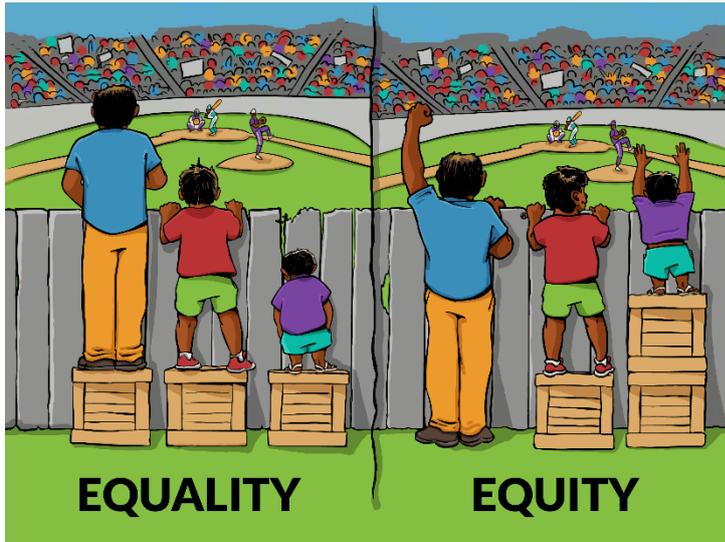


Oundle Primary School SEND

Our vision

BE THE BEST YOU CAN BE!

***This is our school motto and something we would like all children to live by –
especially those children with special needs.***



Intent

We intend to create an ambitious yet inclusive curriculum for all learners, especially those with SEND. We aim to provide **equity** to those children and realise that they may need more to reach expected goals than others.

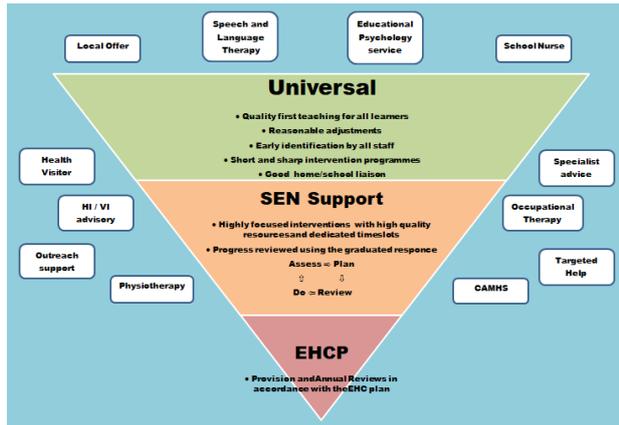
Implementation

We aim to implement this by promoting individuality. We will provide a safe, stable and welcoming environment and opportunities to develop self-esteem, confidence and independence. Our approach is to develop a personalised curriculum for learners with SEND catered to individual needs.

Impact

Through our ambitious and individualised curriculum children will feel successful and be able to achieve to the best of their abilities. They will be able to make progress no matter how big or small and leave Oundle Primary as a rounded individual.





We aim to follow the Graduated response at Oundle Primary School which has three main parts:

Wave 1 Universal is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 SEN SUPPORT outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 EHCP is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.



[We follow the Assess, Plan, do, review model for those children on Wave 2 and 3 to keep track of their progress in learning.](#)

Objectives

In order to meet the special educational needs of the children at Oundle Primary School we must:

- Identify those children who have SEN as soon as possible.
- Provide intervention at a suitable level when a child is identified as having SEN.
- Use a variety of teaching styles, and cater for different learning styles, to allow children with SEN to access the National Curriculum.
- Use resources effectively to support children with SEN.
- Assess and keep records of the progress of children with SEN.
- Work with outside agencies who provide specialist support and teaching for children with SEN
- Inform and involve the parents of children with SEN so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide on-going training for all staff working with children with SEN.
- Pay heed to statutory Guidance for the SEN Code of Practice at Oundle Primary School and modify practises as Government legislation dictates.

Staff Training

Here is a list of current training staff at OPS have undertaken:

- Early intervention for speech and language
- THRIVE – Social and emotional support for children
- Drawing and Talking
- ‘Volcano in my tummy’
- Mental health First Aid
- Precision Teaching
- Working memory
- Dyslexia
- Sensory Circuits
- Behaviour for children with Downs Syndrome
- Team Teach
- NASENCO Award
- Safeguarding
- Phonics
- HLTA
- ASD
- Medical – first aid, epipen, anaphylaxis
- Early help assessment
- Type 1 diabetes.

Our SENCO is Mrs Glover and she is always happy to meet with parents to discuss their child’s learning. Please call to book an apt on 01832 272392. Her working hours are: Monday 8.45-3.30, Wednesday 8.45-3.30 and Thursday 8.45-12.15.

Our learning mentor is Julie Hawes who is available every school day to chat through any concerns you may have also.