

Welcome to Our SEND Parent Coffee Morning

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**Special Educational Needs and Disabilities
Coordinator (SENDCo)**

Introductions

My Role

SEND Support at Little Gaddesden

Communication

What is the role of the SENDCo

- Oversee the strategic development of SEN policy and provision.
- Ensure the implementation of the SEN policy on a day-to-day basis e.g. high quality teaching and intervention for children with SEND.
- Key point of contact for colleagues and can offer support and advice for the identification of needs and suitable provision to meet those needs.
- Work closely with the child, the child's family and school staff. Working together ensures a good understanding of a child's needs, leading to appropriate provision within the setting and the possibility of supporting learning in the home.

Understanding Ordinarily Available Provision (OAP)

What is OAP?

- The range of high-quality teaching strategies, reasonable adjustments, and adaptations available to **all** pupils in our mainstream classrooms from the school's standard budget.

Key Principle: Needs-Led Support

- Support is based on your child's individual needs, **not** on receiving a formal diagnosis.
- Aligned with Hertfordshire OAP guidance to ensure consistent, inclusive classroom practice.



Understanding Ordinarily Available Provision (OAP)

Broad area of Need	Example of Ordinarily Available Provision
Communication & Interaction	Visual timetables, 'First/Then' boards, clear/chunked instructions, pre-teaching key vocabulary, allow extra processing time.
Cognition & Learning	Task checklists/scaffolding e.g. writing frames or sentence starters, key word mats. Alternative ways to show learning (talk/digital), small-step instructions..
Social, Emotional & Mental Health	Access to quiet/safe spaces, movement breaks, emotion check-ins (zones of regulation), predictable routines, clear transitions.
Sensory & Physical	Brain/sensory breaks, quiet seating/wobble cushions, ear defenders, sloped writing boards boards, adapted writing grips/tools

The Graduated Response (APDR Cycle)

What is it? A continuous 4-part cycle of support called **Assess, Plan, Do, Review** (APDR).

The 4 Steps:

1. **Assess:** Teacher and SENDCo gather information on the child's strengths and barriers.
2. **Plan:** We agree on specific, measurable targets and OAP interventions/strategies.
3. **Do:** The class teacher delivers adapted teaching and targeted support in class.
4. **Review:** We evaluate progress together and adjust the plan as needed.

Working Together with Parents

You know your child best; your input shapes our planning and targets.

Communication:

- Termly reviews and SEN Support Plan discussions.
- Informal catch ups or meeting arranged with class teachers/SENDCo.
- Home-School Consistency: Sharing successful OAP strategies across home and school.

Working Together with Parents

- We would like to support you through further coffee morning/webinar sessions in the future, please complete this short form to indicate any areas in which you would feel we could support you further.



[Future topics for SEND coffee mornings](#)

Useful Websites

<https://www.littlegaddesden.herts.sch.uk/key-information/sen/>

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

<https://www.add-vance.org/>

<https://spaceherts.org.uk/>

[ADDVance webinars available through the local offer](#)

[DSPL8 Information and courses for parents](#)

[DSPL8 SEND information Fair - October 13th - Link to book](#)