



Learning Knows No Bounds

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY AT GRAMPOUND ROAD


What is the definition of  
**S**pecial **E**ducational  
**N**eeds and **D**isabilities?  
(SEND)

## Definition of SEN

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- ***Has a significantly greater difficulty in learning than the majority of others of the same age or***
- ***Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools***



How do we know  
whether a child has  
SEND or not?

## Progress as an indication of SEN

The SEND code of practice (2015) states that a potential need for Special Educational Provision that is **additional or different** is identified when a pupil's level of **progress**:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs, difficulties with emotional regulation or physical development

At Grampound Road, we currently provide additional and/or different provision for approximately 18% of our pupils. These pupils have a range of SEND needs including

### **Cognition and Learning needs (C&L)**

This category of need includes

- Dyslexia
- Dyscalculia
- Processing difficulties
- Memory

### **Communication and Interaction needs (C&I)**

This category of need includes

- Understanding Language- receptive
- Using language- expressive
- Speech
- Autism Spectrum Condition

### **Social, Emotional Mental Health needs (SEMH)**

This category includes

- Social understanding and interaction
- Emotional literacy and regulation
- Autism Spectrum Condition
- ADHD

### **Physical and Sensory needs (P&S)**

This category includes

- Visual impairment
- Hearing impairment
- Fine and gross motor skills/mobility
- Sensory processing difficulties

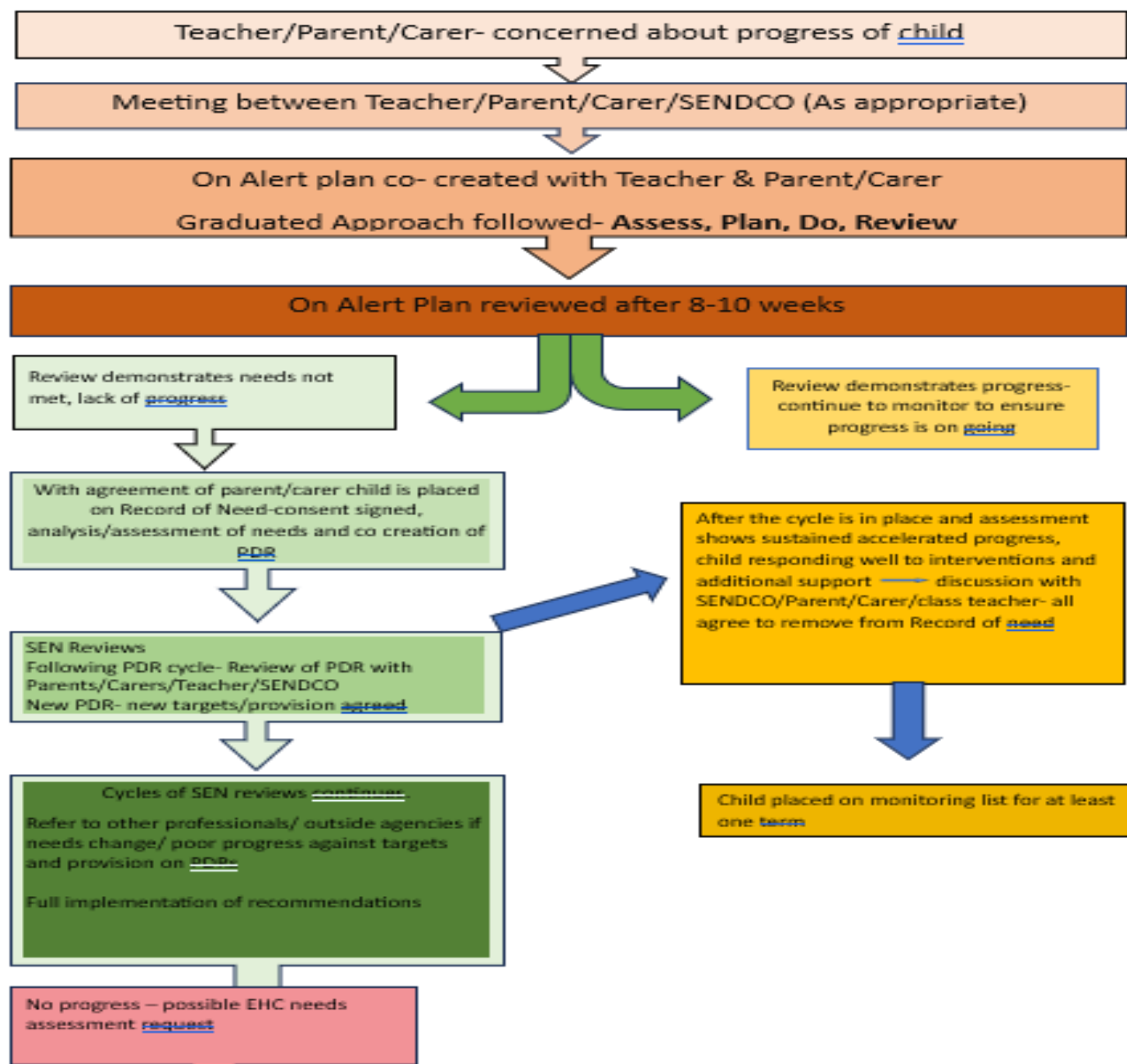
We keep a record of all pupils who require additional and/or different provision using our Record of Need.

We use four different categories to record pupils on the Record

- On Alert
- SEN Support
- EHCP
- Monitoring

In order to make sure that the additional and/or different provision we plan for each child is appropriate we use the Graduated Approach- **Assess- Plan-Do-Review**

## Early Identification and assessment of SEND at Grampound Road







On Alert Plan-Do-Review  
Sept 2023



School:

Class:

Name:

Date:  
Review date:

Background Information

Concerns

Area of need- C&L, C&I,  
SEMH, S&P

Observed at home/school or  
both

Assessments

- Put the name of assessment here and the score/level **Eg** RWI, HF words, Reading Age, Phonics Assessment, Times tables, [NFER](#)

Target

Provision

Impact



## SEND Plan-Do-Review (School Support)



<b>Class:</b>	<b>School: Grampound Road.</b>	<b>Name:</b>
Areas of needs highlighted:	Communication and interaction (SLCN/ASD) Cognition and Learning (SpLD/MLD/ SLD/ PMLD)	SEMH (Social, Emotional, Mental Health) Sensory or physical (VI/HI/PD/MSI)
Other professionals involved:		

**Autumn 2023**

Date shared with parent/carer:



Assessed/identified needs & SMART targets	Support in place September 2023	Impact of support intervention – Review	What actions or changes to be made?	Impact of support intervention – Review
<b>Cognition and learning</b> SMART TARGET	•			•
<b>Communication and Interaction</b> SMART TARGET	•			•
<b>Social Emotional Mental Health</b> SMART TARGET	•			•
<b>Physical and Sensory</b>	•			•



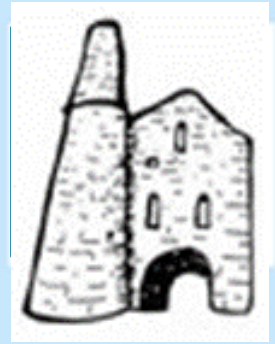
**SEND Plan-Do-Review EHCP  
Sept 2023-24**



School:	Class:	Name:
Areas of needs <b>highlighted:</b> (specialist assessment not needed)	Communication and interaction (SLCN/ASD) Cognition and Learning (SpLD/MLD/ SLD/ PMLD)	SEMH ( <u>Social</u> , Emotional , Mental Health) Sensory or physical (VI/HI/PD/MSI)
Other professionals involved:		
<p><u>Communication and Interaction:</u> Outcomes</p> <p><u>Cognition and Learning</u> Outcomes</p> <p><u>Social, Emotional and Mental Health</u> Outcomes</p> <p><u>Sensory and Physical</u> Outcomes</p>		

Assessed/Identified Needs EHC Plan	EHC Target & Provision	Support in place and SMART target Sept 2023	Impact of support/intervention Review Oct 2023	What actions or changes to be made?	Support in place and SMART target Nov 2023	Impact of Support intervention Review by January 2024	What actions or changes to be made?
Communication and Interaction	Add outcomes	<b>SMART TARGET:</b> Provision			<b>SMART TARGET:</b> Provision		
Cognition and Learning		<b>SMART TARGET:</b> Provision •	•		<b>SMART TARGET:</b> Provision		
Cognition and Learning		<b>SMART TARGET:</b> Provision •	•		<b>SMART TARGET:</b> Provision		
SEMH		<b>SMART TARGET:</b> Provision •	•		<b>SMART TARGET:</b> Provision		
SEMH		<b>SMART TARGET:</b> Provision	•	•	<b>SMART TARGET:</b> Provision		

# LEVELS OF NEED



Record  
of  
Need

EHCP

SEN  
SUPPORT

For those who require support  
that is additional or different

ON ALERT

Pupils who have fallen behind and are being  
monitored closely prior to consideration being  
given to SEN support. They may just require  
'Catch-Up'

## Who will be supporting my child?

Your child will be supported by the class staff team.

- Class teacher
- Teaching Assistant
- SENDCO- this year SENCO in school for a full day which is a significant increase from last year
- Headteacher
- Parent Engagement Officer- will be able to offer SPACE interventions
- Nurture Leader- significant intervention support
- Parent Support Advisor

Under SEN Support/EHCP 1:1 support is not recommended (unless for significant health/medical needs) but **close support** from the staff team in order to support the development of independence.

# What kind of support will my child receive?

Use of ipad or laptop

Additional adult support

Literacy or Numeracy interventions

Visual timetables

Support will be planned depending on the unique needs of each child and through a variety of interventions

- ✓ Adaptive teaching/differentiation
- ✓ Small group support
- ✓ 1:1 intervention
- ✓ Adapted tasks and resources

Learning Breaks

Music Therapy

Trauma Informed Schools

Intervention- Nurture

RWI


Precision Teach

Speech and Language support

Speed Up

Lego Therapy

Pre learning



What happens if my child  
still does not make progress  
on SEN support?

## Educational Health Care Plans (EHCP)

- If a child is not progressing on SEN support, has **very complex needs** and the school is providing **more specialist, high level support**- parents and school can both request an Educational Health Care assessment.
- It requires a lot of information and evidence to be gathered about the child over time
- Once requested the information gathered will be go to a Local Authority panel who decide whether they agree that an EHC assessment is needed
- If agreed the Local Authority will gather further information from outside agencies, parents and school
- A final decision will be made that an Educational Health Care plan is appropriate. EHCP is written with clear outcomes for the child. This provision will be reviewed 3 x a year with 1 annual review every year and stay with child until they are 25 years old.
- The whole process to achieve a final EHCP takes 20 weeks but usually longer with many being refused as the needs of the child are considered to be met through SEN Support in



# Where can I find further information?

- ❖ School Website- School Local Offer
- ❖ Cornwall Council Special Educational Needs and Disabilities
- ❖ Cornwall Council SEND Local Offer
- ❖ Early Help Hub
- ❖ SENDIASS- SEND Information and Advice Service