

# Welcome to The Hermitage Schools SEND Coffee Morning



# Session Aims

- Understand what is meant by Special Educational Needs (Additional Needs)
- Explain how schools support children with Additional Needs by using the Graduated Response
- Be aware of your school's offer for Additional Needs
- Outline the national statutory process for deciding if a child requires an Education, Health and Care Plan
- To answer any questions you may have regarding additional needs



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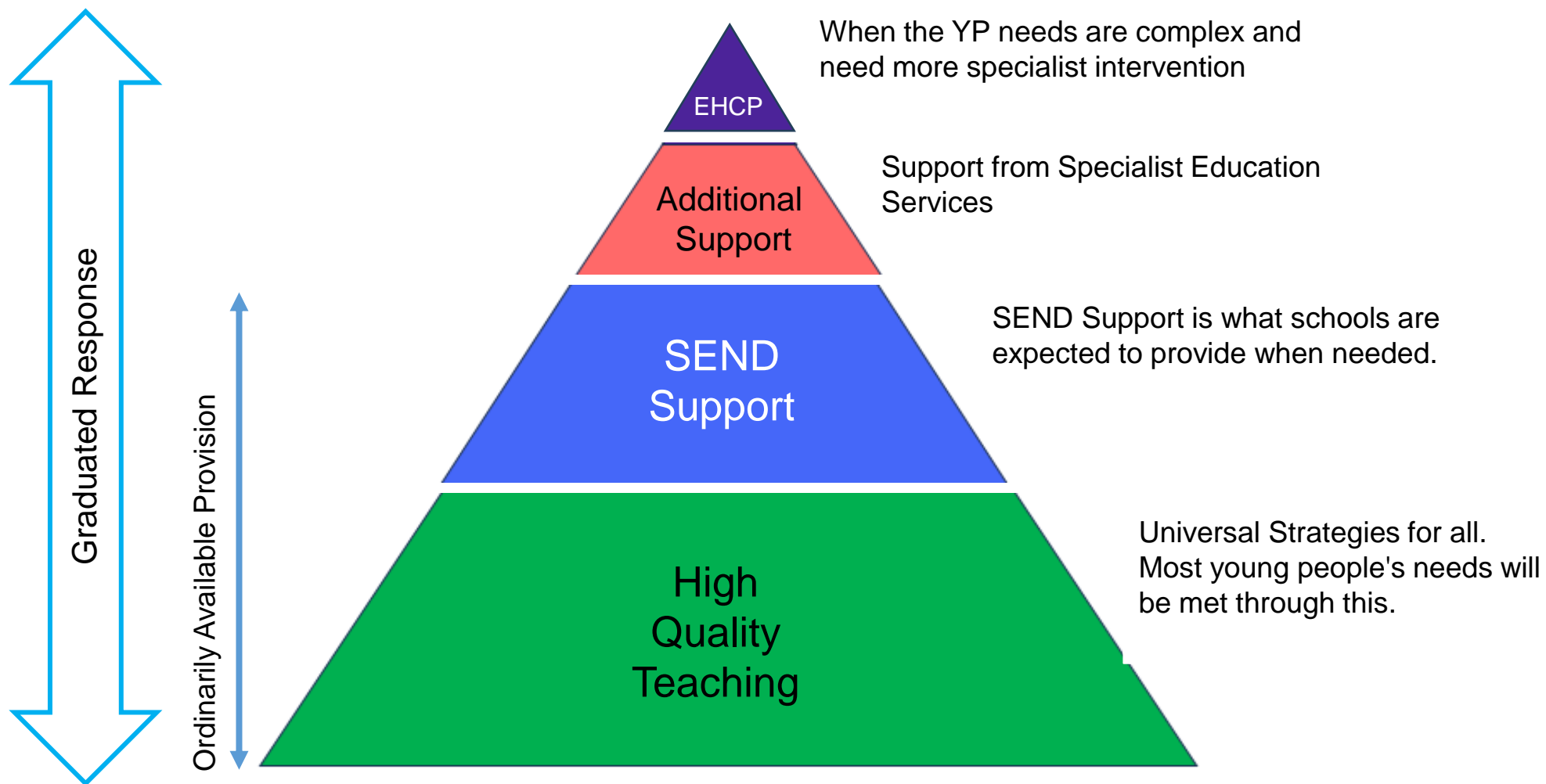
# What does Special Educational Needs (SEND) mean?

“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 SEND





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Schools



## Inclusion Team

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Mrs Quirk - SENCo and Inclusion Lead

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Mrs Sayed - SENCo

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Mrs Jones – Home School Link Worker

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ELSAs – Mrs Blackwell (Infant School)  
Mrs Bulcott (Junior School)

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Miss Foster – Centre manager & SENCo



What do we do to  
support children with  
SEND?

# What do we do to support children with SEND?

## Here are some examples:

Zones of regulation

Sensory circuits

Use of IT

Time out/Calm spaces/quiet zone

Visual cards for non verbal interaction

Limited language – visuals

Visual timetables – class and ind

Movement breaks

Now and Next

- ELSA
- Boxall Profile
- Chair resistance bands
- Task board
- Learning organiser/task planner
- Coloured overlays
- Fidget tools
- Pencil grips and easy grip pens
- Ear defenders
- We aim to ensure children feel a sense of belonging to their school community. They may need their own space. That may be their table, carpet space or calm space.



# Targeted Interventions/strategies

- ISP – individual Support Plan: individual targets
- ELSA
- Drawing and Talking
- Phonic interventions
- Literacy for All
- Targeted maths catch up
- Fine motor control groups
- Sensory circuits
- Handwriting/letter formation
- Lego Therapy
- S&L therapy or interventions
- Forest School

**Interventions can take place in the classroom or in a quiet space.**

**They can be 1-1 or in a small group**

**They are led by teachers or TAs**

**Interventions can include use of targeted resources**

## External support and advice from:

- [Freemantles](#) (ASD outreach)
- STIPS (Specialist teachers for inclusive practice)
- Educational Psychology advice line
- OT (occupational therapy)
- Physical and sensory support
- Primary Mental Health team
- Physio
- [Mindworks](#)



# SEN Support

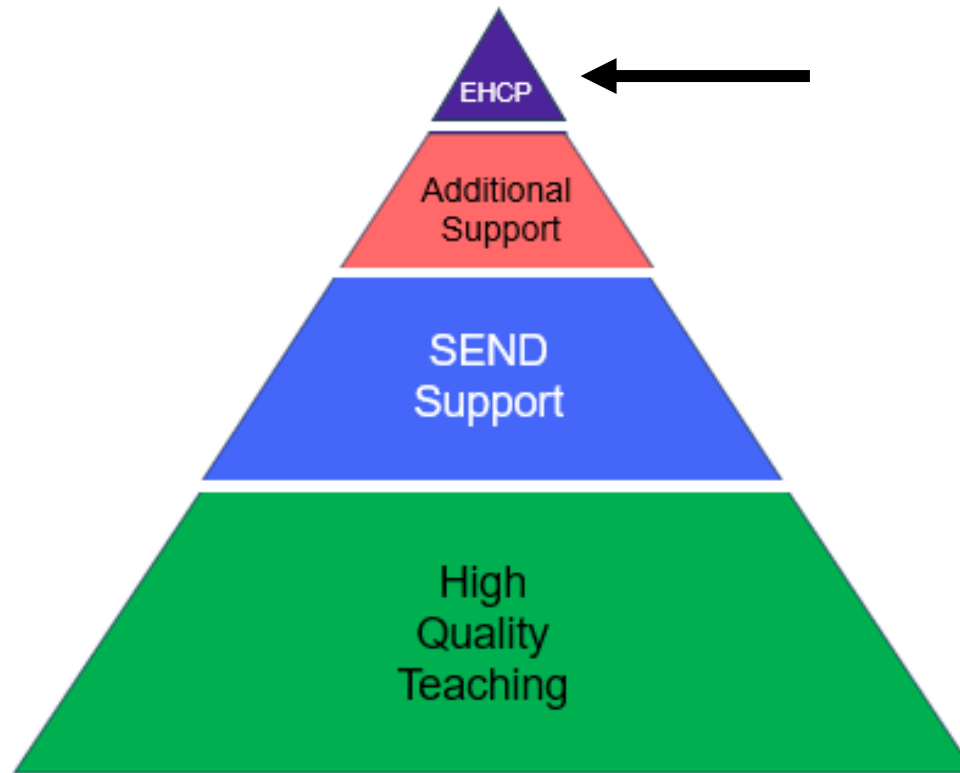
When children we feel children will benefit from a higher level of support at SEN Support, we consult with teachers, TA's and parents to help us develop a profile and SMART targets as they know the child best

We complete cycles of assess, plan, do and review, including evidence of the strategies and provision implemented

If the child does not begin to make accelerated progress we may refer for additional advice and strategies are implemented.

When we have put strategies and recommendations in place for several cycles, if the child is still not making progress and the barriers to learning remain then we would consider applying for an EHCP

# How does the EHCP process work?



# The National Statutory Process



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The EHC Needs  
Assessment is  
Requested

**By 6 Weeks**  
The LA must tell  
you if they will or  
will not be  
assessing your  
child.

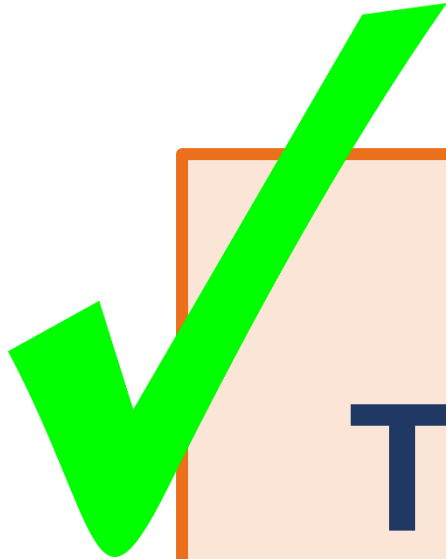
**By 16 Weeks**  
The LA must finish  
the assessment  
and tell you if they  
think your child  
needs and EHC  
plan.

**Between 16-20  
Weeks**  
The LA will send  
you a draft EHC  
plan. You have 15  
days to comment  
and request a  
specific school.

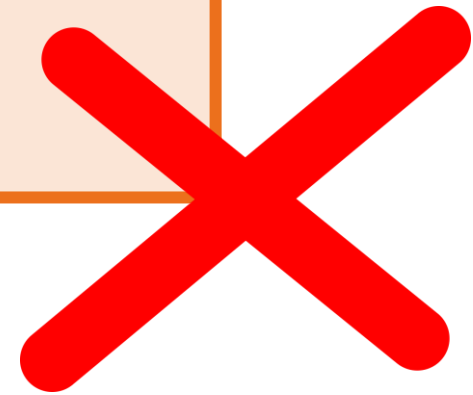
**By 20 Weeks**  
The LA must  
complete the final  
draft of your  
child's EHC Plan



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**True or False?**



# Some Useful Links...

- [Surrey Local Offer](#)
- [Provision by SEN that schools could offer](#)
- [SEND Advice Surrey](#)
- [SEN guide for parents and carers](#)
- [Top 10 tips for families](#)
- [Surrey Adult Learning](#)

# Questions?



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