



**CORNWALL
COUNCIL**
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Together 
for Families

Inclusion, Additional Needs and SEND

Theresa Maunder, Senior Lead SEND Support
Services

Dilys Vincent, Lead Officer, Early Years, Inclusion
& SEND

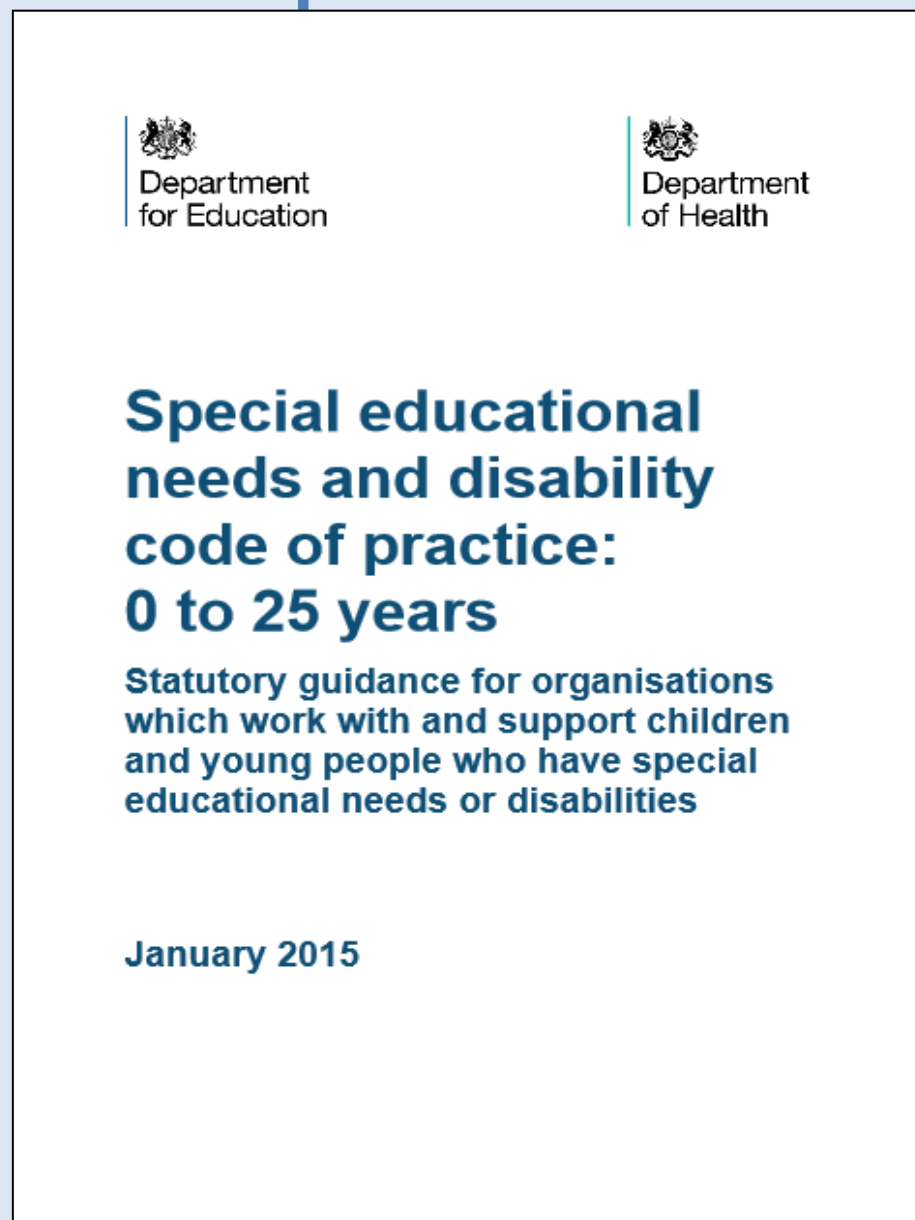




By the end of the session we will have talked about...

- What Special Educational Needs and/or Disabilities (SEND) means.
- What Inclusion means.
- Who can support children and young people with SEND and their families.
- The Graduated Approach.
- Education Health and Care Plan Needs Assessments.
- Education Health and Care Plans.

The SEN and Disability Code of Practice 2015 is our most important document!





Who has SEND?





- A child or young person has SEND if:-
 - They have a learning disability or difficulty which means that they need special educational provision to be made for them.
 - They have a significantly greater difficulty in learning than their peers.
 - They have a disability which stops them from using facilities of a kind generally provided for others of the same age in mainstream settings.



There are four areas of need in the Code of Practice

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

How schools and settings help children and young people with SEND

	<p>All children and young people have the right to receive high quality, inclusive teaching.</p>
	<p>Children and young people learn at different rates and in different ways. Quality First Teaching takes this into account.</p>
	<p>The Graduated Response is the way education settings support children and young people with SEND.</p>
	<p>Quality First Teaching focuses on high quality and inclusive teaching for every child in a classroom. A range of learning tools are used to meet the individual needs of most children and young people. </p>

What schools and settings must do

What must educational settings do?



Take immediate action when a pupil is identified as having SEND.



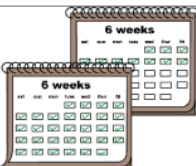
Inform the pupil's family as soon as the SEND is identified.



Work with the pupil, their parents/carers, including them in decision making and in reviews of the support put in place.



Remove all barriers to learning by putting effective support for the pupil in place.



Review the support put in place for children and young people with SEND at least termly.

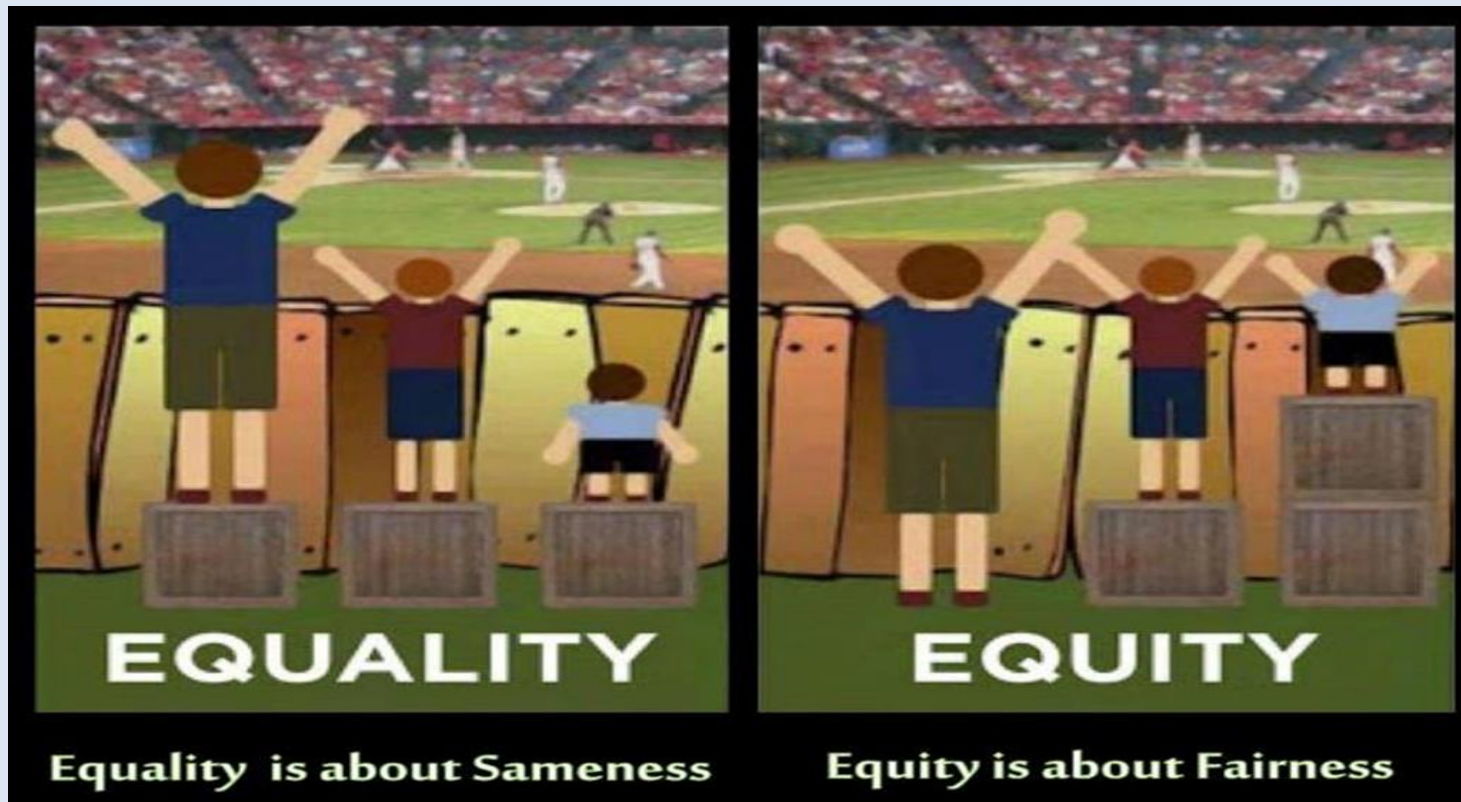


Gain advice from specialist professionals if necessary.

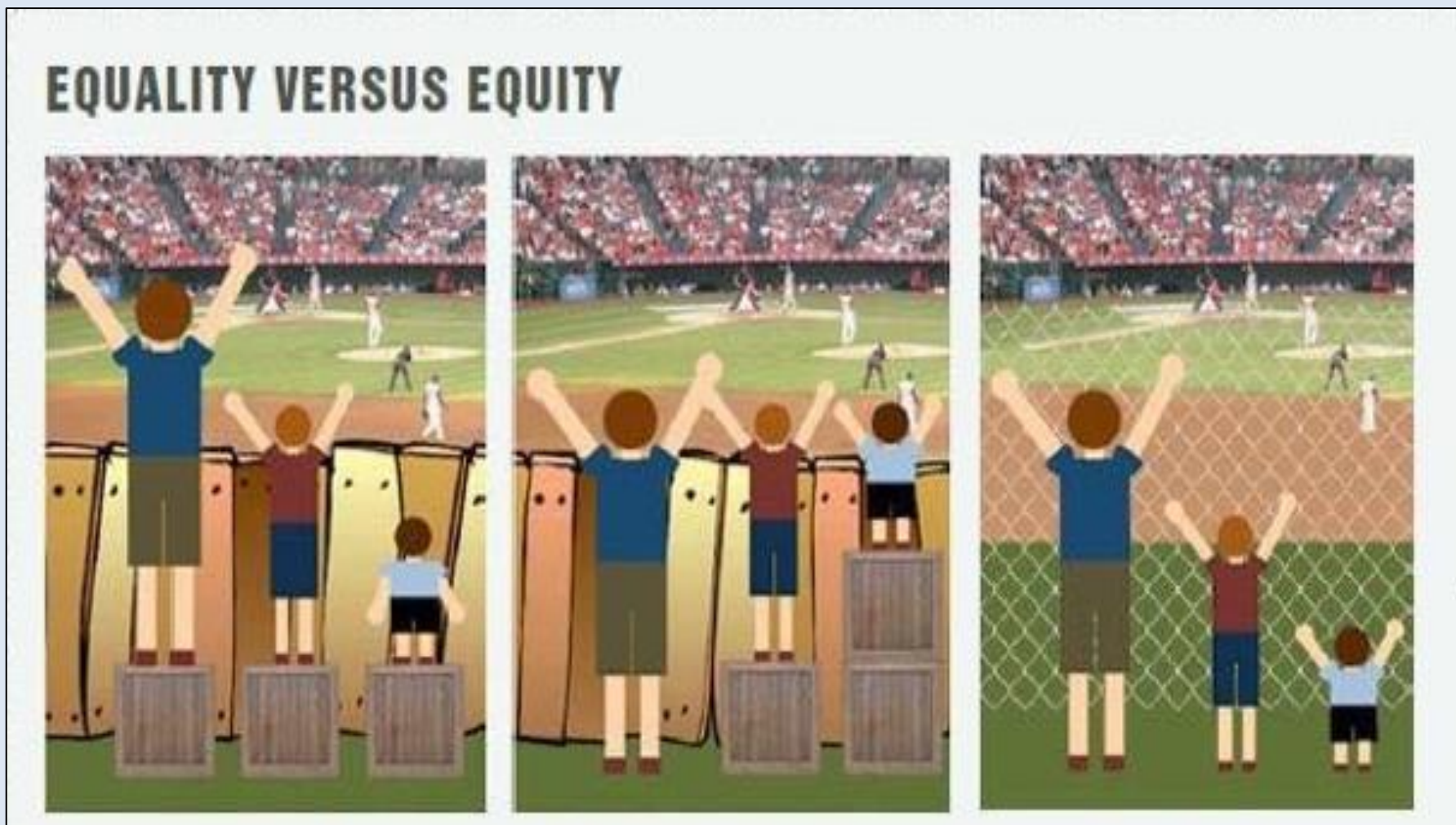


Use **Assess-Plan-Do-Review** cycles to inform changes to a child or young person's SEND support.

Inclusion at its simplest is 'the state of being included' but is it more complicated than that?



Should it be this?

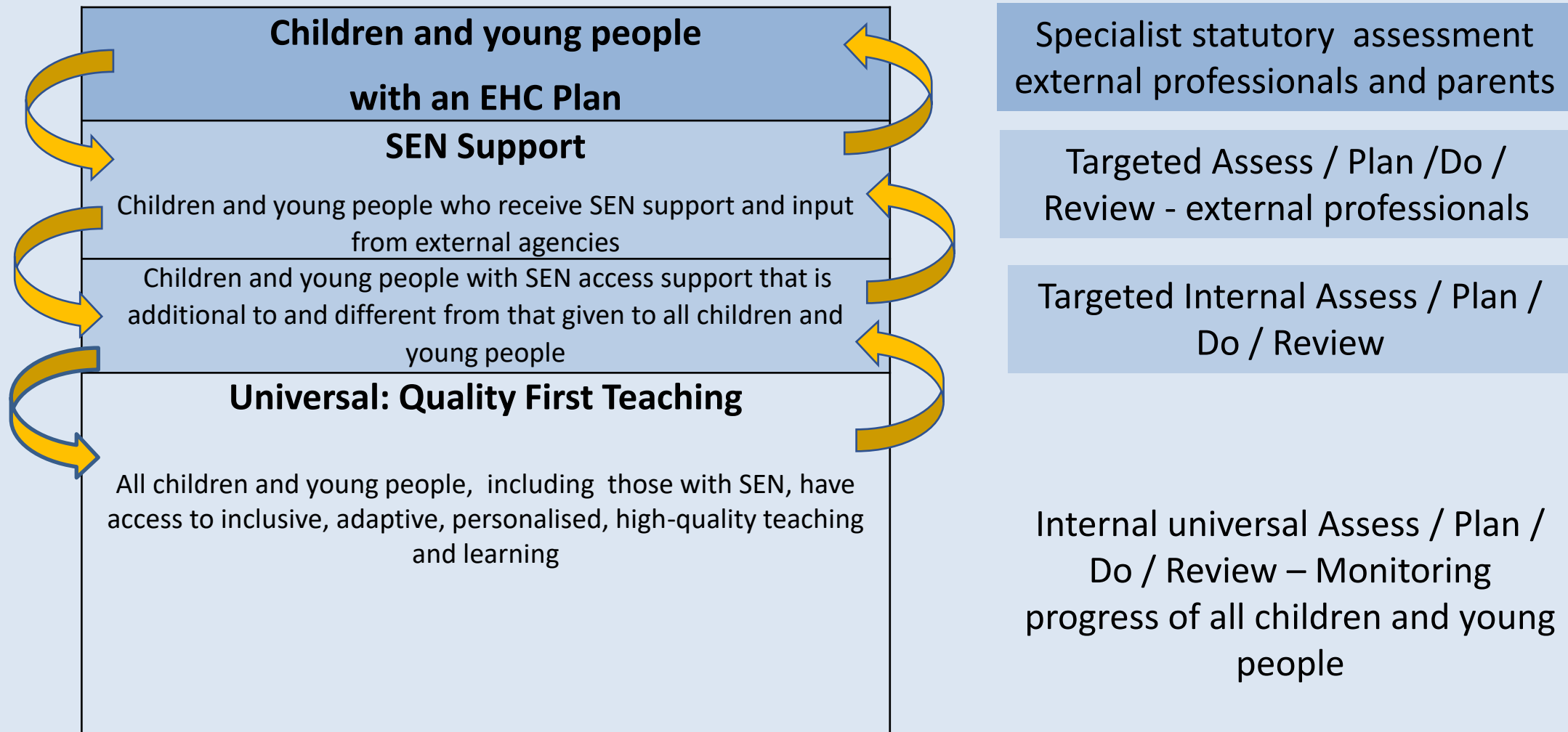




Or this?



First things first! The Graduated Response



Schools have a duty under the Equality Act (2010) to make reasonable adjustments for SEND.

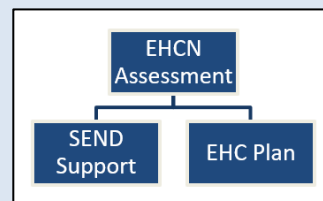
For a few Children and Young People, an Education Health and Care Plan Needs Assessment may then take place



- Anyone over 16 years old can apply for an Education Health Care Plan Needs Assessment.



- The decision to start an EHCN assessment is made by a panel of professionals. This is the **Statutory SEN Panel**.
- If the Panel decides not to start an assessment, you will be told.
- If you don't get an assessment but still need some support, you will be told where to find that help



- Sometimes the assessment leads to an **EHC Plan** but not always.
- When it does not, the information can be used to help with the **SEND Support** for your child.

The twenty week process:

SEN Support

The majority of children and young people who have special educational needs, will have their needs met through the additional and different provision provided at SEN Support in their early years setting, school or college.

A small minority of children or young people, who have the most complex needs, may require more intensive specialist help. If a child or young person does not make educational progress despite receiving high quality SEN Support, then an EHC needs assessment might be the next step.

Cornwall's Education, Health and Care (EHC) Needs Assessment 20 week process

Request phase

Weeks 0-6

Request for an EHC needs assessment is submitted.

The 20 week process begins.

Email/letters are sent to parents/young person and professional informing them that an EHC needs assessment is under consideration

Decision making

The Local Authority will consider the evidence and decide if an EHC needs assessment is necessary.

Parents and/or the young person are informed whether or not an EHC needs assessment will take place.

Exit point

Decision made not to proceed. Feedback provided and parent/s or young person informed of right to appeal.

Assessment phase

Weeks 7-16

EHC Needs Assessment

Parent/s of child/ young person are asked to submit their contribution, expressing their views, hopes and aspirations.

Child/ young person asked to submit their contribution, expressing their views, hopes and aspirations. A parental contribution may also be submitted if the young person wishes.

Professional advice requested.

Decision making

The Local Authority considers the information and evidence gathered as part of the EHC needs assessment and decides whether to issue an EHC plan.

Parents/ young person are informed of the decision.

When it is decided an EHC plan will be issued, the Local Authority produces a draft EHC plan.

Exit point

Decision made not to issue an EHC plan. Feedback provided and parent/s or young person informed of right to appeal.

EHC Plan phase

Weeks 17-20

Consultation on draft EHC plan begins

The Local Authority sends draft EHC plan to parents or young person for a 15 day consultation.

Parents and young person has the opportunity to request a specific educational setting be named in the final plan

Personal budget statement offered.

Final EHC plan issued

The Local Authority finalises EHC plan and sends a copy to parents or young person and professionals involved in the EHC needs assessment.

The EHC plan must be reviewed within 12 months.

Parent/s or young person informed of right to appeal if not in agreement with SEN part of EHC plan.

SEN Support continues

Additional and different provision provided at SEN Support



Your Child, Young Person's Plan should have

- The EHCP **outcomes should be reviewed**, and new ones suggested and recorded **if appropriate**
- The Annual Review should **set outcomes for the forthcoming year**. These should be developed each year to work towards achieving the EHCP outcomes
- The **Individual Learning Plan (ILP) targets should be smaller steps** towards achieving the outcomes agreed at the Annual Review




Outcomes should be:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic
- **T**ime bound
- **E**valuated
- **R**eviewed



Who can help?

😊 Your 1st point of contact is the school/setting SENCO!

SEND Support Services	
	The Education and Children's Community Health Service work closely with schools and other educational settings.
	The Early Years Inclusion and SEND Team support children within their early years setting.
	The Special Education Needs and Disability and Inclusion Service work with children and young people with SEND to ensure they achieve their best in their education.



Thank you / Meur ras



SEND@cornwall.gov.uk

EYIS@cornwall.gov.uk