

Welcome to 'Understanding SEND Support' at Cranmere Primary School

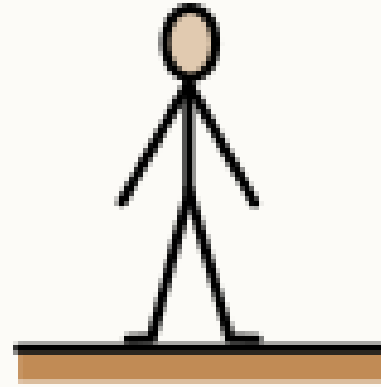


Rachel Loader
Donna Hardcastle

Our session



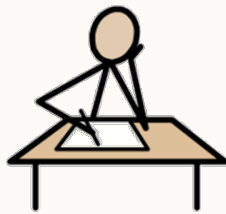
Slides will
be shared



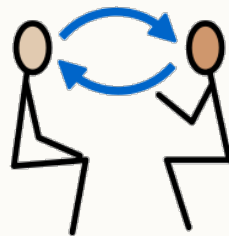
Be
comfortable



Ask
questions



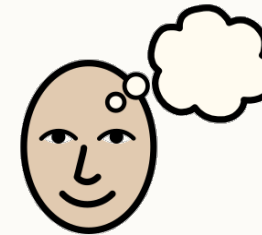
Action Needed



Discussion



Listening



Thinking

Our aims for this session



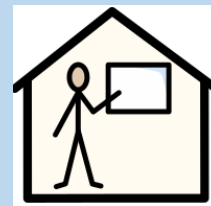
To help families understand what is meant by Special Educational Needs (SEN) and additional needs.



To explain how schools identify and support children with additional needs through the Graduated Response.



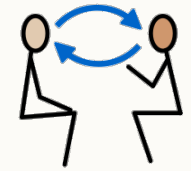
To increase families' awareness of the school's own approach to SEN



To outline the statutory process for Education, Health and Care Needs Assessments (EHCNAs) and Education, Health and Care Plans (EHCPs).



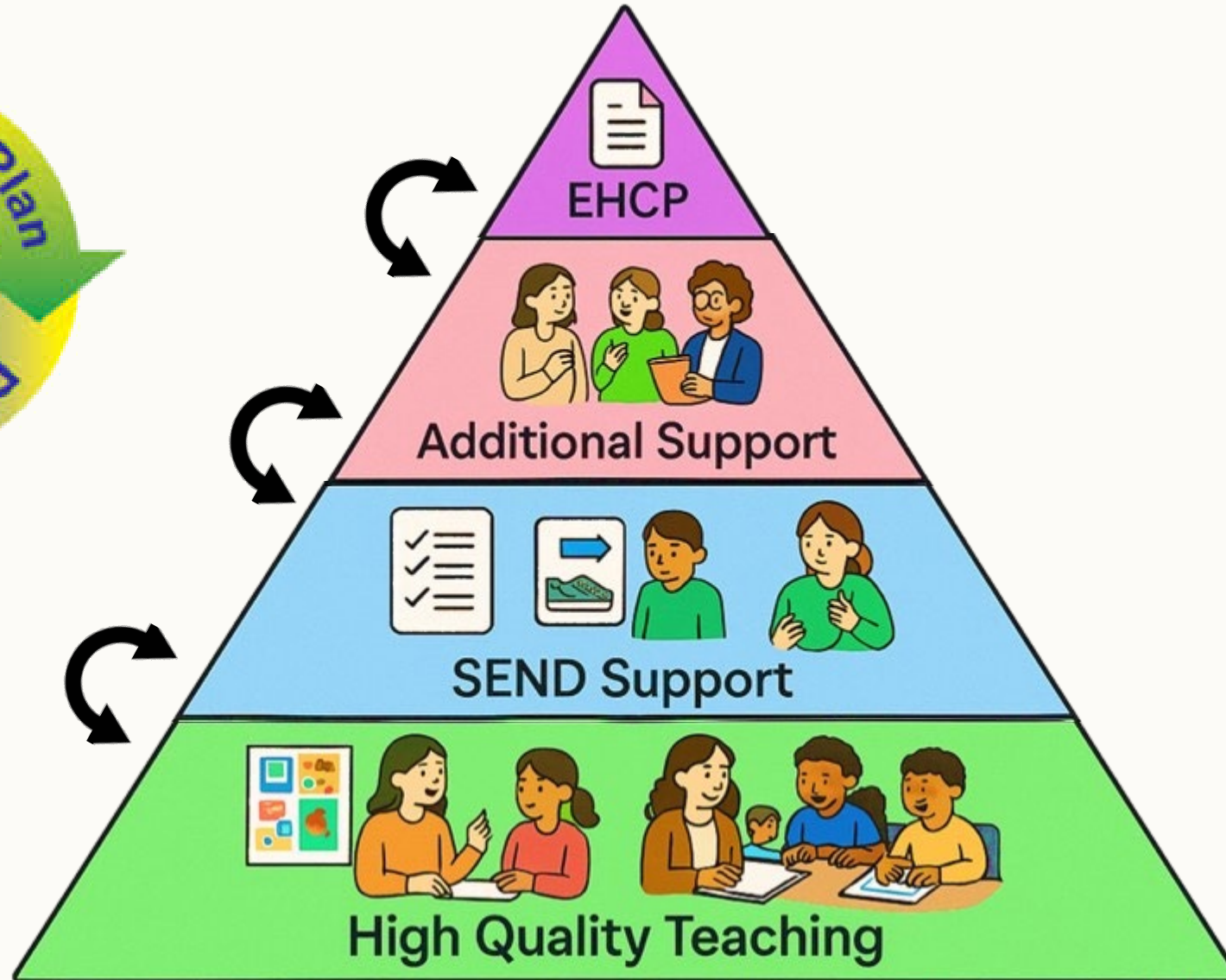
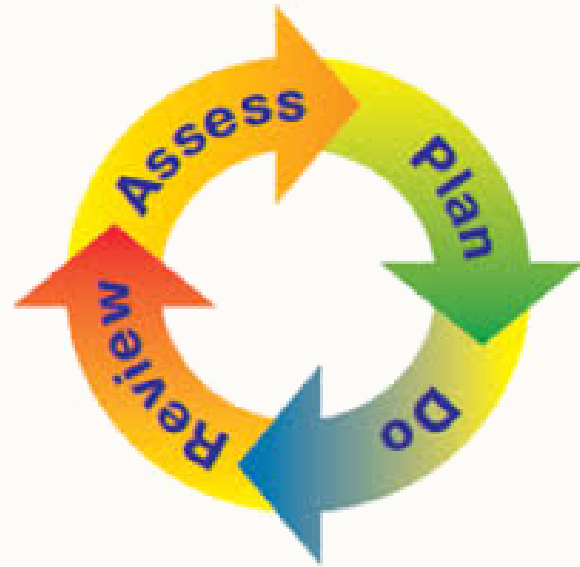
What does Special Educational Needs (SEN) mean?



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

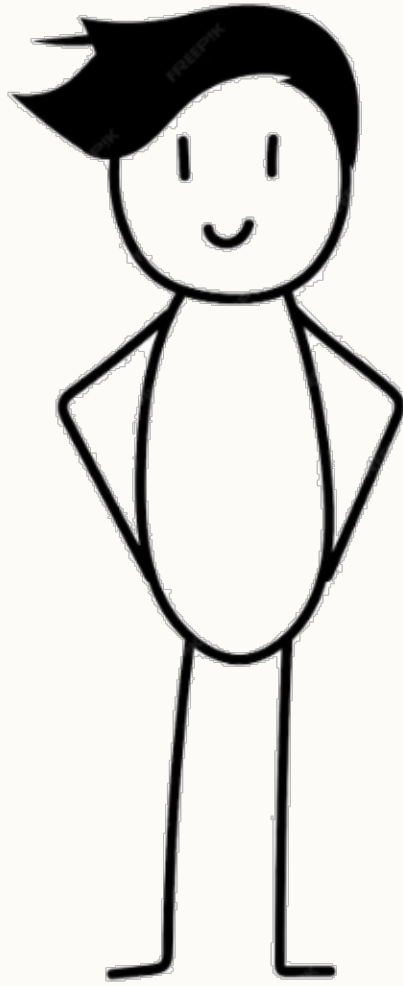
Children and Family Act 2004- Section 20
SEND Code of Practice 2014

Graduated Response to Special Educational Needs



Ordinarily Available Provision

Graduated Response in Action



Sam

- Recently started at the school
- Settling into the class

Monday 1st July 2025

L.O: To use adjectives to describe a setting



hard, crunchy leaves

enormous trees

sharp, pointy bracken

misty sky

creaking
branches

spotlights of
bright sunlight

emerald leaves

spooky atmosphere

inky black trunks



Monday 1st July 2025

L.O: To use adjectives to describe a setting

It was a chilly fresh morning. The misty air filled my lungs as I walked on the crunchy leaves through the dark forest. Inky black tree trunks stretched above me to the sky. It felt spooky.



Monday 1st July 2025

L.O: To use **adjectives** to describe a setting

It was a **chilly** **fresh** morning. The **misty** air filled my lungs as I walked on the **crunchy** leaves through the **dark** forest. **Inky** **black** tree trunks stretched above me to the sky. It felt **spooky**.



Communication and Interaction

Strengths:

Sam is friendly and polite

Needs:

Sam finds it difficult to understand a lot of language or instructions given at once

Sam finds it hard to speak in full sentences

Social, Emotional and Mental Health

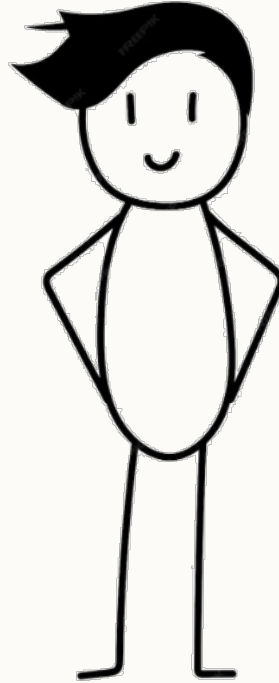
Strengths:

Sam has lots of good friendships

Needs:

Sam can struggle to say how they feel

Sam can struggle to regulate their emotions



Sam

Cognition and Learning

Strengths:

Sam is a strong reader

Sam loves stories

Needs:

Sam finds it hard to compose and record their work

Sensory and Physical

Strengths:

Sam is a great swimmer

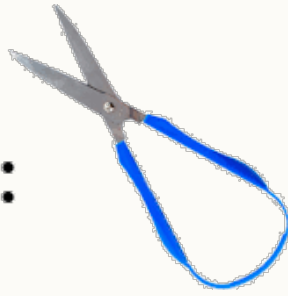
Needs:

Sam finds handwriting difficult and tiring

Sam finds it hard to sit still in class

Sam struggles to copy from the board

You will need:



- Stick in your date and L.O
- Choose adjective for your sentences
- Stick or write it in
- Read it and check it makes sense

- Circle how you feel now and put your hand up.

Blue	Green	Yellow	Red
			
Sad Tuck Tired Bored Moving slowly	Happy Calm Good to go Focused Ready to learn	Frustrated Worried Silly Anxious I need some help	Mad Angry telling / hitting Out of control I need time and space

Monday 1st July 2025

L.O: To use adjectives to describe a setting



The _____ air filled my lungs as I walked on the

_____ leaves through the _____ forest.

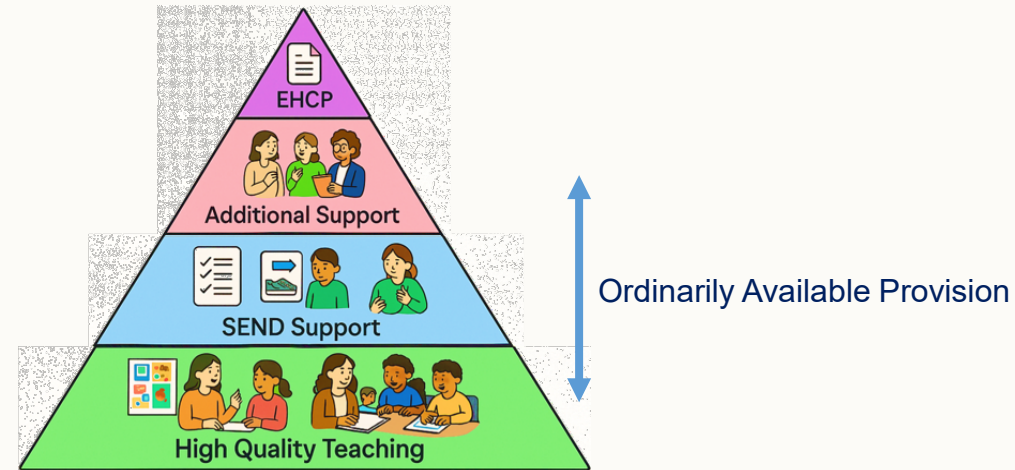
_____ tree trunks stretched above me to the sky.

cold warm misty

crunchy orange dead crisp

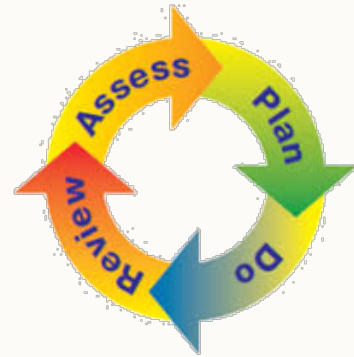
spooky dark cloudy bright

Linking it all together...



High Quality Teaching

- Planned sequence of lessons
- Multi-sensory learning
- Modelling
- Visuals
- Group & paired discussion



Ordinarily Available Provision

- Task board
- Scaffolds – writing frame, key vocabulary
- Adapted equipment
- Emotions Chart
- Movement opportunities



Inclusion at Cranmere Primary School



Kindness



Respect



Curiosity



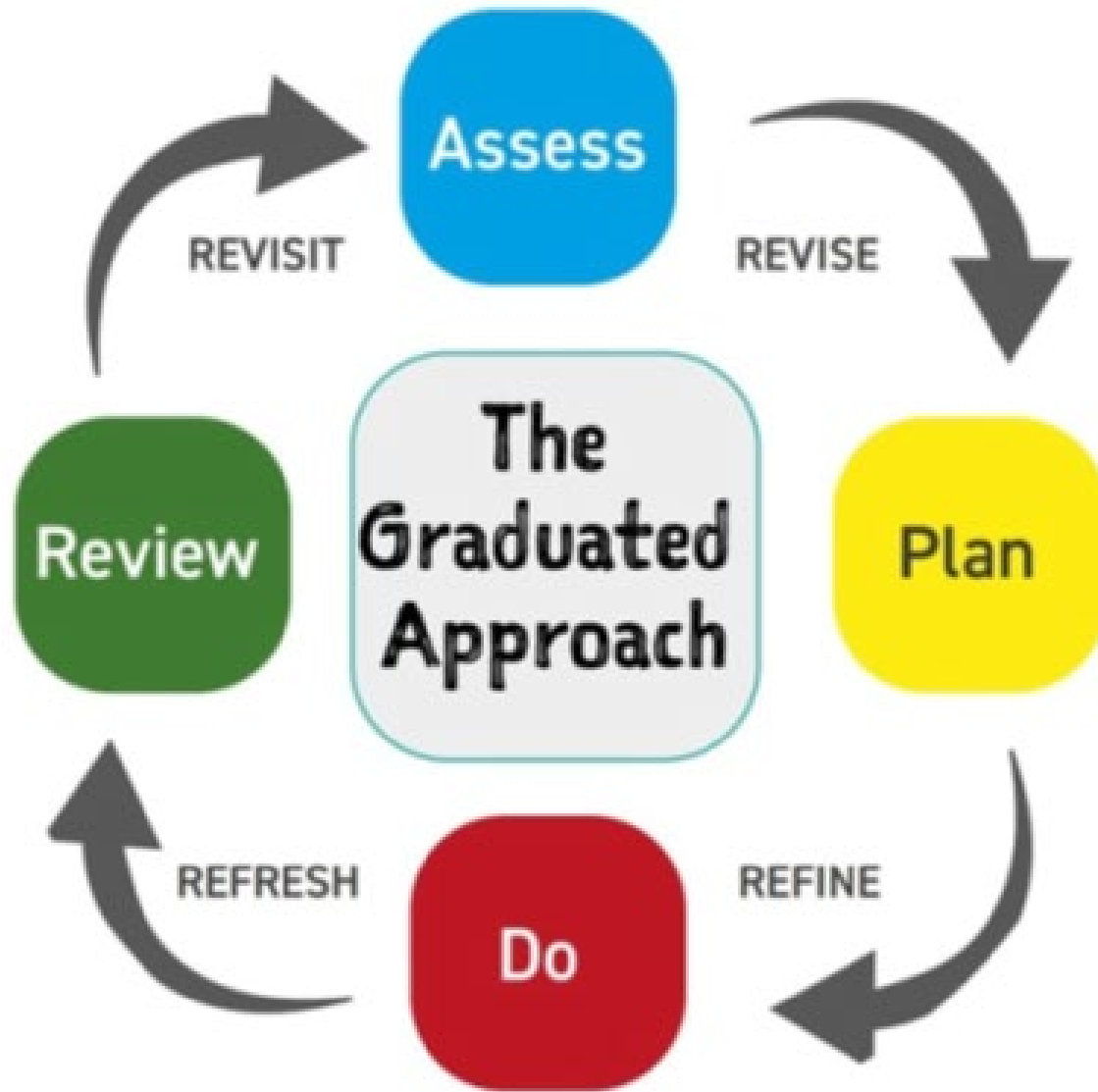
Resilience



Self-belief



Responsibility



Who should I speak to if I have concerns about my child's progress?



Class Teacher



Inclusion Lead - Miss Hamilton



Senior Leadership

info@cranmere.surrey.sch.uk

Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- *E.G. Dyslexia, Discalculia,*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

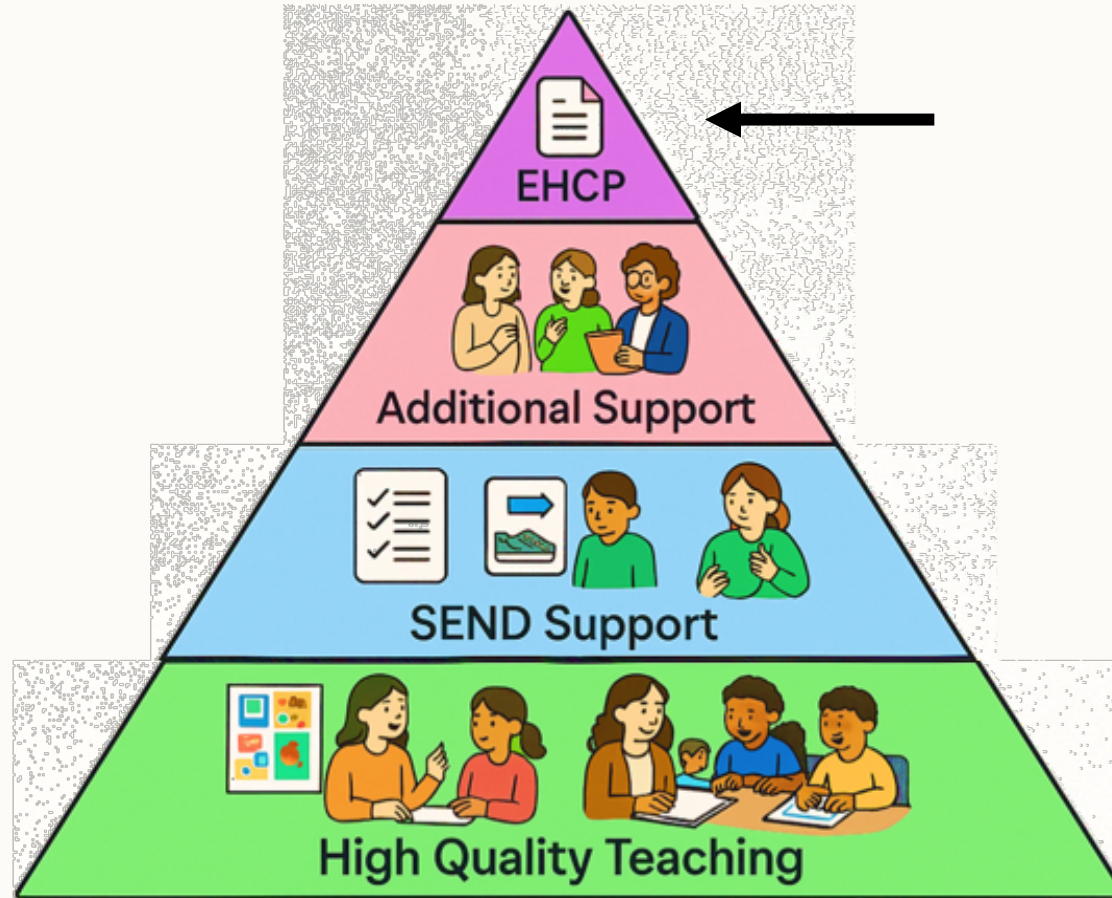
Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

What types of support will be available for my child?

What?	Wave 1 Quality first teaching	Wave 2 Intervention – must be SMART, have an impact that is measureable	Wave 3 EHCP - Specific targets relating to their specific difficulties relating to targets on EHCP.
For whom?	All children every day - to enable expected progress	All children - Above and beyond what we do normally - to close gaps	Children for whom barriers to learning are identified. Above and beyond normal teaching – delivered by 1:1 or small group.
How?	Class teacher	This will have been identified by Class Teachers and Assistant Headteacher for Inclusion	Particular needs identified and planned for
Delivered by?	Delivered by all teaching team	Delivered by teaching team	Delivered by SEN support TAs
Examples	Direct teacher work Raised expectations for all Differentiation Early work Catch up Achieving targets set Planning lessons Precision teaching for reading, spelling and maths Bug club phonics catch up Deployment of support staff Pre-teaching (vocab, skills) Response to marking Groupings (ability, need, mixed, etc) Triangulation of support (communicating with home by phone as soon as needs identified) Timetabled handwriting lesson weekly. Colourful Semantics Maths initiatives Times tables 5 mins daily Mastering Number Programme Mental Maths Strategies	Fine motor skills development Social skills/stories development Time out/Brain Breaks/ Sensory Circuits Lego therapy/turn taking initiatives Specific targeted phonics Spelling Shed Number formation Comic Strips Nurture group Boxall profile Breakfast Club Speech and Language ELSA – (Emotional Literacy Support Assistant) Referral to external support agencies Handwriting (letter formation family) – Write From the Start Lexia Language for Thinking Language for behaviour and emotions Zones of regulation Literacy for All PERMA plans – (Positive Emotion, Engagement, Relationships, Meaning and Accomplishment) Time to talk Incredible 5 point scale	SALT provision – (Speech and Language Therapy) Physio exercise programme OT provision - Occupational health Access to the sensory room Small group or dedicated 1:1 activities Social skills development

Education Health and Care Plans



Education Health and Care Plans (EHCP)

For children and young people aged 0 - 25 with complex SEND needs who require support that goes beyond Ordinarily Available Provision

An Education Health and Care Plan...



Combines Education, Health and Social Care needs



Outlines the support needed to achieve outcomes



Provides clarity for families and professionals



Reflects views, aspirations and interests of young person



Is a collaborative process

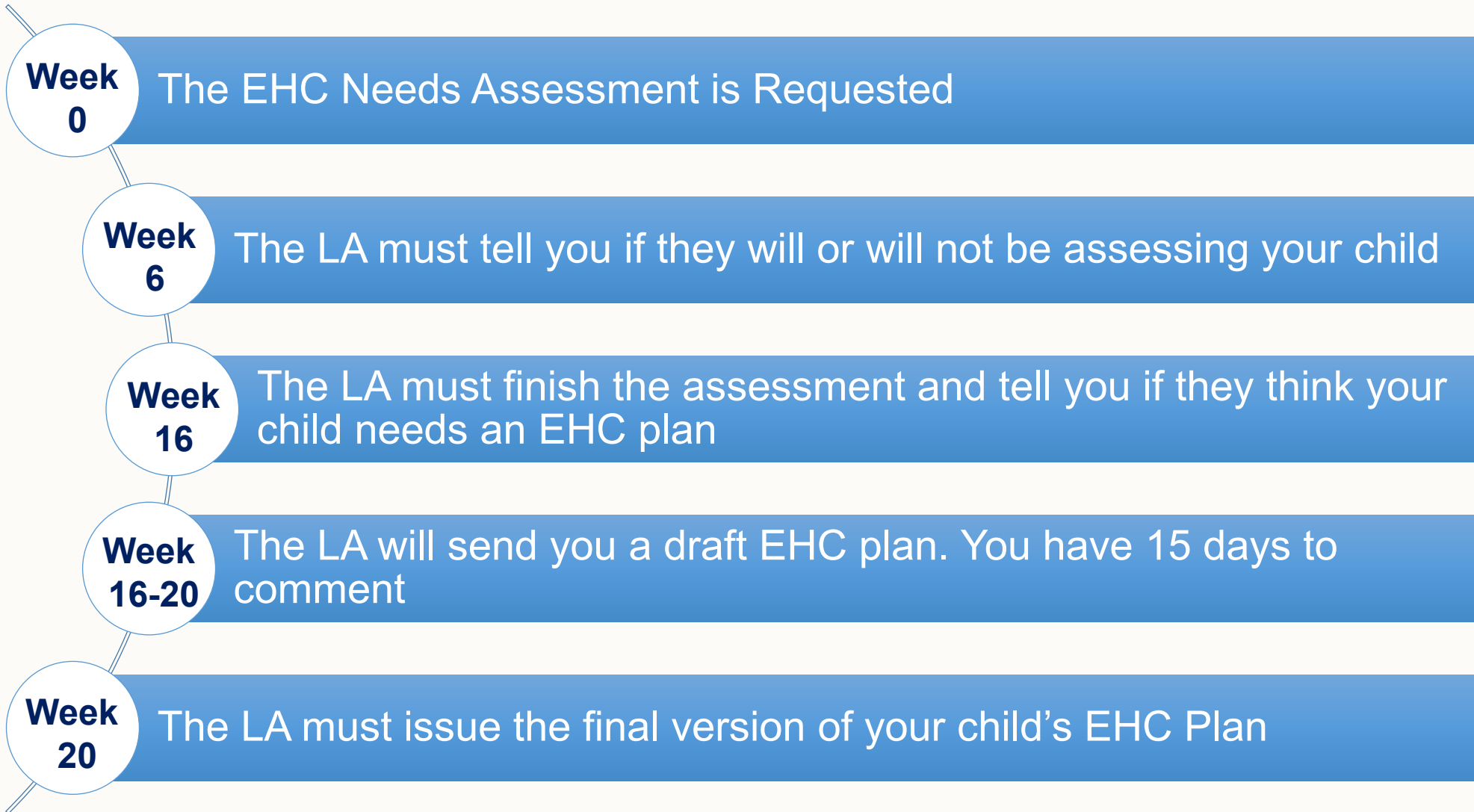


Is reviewed annually by professionals, young person and their family



Did you know...
Most children with an EHCP attend mainstream school

The National Statutory Process: 20 weeks



Request to Assess



Frequency decisions are made:
Weekly



Decision maker:
EHCNA Team Lead

People who provide a view to support the decision maker:



**Family and
young person**
(via their
EHCNA Officer)



**Educational
Psychologist**



**Schools
and settings**



**Health
services**



**Social care
services**



**Speech and
Language
Therapist**



Other teams
(for example,
Early Years)

Written evidence provided by:



Family
(via their EHCNA Officer)



**Schools
and settings**

If we say Yes...

We will write to you and invite you
to a meeting to explain the next steps.



Following a decision:



If we say No...

We will call you to explain and
write to you after our conversation.

Request to issue an EHCP



Frequency decisions are made:
Weekly



Decision maker:
Head of Special Educational Needs and Disabilities (SEND)

People who provide a view to support the decision maker:



Family and young person
(via their EHCNA Officer)



Educational Psychologist



Schools and settings



Health services



Social care services



Other teams
(for example,
Physical and Sensory
Support Service)

Written evidence provided by:



Family
(via their EHCNA Officer)



Educational Psychologist



Schools and settings



Health services



Social care services

As needed:



Other therapy/ services

If we say Yes...

We will write to you and invite you to a meeting to explain the next steps.

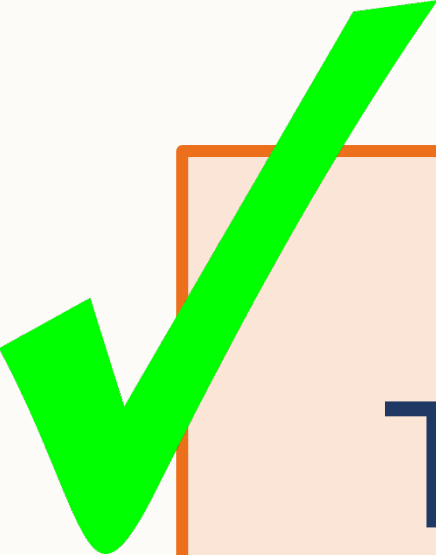
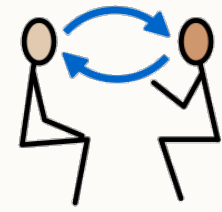


Following a decision:

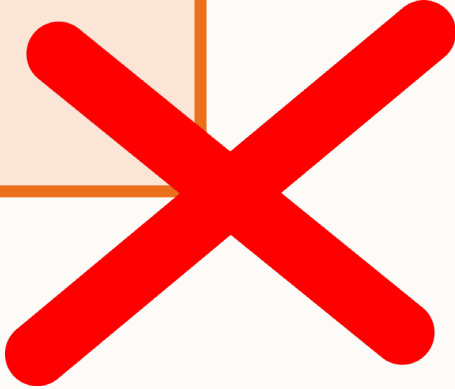


If we say No...

We will call you to explain and write to you after our conversation.



True or False?

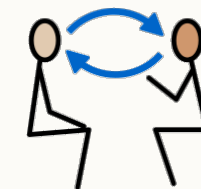


Some Useful Links...



- [Surrey Local Offer](#)
- [Ordinarily Available Provision Parent/Carer Guide](#)
- [SEND Advice Surrey](#)
- [SEN guide for parents and carers](#)
- [Neurodiversity advice for Parents/Carers](#)





Feedback

Please let us know what you thought of today



Understanding SEND Support at your School

