



A Guide for Young People and Families to

The Graduated Response

to Special Educational Needs

Version 1 - June 2018

About this guide



In this document you will find information about how children and young people with Special Educational Needs (SEN) should be supported.



It explains how schools, early years settings and post-16 providers should make arrangements to support children and young people with SEN.

What will you find in this guide?

Important words

Page 1

What are Special Educational Needs (SEN)?

Page 2 and Page 3

What is a disability?

Page 4

I think this is SEN, what should I do?

Page 5

What is the Graduated Response?

Page 6 and Page 7

What is Quality First Teaching?

Page 8

What is SEN Support?

Page 9 and Page 10

What should educational settings do?

Page 11

What is the Assess, Plan, Do, Review Cycle?

Page 12

When do other professionals get involved?

Page 13

What if no progress is made at SEN Support?

Page 14

Who can request an Education, Health and Care (EHC)

Needs Assessment?

Page 15

What happens when an Education, Health and Care (EHC)

Needs Assessment is requested?

Page 16

Cornwall's EHC Needs Assessment 20 week process

Page 17

What should I do if special educational needs are not being met?

Page 18

What if I need more information?

Page 19

Important words

This is a list of important words in the guide that you might want to know more about.

Assessment - An assessment is a way of working out what kind of support someone needs.

Education, Health and Care (EHC) Needs Assessment - An education health and care needs assessment will identify the special educational needs and what extra support is needed.

Education, Health and Care (EHC) Plan - An education, health and care plan says what the special educational needs are and what support a child or young person who has special educational needs must have.

Special Educational Needs or SEN - A child or young person who has special educational needs may find it harder to learn than other people of their age, and require extra support to learn.

SEN Support - Arrangements for children and young people who have special educational needs, put in place by a school, college or early years setting.

SEND Code of Practice - sets out the law for supporting those with special educational needs or a disability.

SENCO - A Special Educational Needs Coordinator (SENCO) is a teacher who is in charge of making sure pupils who have special educational needs and disabilities get the support they need.

What are Special Educational Needs?

The term Special Educational Needs is sometimes shortened to SEN.



A child or young person has Special Educational Needs if they find it harder to learn than most children or young people of the same age.

Or



A child or young person has Special Educational Needs if they have a disability that stops them from making use of the same facilities as others of the same age.



The SEND Code of Practice 2015 gives a legal definition of Special Educational Needs. Visit www.gov.uk/government/publications/send-code-of-practice-0-to-25 to read the definition.

There is also a parent/ carers guide available at www.gov.uk/government/publications/send-guide-for-parents-and-carers

More about...What are Special Educational Needs?

4

There are four types of Special Educational Needs
Children and young people may have needs across some or all of these four areas and their needs may change over time.



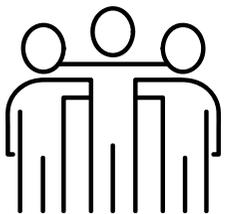
1. Communication and Interaction needs

Children and young people have difficulty saying what they want and understanding others.



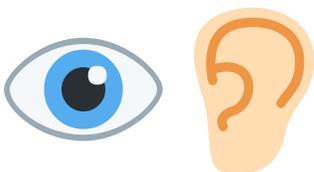
2. Cognition and Learning needs

Children and young people have difficulty learning or remembering basic skills. They may have difficulty with literacy or numeracy or learn at a slower pace than others.



3. Social, Emotional and Mental Health needs

Children and young people have difficulty making friends or relating to adults. They may be withdrawn, isolated or find controlling their behaviour difficult.



4. Sensory and Physical needs

Children and young people have sensory impairments such as hearing or sight, or have physical difficulties that impact on their learning.

What is a disability?



The Equality Act 2010 gives a definition of disability.

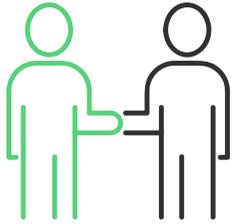


A child or young person has a disability if they have a physical or medical impairment that is substantial and has a long-term effect on their ability to carry out normal day-to-day activities.



Children and young people with a disability do not necessarily have Special Educational Needs.

I think this is SEN, what should I do?



The Special Educational Needs Coordinator (SENCO) is responsible for helping to ensure the school or setting meets the needs of the child or young person with SEN.



Early years settings, schools and colleges must publish on their website what is provided for children and young people with Special Educational Needs. This is called an SEN Information Report.



Talk to people in the school, college or early years setting, such as a teacher, tutor or Special Educational Needs Coordinator (SENCO).

They will be able to tell you more about what support is already in place, and discuss any concerns with you and what should happen next.



If you still have concerns and want to talk with an independent organisation you can contact Cornwall Special Educational Needs Disability Information, Advice and Support Service. This is also known as SENDiass.

Website: www.cornwallsendiass.org.uk Email: info@disabilitycornwall.org.uk

Phone: 01736 759500

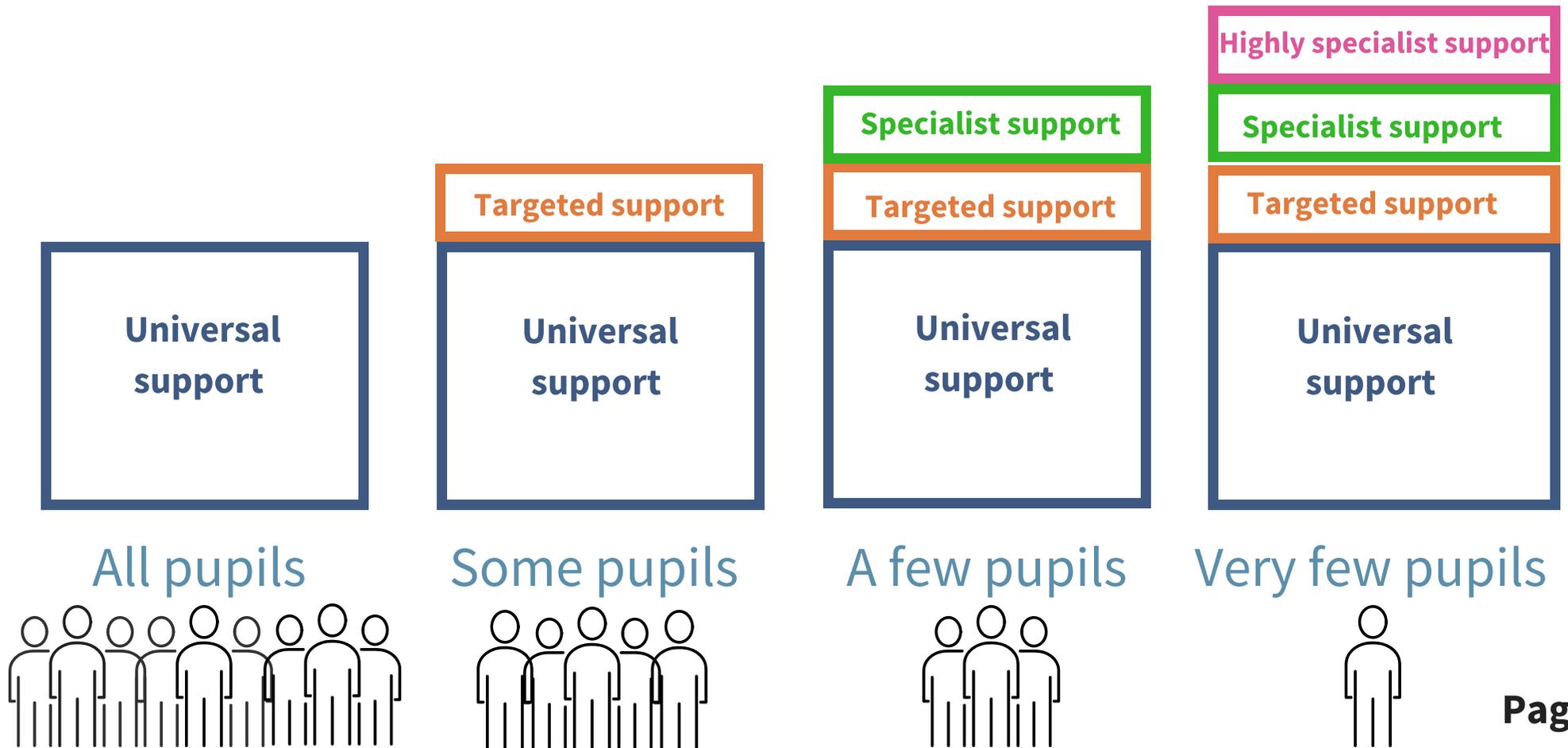


What is the Graduated Response?



The Children and Families Act 2014 and the SEND Code of Practice 2015 set out how all early years settings, schools and post-16 providers have to meet the needs of all children and young people with SEN.

The Graduated Response is the way early years settings, schools and post-16 providers support children and young people who have Special Educational Needs.



More about...What is the Graduated Response?



The Graduated Response starts with **Quality First Teaching** for all pupils. This is called **Universal support**.



Some pupils will need additional and different **Targeted support**. This is called **SEN Support**.



A few pupils may continue to need additional and different **Specialist support**. This is also **SEN Support**. Other professionals may be asked for their help and advice.



Very few pupils may have complex Special Educational Needs. These pupils need **Highly specialist support** and may need an Education, Health and Care (EHC) needs assessment to find out about their needs. This may result in them having an **EHC plan**. **SEN Support** still continues.

What is Quality First Teaching?

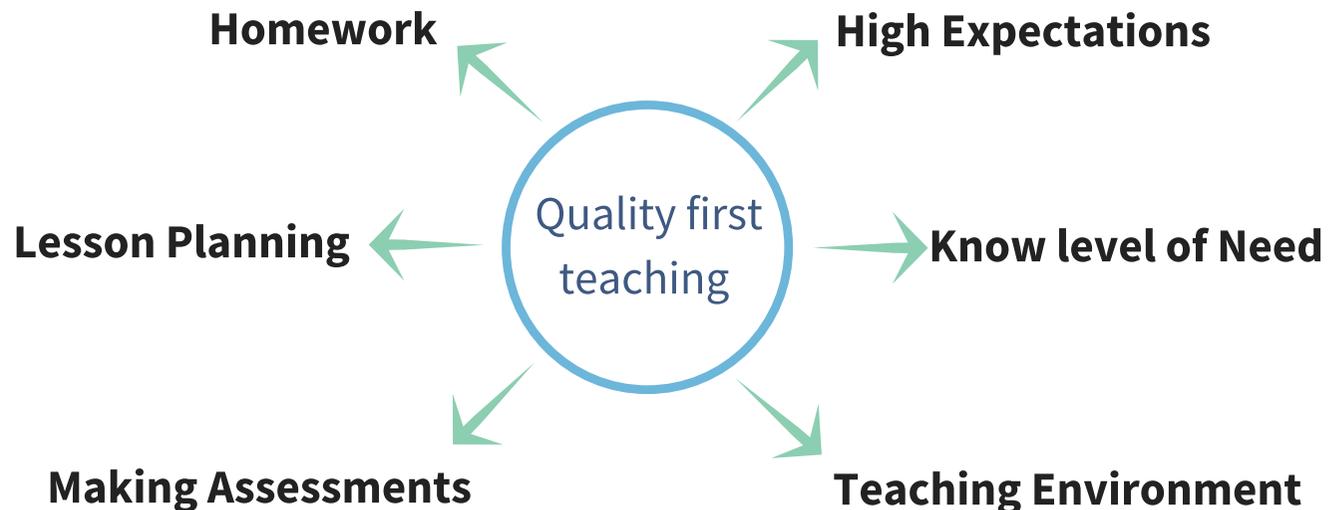
Universal support

All children and young people have the right to receive high quality, inclusive teaching.



Children and young people make progress at different rates and have different ways in which they learn best, quality first teaching takes this into account.

Quality first teaching will meet the individual needs of most children and young people.



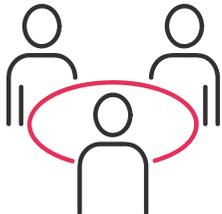
What is SEN Support?



When a child or young person is identified as having a Special Educational Need, the support they receive becomes more targeted.



'SEN support' is used to describe the **Targeted support** that is additional and different from the **Universal support** that is available to children and young people of the same age.



When an early years setting, school or post-16 provider thinks a child or young person might need SEN support they must work with the child or young person and their parents and carers.



Early years settings, schools and colleges must publish on their website what is provided for children and young people with Special Educational Needs.

This is called an SEN Information Report.



SEN Information reports for early years settings, schools and colleges can be found on their websites and other useful information can also be found on Cornwall's SEND Local Offer website.

More about...What is SEN Support?

SEN Support could include:

- additional materials and equipment
- individual interventions or programmes
- small group intervention work
- focused support from the class teacher, SENCO or support staff.
- helping the child or young person to join in class activities
- helping the child or young person to play or interact with other children or young people
- advice and support from external professionals such as specialist teachers

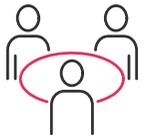
What should educational settings do?



- Take immediate action when a pupil is identified as having Special Educational Needs (SEN).



- Inform the pupil's family as soon as the pupil's SEN is identified.



- Work in partnership with the pupil, their parents and 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 SEN 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 SEN support.

What is the Assess, Plan, Do, Review Cycle?



Staff in early years settings, schools and post-16 providers must use a graduated approach based on a four step cycle.

This is called the Assess, Plan, Do, Review cycle.

Assess - analyse the child or young person's special educational needs.

Plan - identify the additional and different support needed.

Do - put the support in place.

Review - regularly check how well it is working so that they can change the amount or kind of support if needed.



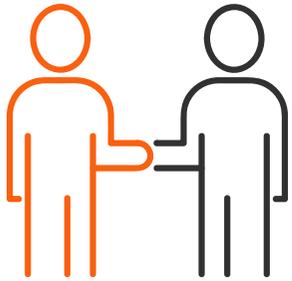
Some children and young people will make progress and no longer require SEN Support.

If the child or young person still has special educational needs then the cycle starts again.



Some children and young people with more long-term, complex needs will need several assess, plan, do, review cycles to make good progress.

When do other professionals get involved?



If the child or young person continues to make less progress than expected despite receiving additional support matched to their needs, then other professionals may be asked for their help and advice.

Other professionals could include a specialist teacher, an educational psychologist or a speech and language therapist.



The early years setting, school or post-16 provider will talk to the child or young person and their parents and carers before seeking other professional advice.



When an external professional gets involved Assess, Plan, Do, Review cycles continue.

The child or young person's SEN support should be adapted to take into account the other professional's advice.

What if no progress is made an SEN Support?



The special educational needs of most children and young people can, and should be, met through the targeted support provided by the educational setting at SEN Support.



A very small number of children and young people may not make progress despite the interventions put in place at SEN Support.



An Education, Health and Care (EHC) Needs Assessment may be needed.

An Education, Health and Care (EHC) Needs Assessment finds out about a child or young person's special educational needs and the support they need in order to learn, progress and achieve.

The EHC Needs Assessment will find out if an Education, Health and Care (EHC) plan is needed.



At every stage, the views and wishes of the child or young person and their parent and carer will be listened to.



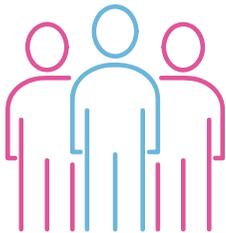
The Children and Families Act 2014 states that local authorities are responsible for carrying out an Education, Health and Care (EHC) Needs Assessment.

Who can request an Education, Health and Care (EHC) Needs Assessment?

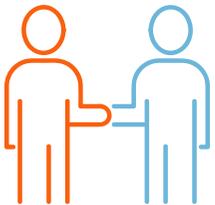
Requests for an EHC needs assessment can be made by:



- The educational setting, such as early years settings, schools or post-16 providers by completing the request form.



- The parent(s), by writing to the local authority. This can be done by email.
- The young person, over the age of 16 but under the age of 25, by writing to the local authority. This can be done by email.



- Anyone else who knows the child or young person well and believes an EHC needs assessment might be needed, such as a health professional or social worker, by writing to the local authority. This can be done by email.

Requests for an EHC needs assessment by email should use the contact details below.



Email: statutorysen@cornwall.gov.uk

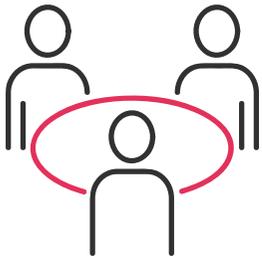
What happens when an Education, Health and Care (EHC) Needs Assessment is requested?



When a request for an EHC needs assessment has been submitted, a 20 week process starts.

This 20 week process includes three phases:

- **The Request phase**
- **The Assessment phase**
- **The EHC plan phase**



The Statutory Special Educational Needs (SEN) Panel considers information and evidence gathered about the child or young person's special educational needs and makes decisions about the request.

Information about the 20 week process and the decisions made by the Statutory SEN Panel can be found in the diagram on **Page 17**.



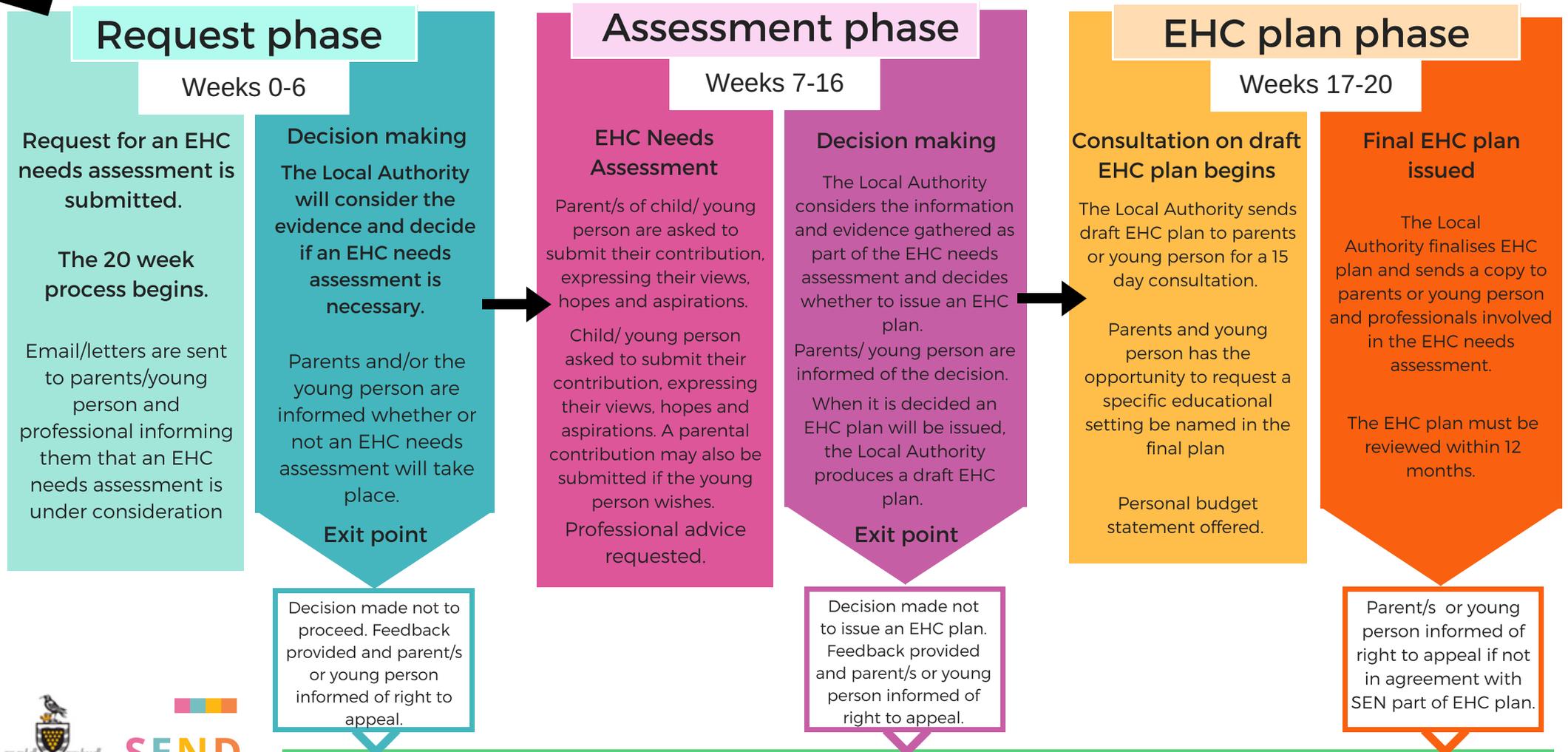
Visit the SEN File on Cornwall Council's website at www.cornwall.gov.uk/SENfile for more information about the Statutory SEN Panel.

SEN Support

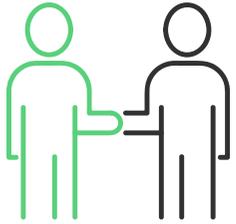
The majority of children and young people who have special educational needs, will have their needs met through the additional and different provision provided at SEN Support in their early years setting, school or college.

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



What should I do if special educational needs are not being met?



The Special Educational Needs Coordinator (SENCO) is responsible for helping to ensure the school or setting meets the needs of the child or young person with SEN.



Early years settings, schools and colleges must publish on their website what is provided for children and young people with Special Educational Needs. This is called an SEN Information Report.



Talk to people in the school, college or early years setting, such as a teacher, tutor or Special Educational Needs Coordinator (SENCO).

They will be able to tell you more about what support is already in place, and discuss any concerns with you and what should happen next.



If you still have concerns and want to talk with an independent organisation you can contact Cornwall Special Educational Needs Disability Information, Advice and Support Service. This is also known as SENDiass.

Website: www.cornwallsendiass.org.uk Email: info@disabilitycornwall.org.uk

Phone: 01736 759500



What if I need more information?

If you would like more information you can:

Visit Cornwall Council's SEN File web pages for information about:



- The Graduated Response in mainstream schools or Early Years settings
- Meeting needs at SEN Support in Early years settings, schools or Post-16 provision
- Education, Health and Care Needs Assessments and plans



www.cornwall.gov.uk/SENfile

Contact Cornwall Council by:



Email - send@cornwall.gov.uk

Phone - 01872 324242