difficulties uttering speech sounds.
- Difficulties understanding spoken and other communications from others.
- Difficulties with understanding age-related social conventions of interaction, such as turn-taking
- Autism Spectrum Condition (ASC)

Sensory and/or Physical Needs.

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

- Vision impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)
- Needs around fine and gross motor skills, such as running, hopping and climbing or pencil grip, handwriting, letter formation.
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<u>What do we offer at Oakfield?</u> At Oakfield CE Primary we are committed to offering children with Special Educational Needs access to a broad, balanced and relevant education, across the Early Years Foundation Stage and the National Curriculum by: - Ensuring pupils have quality first teaching to ensure children's needs are met. - Working with outside agencies to ensure best practice when assessing needs and devising interventions. - Liaising with parents to ensure children's needs are identified and met as early as possible. - Ensuring interventions for pupils are reviewed regularly to assess impact and that there is careful monitoring and assessment of pupils' progress - Ensuring that parents' and pupils' views are at the forefront in the process of raising standards of pupils with SEN. - As an inclusive community, we are deeply committed to removing the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.	<u>Cognition and Learning</u> - Sound Linkage (for pupils with dyslexia) - Toe by Toe - Small group interventions for handwriting, spelling, maths. - Chunked learning times for pupils who need brain breaks. - Controlled choice of learning - Daily reading programmes - SuperSonic Phonics - Visual timetables and resources - Six Bricks	<u>Social, Emotional and Mental Health (SEMH)</u> - Zones of Regulation - Children's Champion support - Sensory room time - Social stories - Time out cards to help children self-regulate - Trauma and Attachment aware school - TGL support	What should you do if you have concerns about your child/children's special educational needs? Please use our email provided or ask Mrs Crabb/Mrs Rea in the main office to book a face to face or telephone meeting. You can also speak to your child/children's class teacher(s) as a first response if you would prefer, and they will then put a referral through to the SEN team to support or a class observation. We welcome any parent/carers reaching out and speaking to one of us regarding your concerns. Useful SEN support for Social, Emotional and Mental Health (SEMH) at home. Zones of Regulation develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. How can you help yourself? <table border="1"> <thead> <tr> <th>The BLUE zone</th> <th>The GREEN zone</th> <th>The YELLOW zone</th> <th>The RED zone</th> </tr> </thead> <tbody> <tr> <td>How might you feel? sad tired bored moving slowly</td> <td>How might you feel? happy okay focused ready to learn</td> <td>How might you feel? nervous confused anxious not ready to learn</td> <td>How might you feel? angry frustrated scared out of control</td> </tr> <tr> <td>What might help you? Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes</td> <td>What might help you? The goal of this exercise is to get to the GREEN zone What can you do to be happy, calm and ready to learn?</td> <td>What might help you? Talk to someone Count to 10 Take deep breaths Squeeze something Draw a picture Take a brain break</td> <td>What might help you? Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help</td> </tr> </tbody> </table> Please scan this QR code for free resources on the Zones of Regulation page	The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone	How might you feel? sad tired bored moving slowly	How might you feel? happy okay focused ready to learn	How might you feel? nervous confused anxious not ready to learn	How might you feel? angry frustrated scared out of control	What might help you? Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	What might help you? The goal of this exercise is to get to the GREEN zone What can you do to be happy, calm and ready to learn?	What might help you? Talk to someone Count to 10 Take deep breaths Squeeze something Draw a picture Take a brain break	What might help you? Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help
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