

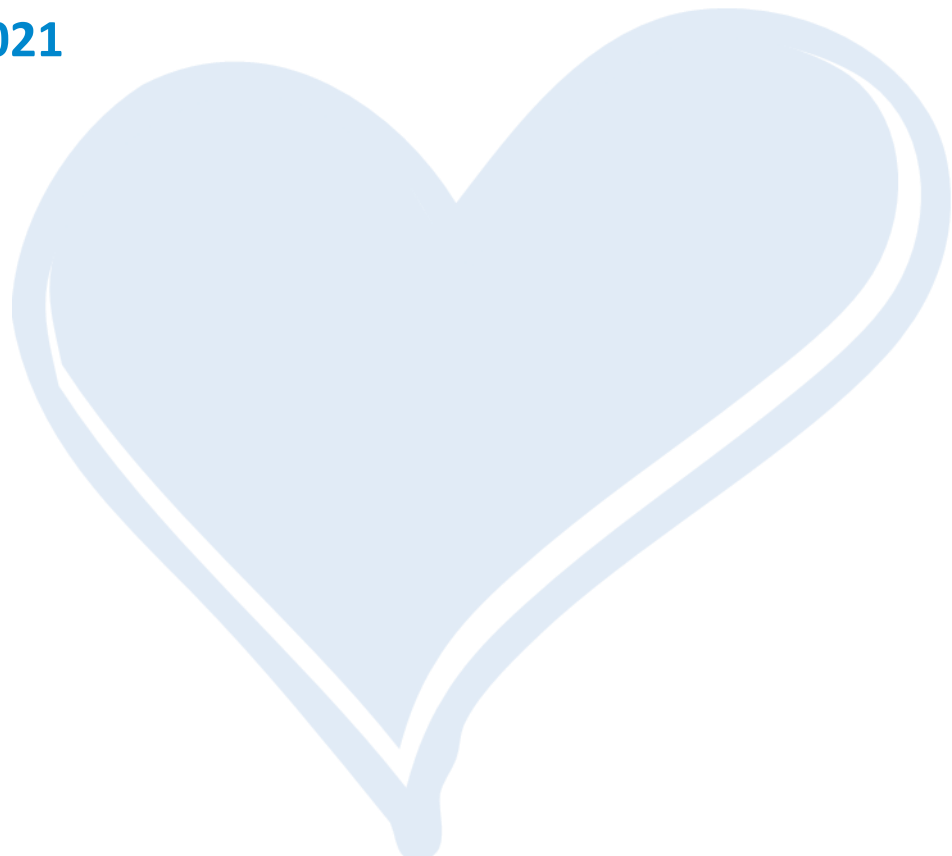


**CORNWALL
COUNCIL**
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Together 
for Families

A Guide to the Graduated Response to Special Educational Needs for Young People and their Families

Version 2 – July 2021



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?

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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 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 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

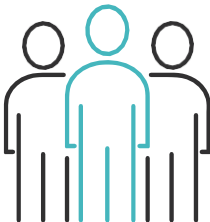
There are four types of Special Educational Needs. Children and young people may have needs across some of all of the four areas and their needs may change over time.



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 numeracy or literacy 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 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.

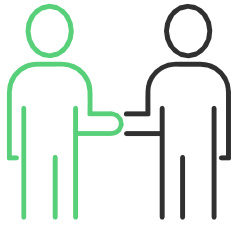


A child or young person has a disability if they have a physical or medical impairment that is substantial and has a long-term effect on their ability to carry out normal day-to-day activities.



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, discuss any concerns and agree with you about 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

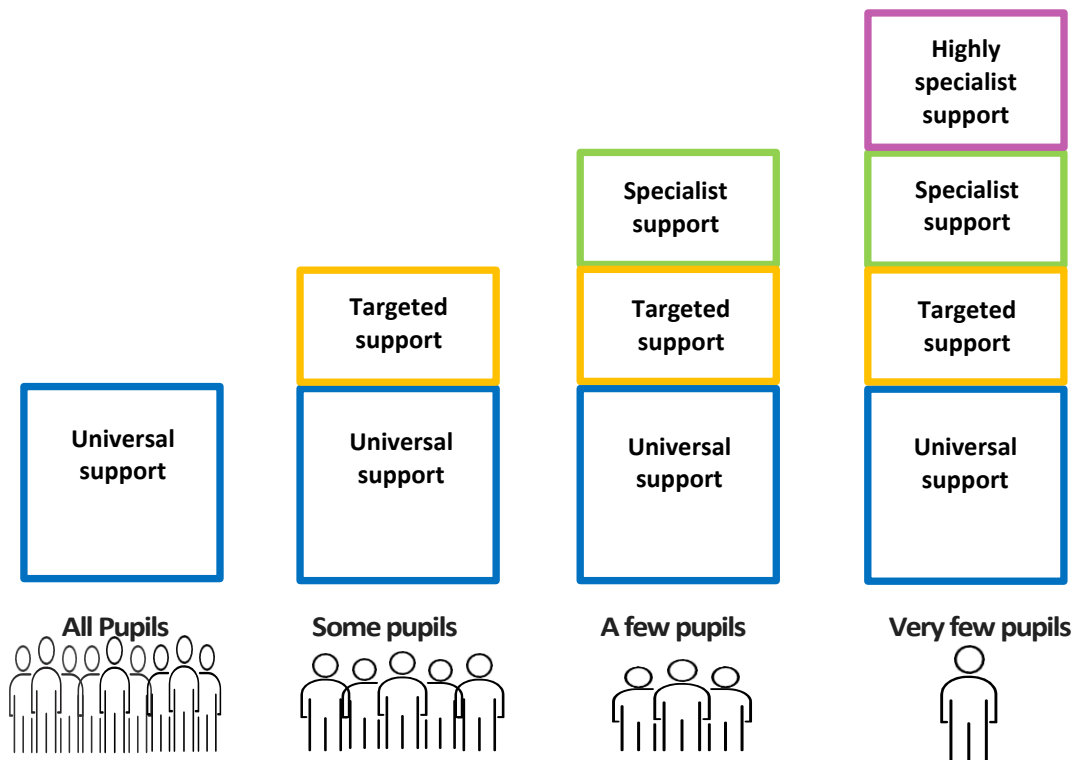
Phone: 01736 751921

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?

Universal support

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

Targeted support

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

Universal support

Specialist support

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

Targeted support

Universal support

Highly specialist support

A very few pupils have complex Special Educational Needs. These pupils need **highly specialised 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.

Specialist support

Targeted support

Universal support

What is quality first teaching?

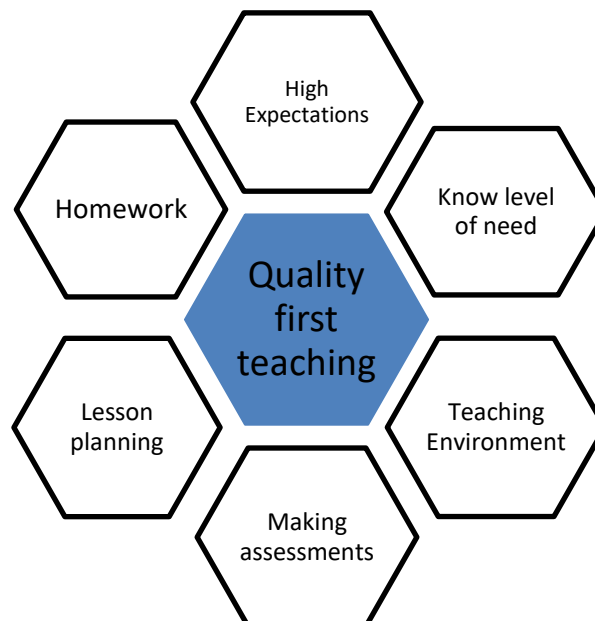


All children and young people have the right to receive high quality, inclusive teaching.



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?

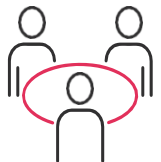


When a child or young person is identified as having a Special Educational Need, the support they receive becomes more targeted.

Targeted support

Universal support

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 SEN Information.



Other useful information can also be found on Cornwall's SEND Local Offer website. The Local Offer shows the services, support and advice for children, young people and their families. Cornwall SEND Local Offer - Cornwall Council.

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 persons’ 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 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 continues to have 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 account of professional's advice.

What if no progress is made on SEN Support?

Targeted support

Universal 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:

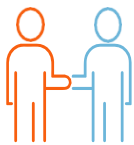


The educational setting, such as early years settings, schools or post-16 providers by completing the request form.



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.



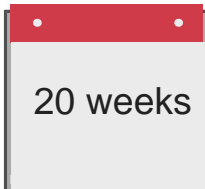
Anyone else who knows the child or young person well and believes an EHC needs assessment might be needed, such as a health professional or social worker, by writing to the local authority. This can be done by email.



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

Email: statutorysen@cornwall.gov.uk

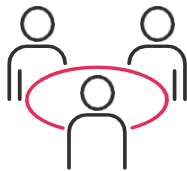
What happens when an Education, Health and Care (EHC) Needs Assessment is requested?



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

This 20 week process includes these 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 20 and 21.



Visit the SEN page on Cornwall Council's website at [Special Educational Needs - Cornwall Council](#) 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

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

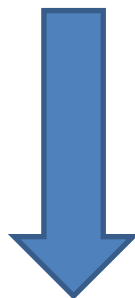
The Local Authority will consider the evidence and decide if an EHC needs assessment is necessary.

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

Exit Point

If the decision is made not to proceed then feedback will be provided and parent/s or young person informed of right to appeal

SEN Support continues



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.

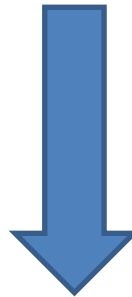
Parents/young person are informed of the decision.

When it is decided an EHC plan will be issued the local authority will produce a draft EHC plan

Exit Point

If the decision is made not to issue an EHC plan then feedback will be provided and parent/s or young person will be informed of their right to appeal.

SEN Support continues



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.

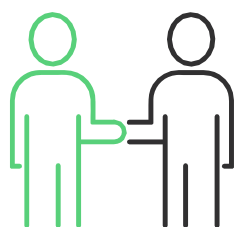
Final EHC plan issued

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.

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.

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

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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

Phone: 01736 751921

What if I need more information?

If you would like more information you can:

Visit the SEN pages on the Cornwall Council website for more information about:



- The Graduated Response in early years settings, mainstream schools or post 16
- Meeting needs at SEN Support in early years settings, schools or post 16 provision.
- Education, Health and Care Needs Assessment and plans.



[Special Educational Needs - Cornwall Council](#)

Contact Cornwall Council by:



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Together for Families

18 November 2021

Parent Carer Cornwall



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