

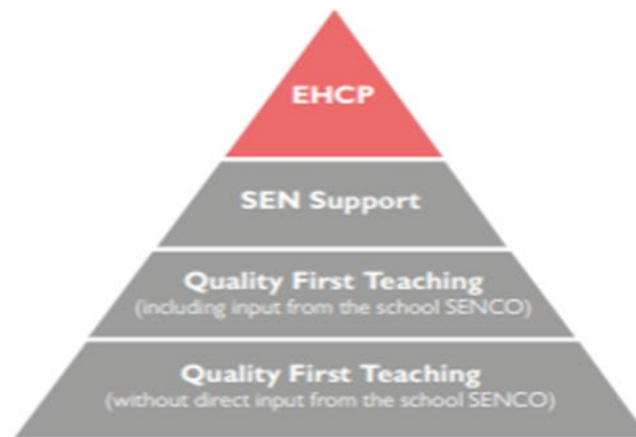
# Inclusion at Deansfield

Aims for this session

- Understanding the four areas of need when planning for SEN support
- What does SEN support look like at our school?
- The Graduated Approach
- Assess, Plan, Do Review
- The EHCP process

# The four broad areas of need

Planning for the four main areas of need of SEN support:



Four broad areas of need:

1

cognition and learning

2

communication and interaction

3

social, emotional and mental health

4

sensory and/or physical needs

## Cognition and learning

This area includes moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

PMLD is when a person has a severe learning disability and other disabilities that significantly affect their ability to communicate and be independent. Someone with PMLD may have difficulties seeing, hearing, speaking and moving. They may have complex health and social care needs due to these or other conditions.

SpLDs include: dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with number and calculation), and dyspraxia\* (or 'developmental coordination disorder' - difficulties with motor planning). People with one or more SpLDs may have a 'spiky profile' of attainment, with areas of strength and areas of need.

## Sensory and/or physical needs

This area includes sensory impairments, such as visual impairment (VI), hearing impairment (HI) and multi-sensory impairment, as well as physical conditions such as cerebral palsy. These children will usually access support from a specific local team, which may be a combination of education and health services.

These children do not necessarily have difficulties with their cognitive functioning, which may be average or above average.

Cognition  
and learning

Communication  
and interaction

Sensory and/or  
physical needs

Social,  
emotional and  
mental health

## Communication and interaction

This area includes speech, language and communication needs (SLCN), such as Developmental Language Disorder (DLD). A learner with SLCN may have difficulties with speech production, with understanding language, with using language to express themselves or with a combination of all three. It also includes difficulties with the social use of language.

Children with a diagnosis of Autistic Spectrum Condition, including Asperger's Syndrome\*\*, will have needs in this area.

Children who find communication and interaction challenging may or may not also have difficulties with cognitive functioning.

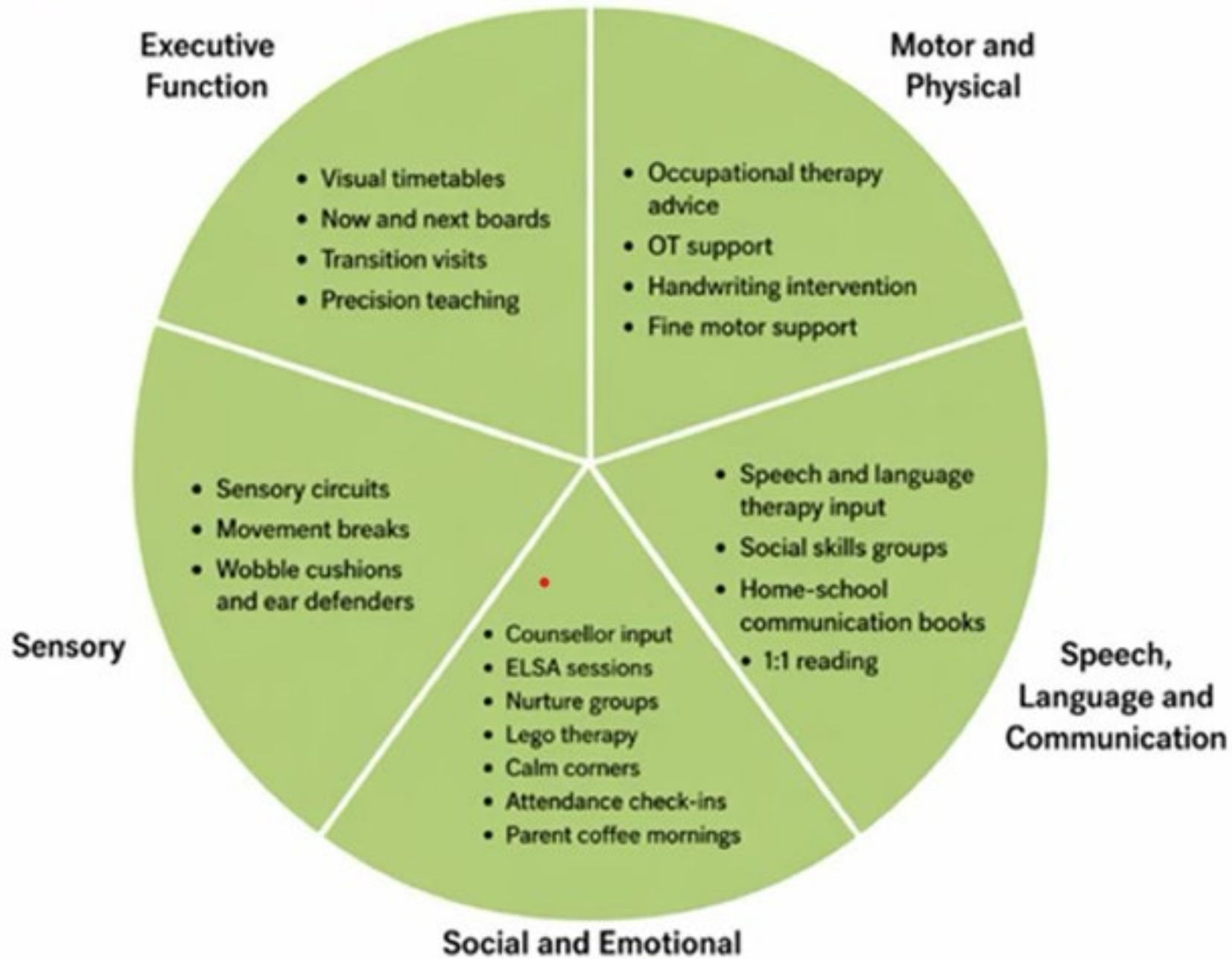
## Social, emotional and mental health

Challenging behaviours are displayed for many reasons, which may be indicative of underlying mental health difficulties (such as anxiety or depression) or emotional issues (such as attachment needs). Some children have conditions such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD\*\*\* (Attention Deficit Disorder), which may affect their behaviours in school.

It is crucial to look for the underlying causes of any behaviour and/or emotional state, and aim to support these, rather than just dealing with the presenting behaviour.

For some children with SEMH needs, the nature of these difficulties will affect their successful access to the curriculum, either temporarily or in the long term.

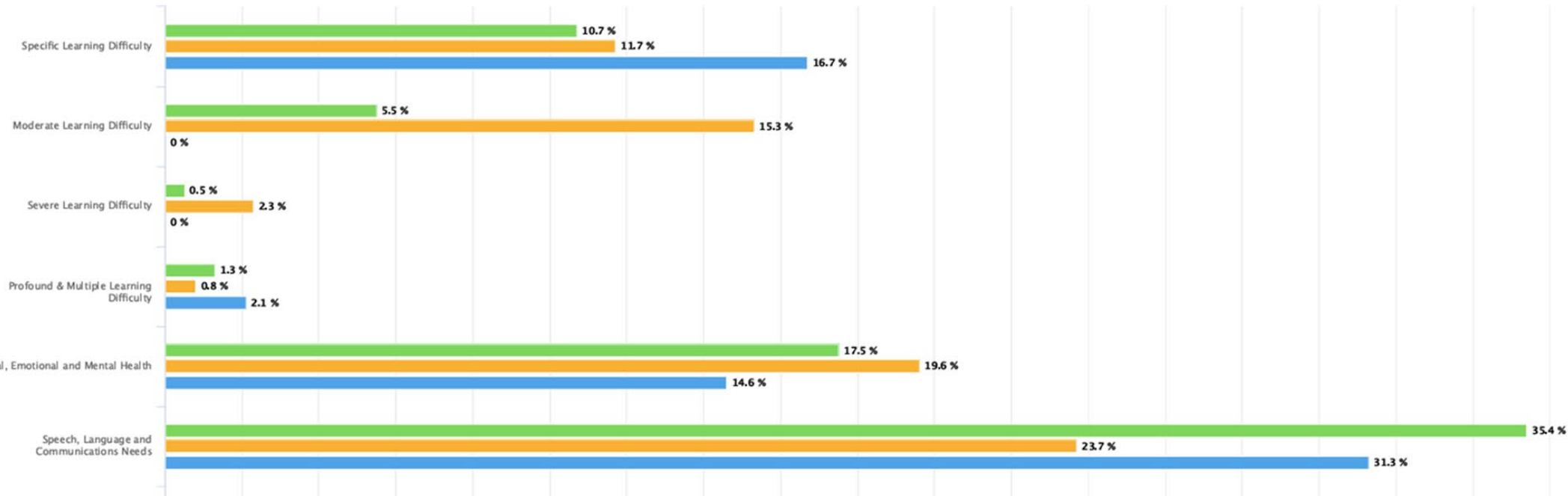
Figure 5: Proposed areas of development and examples of provision

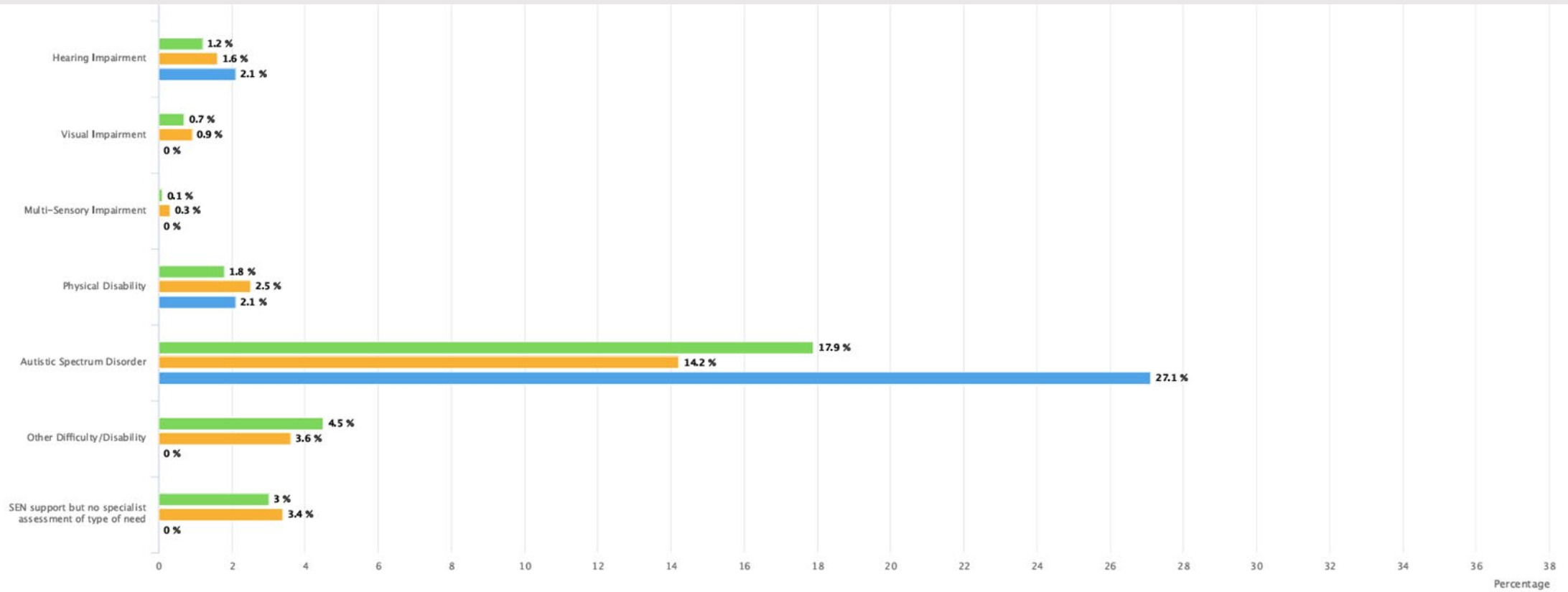


# What does SEN Needs look like at our school?

Currently, we have 48 children on our SEN register with 13 of those children with an EHCP.

SEN needs





The graduated approach



**Specialist**

**Targeted**

**High Quality  
Teaching**

**Universal**

## The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

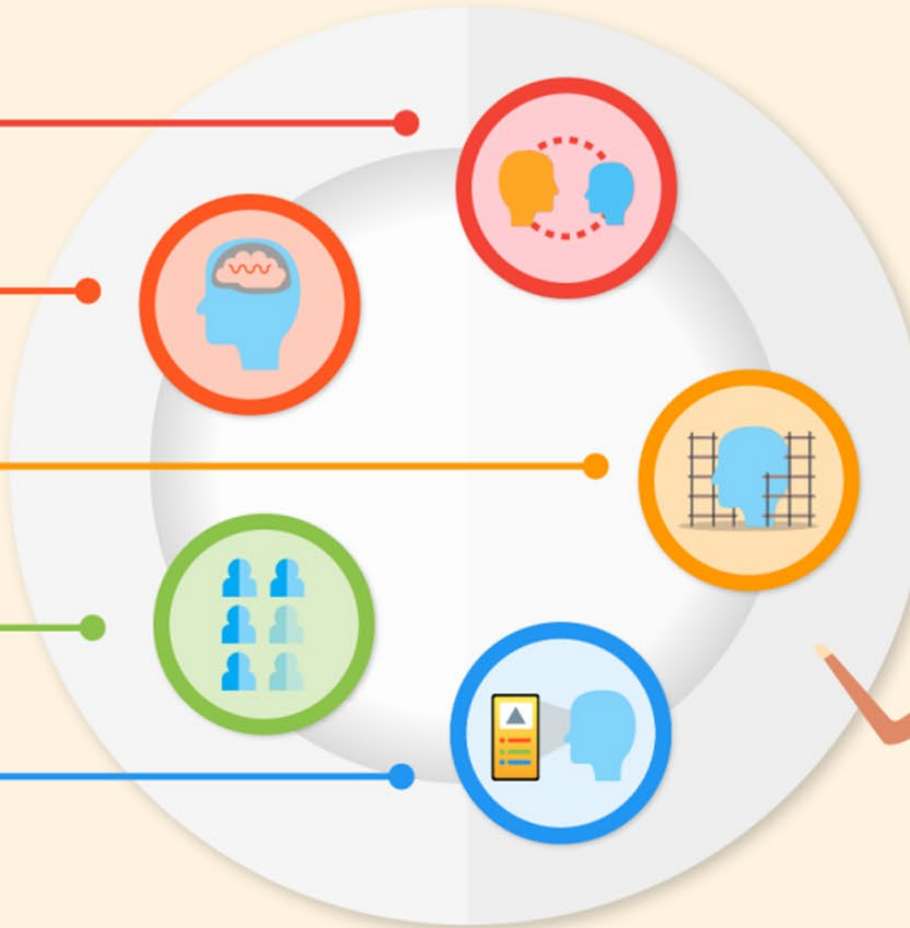
**1** Explicit instruction

**2** Cognitive and metacognitive strategies

**3** Scaffolding

**4** Flexible grouping

**5** Using technology



Area of Need	Universal High Quality Teaching for all	Targeted Additional interventions	Specialist Additional and Highly Personalised interventions
Cognition and Learning Dyslexia Dyscalculia Dyspraxia	Modelled language/vocabulary Pre teaching of vocabulary Precision teaching Modelled examples Taking Tins Additional processing time Assistive technology Use of Wiget visuals Direct instruction-small steps, scaffolding, review and recap	Steps- Toe by Toe programme led by Mrs Mann  Little Wandle Catch up/Keep up programme led by Mrs Johnson  Precision teaching- led by Mrs Kennedy  Colourful semantics- Led by Mrs Labous	Steps- word Up programme specific to individual child led by 1:1 TA  CENMAC- assistive technology- Personalised programme to support literacy and Maths.

Area of Need	Universal High Quality Teaching for all	Targeted Additional interventions	Specialist Additional and Highly Personalised interventions
<p>Social, Emotional and Mental Health Needs</p> <p>ADHD Depression Mental Health difficulties Anxiety</p>	<p>Safe space Break out time-scheduled Zones of regulation on display Well-being corners Working towards boards Movement breaks Wobble cushions and resistance bands</p> <p>Peer Mentors and playground buddies</p> <p>PSHE lessons</p>	<p>Sensory circuit- led by individual TAS</p> <p>Zones of regulation programme- led by Learning Mentor-Mrs Shaw</p> <p>Social communication group and social skills group- led by Mrs Shaw</p> <p>Lego Therapy</p> <p>Emotional Literacy support-led by Early Years Elsa-Mrs Whitaker</p>	<p>CAMHS support</p> <p>Educational Psychologist</p> <p>Oxleas- speech and Language therapy</p> <p>Waterside Outreach and Inclusion Team</p> <p>Learning Mentor emotional well-being check ins</p>

Area of Need	Universal High Quality Teaching for all	Targeted Additional interventions	Specialist Additional and Highly Personalised interventions
<p>Communication and Interaction</p> <p>Autism</p> <p>Speech delay</p> <p>Speech difficulties – receptive and expressive</p> <p>Developmental Language Disorder DLD</p> <p>Speech sound difficulties</p>	<p>Visual timetables</p> <p>Now and Next boards</p> <p>Working for boards</p> <p>Personalised timetables</p> <p>Modelled language skills</p> <p>Modelled social communication</p> <p>Social stories</p> <p>Weighted blankets</p> <p>Ear defenders/chew toys/fidget toys</p>	<p>Language for thinking – led by Mrs Catt/Mrs Mann/Mrs Labous</p> <p>Language for behaviour- Mrs Labous</p> <p>Lego Therapy</p> <p>Word aware</p> <p>Attention Autism</p> <p>Core boards and visuals</p> <p>Sensory circuits</p> <p>Proprioception tasks</p> <p>Speech sound programmes/colourful semantics/shape coding- led by Mrs Labous</p> <p>Talk boost</p> <p>Small talk</p> <p>Neli- Led by Mrs Whittaker</p>	<p>ASD Outreach</p> <p>Oxleas Speech and Language therapy</p> <p>OT support</p> <p>Intensive interaction</p> <p>CENMAC- AAC device and core boards</p>

Area of Need	Universal High Quality Teaching for all	Targeted Additional interventions	Specialist Additional and Highly Personalised interventions
Sensory and Physical  Visual Impairment Hearing impairment Physical disability	Wobble cushions Sensory breaks Sensory input Visual supports	Sensory circuits Dough disco Fine motor skills Handwriting programme	Hearing and visual impairment specialist Oxleas- OT, physiotherapy, school nurse and Dietician

# Provision Map and ILPs

The screenshot shows the TES Provisions Map interface. At the top, there is a navigation bar with the TES logo and menu items: Provisions Map, Plans, Provisions, Reports, Transitions, and School Robins. Below the navigation bar, there are several action buttons: Edit selected, Archive selected, Delete selected, Apply new provision, and Export to Excel. There are also checkboxes for 'Provisions with reviews' and 'Provisions without reviews'. The main content is a table with the following columns: Name, Concern, and # of pupils. The table contains four rows of data, each with a checkbox, a menu icon, and a search input field in the Name column, and a dropdown menu in the Concern column.

	Name	Concern	# of pupils
<input type="checkbox"/>	<input type="text"/>	Show all	Show all
<input type="checkbox"/>	Little Wandle SEND phonics Summer 2026	Cognition and Learning Needs	1
<input type="checkbox"/>	Handwriting Summer 2026	Sensory and/or Physical Needs	20
<input type="checkbox"/>	Word Up (With Wordshark) Summer 2026	Cognition and Learning Needs	1
<input type="checkbox"/>	comprehension monitoring Summer 2026	Cognition and Learning Needs	1

The staff, equipment, resources and support that help a child are decided using the **graduated approach**. This is an 'assess, plan, do, and review' cycle.

As a school we follow the Graduated Approach frequently.

**assess** what support they need  
**plan** the support  
**do** the support set out in the plan and then  
**review** how well it's working

# What Exactly Is an EHCP?

An Education, Health and Care Plan - or EHCP - is a legal document produced by your local authority (LA) that describes a child or young person's special educational needs and the support they require to thrive. It brings together education, health and social care needs in one place.

## Who Can Apply for an EHCP Assessment?

This is another area where parents are often surprised. Either parents/carers or the school can request an EHCP needs assessment. You do not need the school's permission or cooperation to apply - though having their support certainly helps.

The following people can make a request to the local authority:

- A parent or carer of the child
- The young person themselves (if aged 16 or over)
- A school, college or other educational institution
- A healthcare professional (such as a doctor or health visitor) can ask the LA to consider whether an EHC assessment is needed

As a parent, you have the right to make this request directly to your local authority by letter, email or completing their online form. You don't need to go through the school, although working collaboratively tends to produce the best outcomes for your child.

Stage	Who Acts	What Happens
<b>Step 1 Request</b> Week 0	Parent / School / LA	You submit a written request to your local authority for an EHC needs assessment. Include any existing evidence such as school reports, professional assessments, or your own written concerns about your child.
<b>Step 2 Decision</b> Within 6 weeks	Local Authority •	The LA must decide whether to carry out an EHC needs assessment. They must notify you of their decision within 6 weeks of receiving your request. If they refuse, they must give reasons and you have the right to appeal.
<b>Step 3 Assessment</b> Weeks 6–16	Multi-agency team	If agreed, the LA gathers information from various sources: the school, an educational psychologist, health professionals, social care (if involved), and crucially you as the parent. Your views are a vital part of this.
<b>Step 4 Draft EHCP</b> By week 16	Local Authority	The LA sends you a draft EHCP for your review. You have 15 days to comment and request a particular school placement. This is your opportunity to shape the final document.
<b>Step 5 Final EHCP</b> Within 20 weeks of request	Local Authority	The final EHCP is issued. This is legally binding and must be implemented. The plan names the school that will provide support and details exactly what provision your child must receive.

<b>Band</b>	<b>Descriptor</b>
<b>Universal</b>	Entitlement for all pupils funded through the AWPU (up to approx. £4000 pa). Characterised by the 'Quality First Teaching' concept designed to include all pupils
<b>Targeted</b>	<p><b>The SEND Support Budget</b></p> <p>Local authorities must allocate funding for <i>low cost, high incidence SEN</i>, and are required to give mainstream schools a notional SEN budget.</p> <p>The formula for this allocation has been agreed by Schools Forum and notional budgets have been sent to schools. It is from this notional budget that mainstream schools will be expected to:</p> <ul style="list-style-type: none"> <li><b>a.</b> meet the needs of all pupils with low cost, high incidence SEN; and</li> <li><b>b.</b> contribute up to £6000 towards the costs of provision for pupils with higher needs</li> </ul>
<b>Mainstream Band 1</b>	Top up funding from the LA for EHC Plan pupils with moderate complex, high cost needs
<b>Mainstream Band 2</b>	Top up funding from the LA for EHC Plan pupils with moderate to significant complex, high cost needs.
<b>Mainstream Band 3</b>	Top up funding from the LA for EHC Plan pupils with significant complex, high cost needs.
<b>Mainstream Band 4</b>	Top up funding from the LA for EHC Plan pupils with significant to severe complex, high cost needs
<b>Mainstream Band 5</b>	Top up funding from the LA for EHC Plan pupils with severe complex, high cost needs /and/or significant visual/hearing impairment. Funding at this level reflects the support needed to ensure the safety of pupils and those around them.
<b>Mainstream Band 6</b>	Top up funding from the LA for EHC Plan pupils with significant profound and multiple complex, high cost needs. Funding at this level reflects the support needed to ensure the safety of pupils and those around them.

**Band I (Top up funding from the LA for EHC Plan pupils with moderate complex, high cost needs)  
£4,725**

<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, Emotional and Mental Health</b>	<b>Sensory and/or Physical</b>
<p><b>In addition</b></p> <p>Curriculum adapted to meet the needs of pupils with complex learning difficulties differentiated through presentation, pace of delivery and recording mechanisms. Opportunities for reinforcement/learning enrichments to apply skills learnt, support with life skills, organisational and problem solving skills.</p> <p>Access to intervention programmes which focus on functional learning across school, home and the wider community.</p> <p>Access to an inclusive peer group to facilitate social and emotional development.</p>	<p><b>In addition</b></p> <p>Language enriched adapted curriculum to meet the needs of pupils with complex communication and interaction difficulties differentiated through presentation, pace of delivery and recording mechanisms. Intervention to support social communication in unstructured times. Opportunities for reinforcement/learning enrichments to apply skills learnt, support with life skills, organisational and problem solving skills.</p> <p>Access to intervention programmes which focus on functional learning across school, home and the wider community.</p> <p>Access to an inclusive peer group to facilitate social and emotional development.</p>	<p><b>In addition</b></p> <p>Curriculum adapted to meet the needs of pupils with complex emotional, social and behavioural difficulties differentiated through presentation, content, pace of delivery and recording mechanisms. Opportunities for reinforcement/learning enrichments to apply skills learnt.</p> <p>Access to intervention programmes which focus on improving emotional regulation, managing anxiety, peer (and staff) relationships.</p>	<p><b>In addition</b></p> <p>Support with everyday tasks such as changing, toileting and/or feeding.</p> <p>In order to access the curriculum the pupil requires specialist equipment and/or specially adapted equipment.</p> <p>Support to facilitate independent mobility skills within a specially adapted site.</p>

**Staff training and qualifications**

Access to a qualified SENCo with responsibility for co-ordinating the provision for children with additional needs. Staff in all educational settings who are working with children and young people with special educational needs should receive training in the relevant area.

# Annual Review

Each year parents, outside agencies and all staff working with children with an EHC plan are invited to review the short-term outcomes to see if they need modifying and updated.

This forms part of the Assess, Plan, Do Cycle and ensures that we are continually ensuring that inclusion is an ongoing process.

