

Welcome to Lingfield Primary School's

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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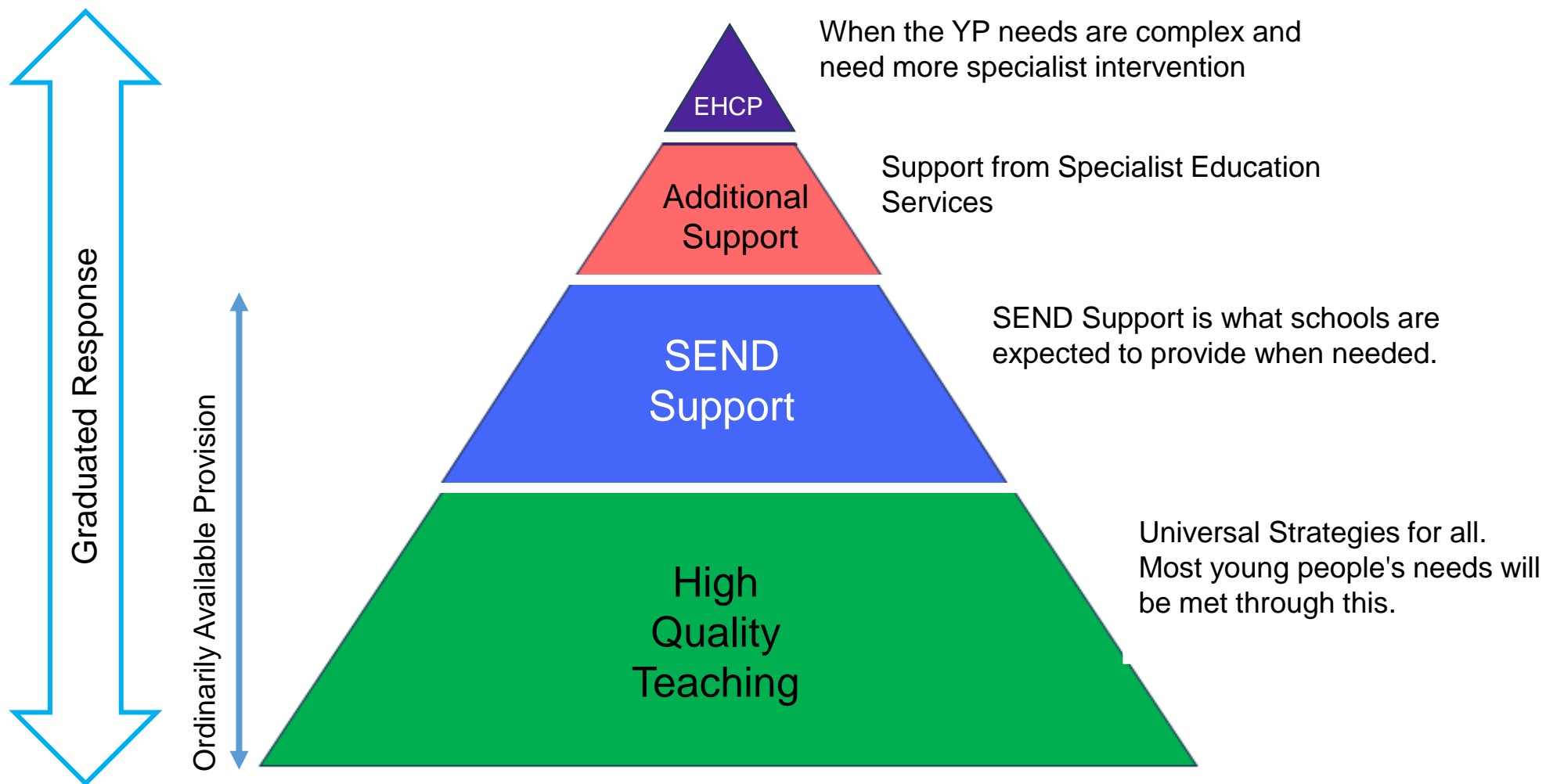
What does Special Educational Needs (SEND) mean?

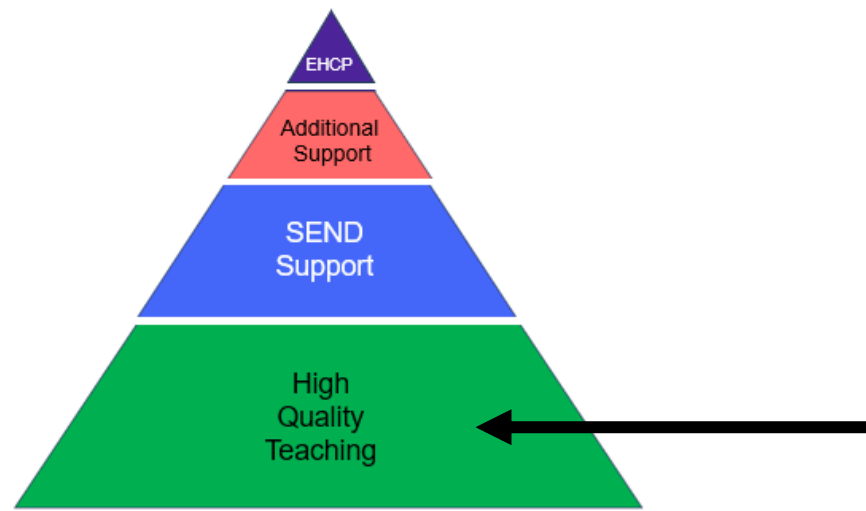
“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”

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



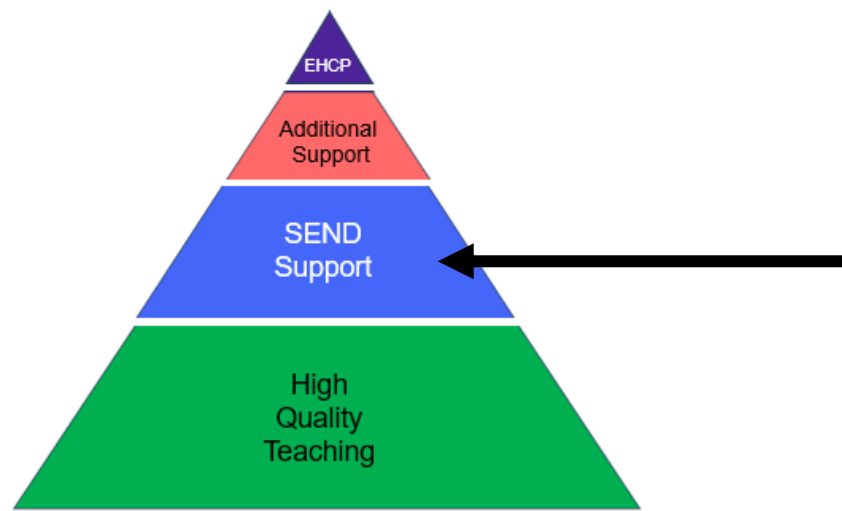
Graduated Response to SEND





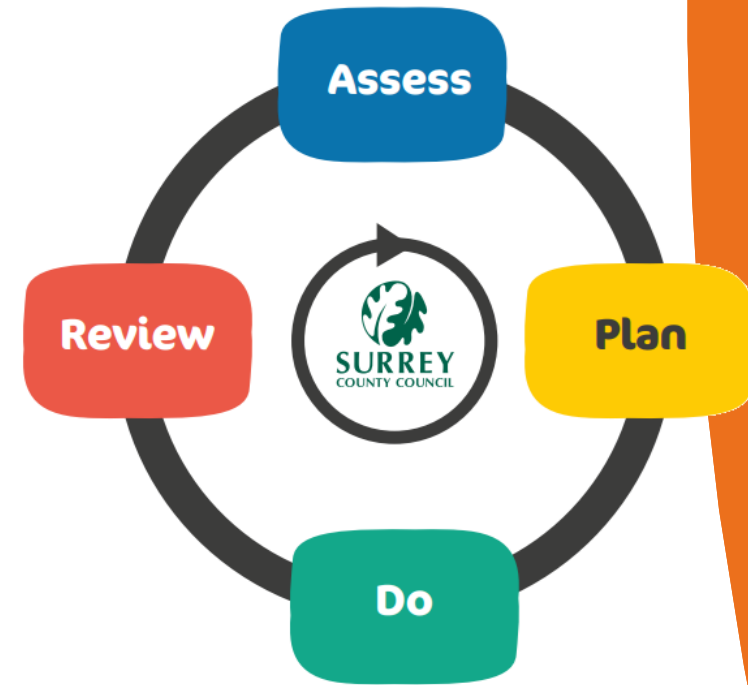
“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”

SEND Code of Practice 2014 6.37



“Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle.”

SEND Code of Practice 2014 6.44



Monday 1st July 2025

L.O: To use adjectives to describe a setting



hard, crunchy leaves

enormous trees

sharp, pointy bracken

misty sky

spotlights of
bright sunlight

creaking
branches

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:

Paul is friendly and polite

Needs:

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

Paul finds it hard to speak in full sentences

Social, Emotional and Mental Health

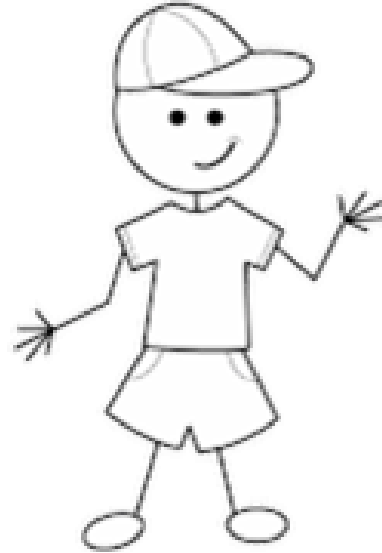
Strengths:

Paul has lots of good friendships

Needs:

Paul can struggle to say how he feels

Paul can struggle to regulate his emotions



Paul

Cognition and Learning

Strengths:

Paul is a strong reader

Paul loves stories

Needs:

Paul finds it hard to compose and record his work

Sensory and Physical

Strengths:

Paul is a great swimmer

Needs:

Paul finds handwriting difficult and tiring

Paul finds it hard to sit still in class

Paul 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.

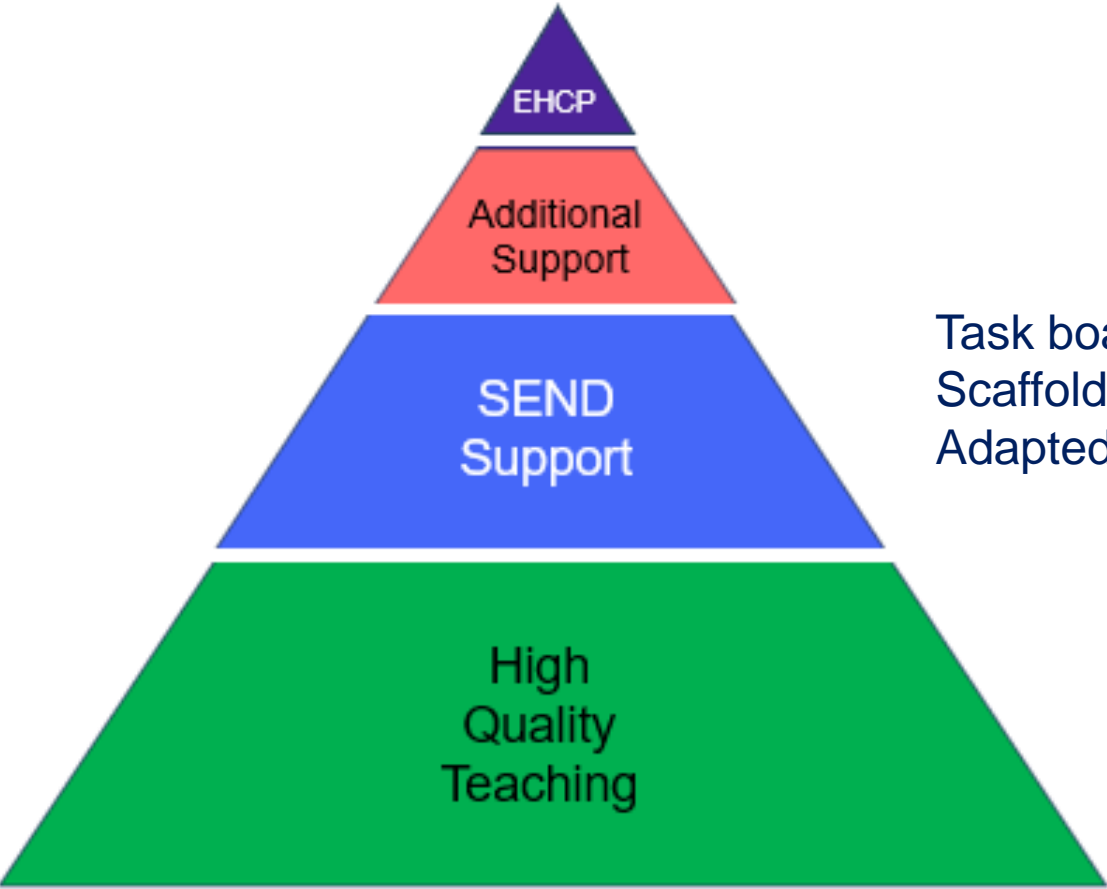
_____ tree trunks stretched above me to the sky.

cold warm misty

crunchy orange dead crisp

spooky dark cloudy bright

Linking it all together...



Task board
Scaffolds – writing frame, key vocabulary
Adapted equipment

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

Graduated Response to SEND at Lingfield Primary School





Lingfield Primary School

High Quality Teaching

High Quality Teaching considers the needs of learners which then informs planning and delivery to make learning accessible.

This may involve teachers using a range of strategies, to support learners to access and engage with the curriculum.

High Quality Teaching is sometimes referred to as Quality First Teaching.



High Quality Teaching at Lingfield

Providing an environment and culture within the classroom that ensures all children have access to the curriculum and can make personal best progress

Teaching which inspires and motivates all learners while supporting those less confident and challenging those more able

Teaching that uses scaffolds, models and explicit instructions to support all children

Planned and adapted learning in small steps for all

Meeting the needs of all learners, through high expectations and memorable learning

Breaking the learning down into smaller steps and considering and interweaving previous learning. making sure you have checked understanding throughout the learning



Lingfield Primary School

Adaptive Teaching

"opportunity for all pupils to experience success, by adapting lessons whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations
(Early Career framework)

Microadaptations

Significant adaptations



Adaptive Teaching at Lingfield

Adapting the learning to allow all children to achieve their personal best and make progress

Responding to the children and information you have gained through assessment to support the children's learning

What is essential for some if good for all. Adapting lessons so that they are accessible for all and putting measures into place that will benefit everyone

Making reasonable adjustments to support all children to be able to make progress - taking into account their zone of proximal development

Using the resources available to ensure children can access the learning with appropriate scaffolds and support whilst promoting independence

Adapting to the needs of your learners, being flexible in your approach ensuring that we are challenging at all levels and needs



Needs

EAL

Language Needs

**Communication
Needs**

Anxiety

Processing Skills

ACES

Vocabulary

Prior knowledge

Working Memory

Visual Impairment

**Decoding written
text**

Emotional Needs

**Focus and
Attention**

Hearing Impairment

**Common
misconceptions**

Writing speed

Reading Speed

Disabilities

Sensory Needs

Self Care



Strategies

Pre reading

Background knowledge

Teach vocabulary

Pictures/video for context

Class discussion

Teach routines and behaviour

Imrpove accessibility

Proximity

Plan to scaffold

Models (WAGOLL)

Targeted Support

Adjust level of challenge

Clarify/break down into steps

Highlight essential content

Partner Talk

Visuals

Allocate temporary groups

Technology

Concrete Resources

OT Resources

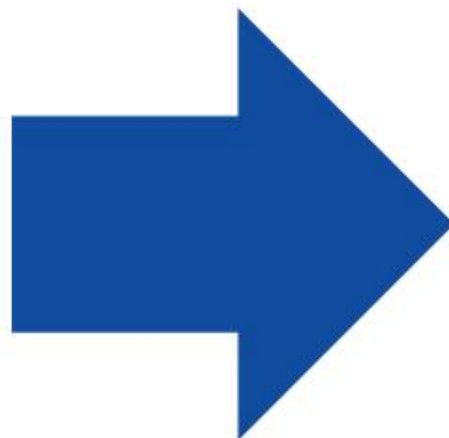


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Step 1

Teacher has concerns, this can be based on:

- Observation
- Data
- Parental discussion
- OAP Checklist



Teacher and SENCO have discussion

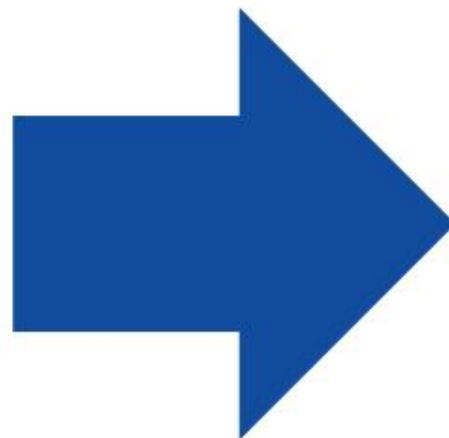
Concern form completed including:

- Data
- Strategies
- Impact

Teacher to inform parents

Step 2

SENCO to organise assessments if needed



Assessments:

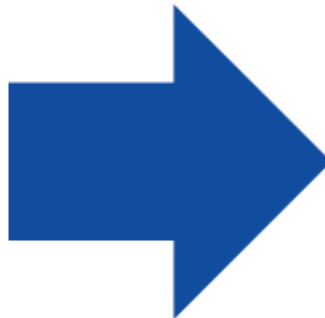
- Speech Screen
- Learning Portfolio
- Puma
- Pira
- Ravens

These will identify gaps or areas of need to support



Step 3

Next steps and provision needed agreed as part of the graduated approach: Assess, Plan, Do, Review



Individual Targets generated

Add to COP as SEN Support

Step 5 - Plan, do, review

- Actions put into place over 3-6 weeks to see impact
- SENCO and Class Teacher meet to review impact
- Adapt/change intervention/HQT and run plan, do, review cycle again
- Consider SEND register and graduated response

Step 7 - Consider EHCNA

- Is progress being made?
- What is the gap in learning
- Is provision in place over level 2 and 3 thresholds?
- Inform parents
- Section 4 to be completed



Lingfield Primary School

Heather
Pirie

SEND
Specialist
Teacher/
Music



Vanessa
Paisey

SEND
Specialist
Teacher/
MFL



Tanya
Kearns



Reading
Intervention

Jasmine
Jackson



OT
ELSA

Rachel
Staples



Thrive
Practitioner

Sana
Karimi



SALT

Vacancy



SALT

Denise
Kenrick



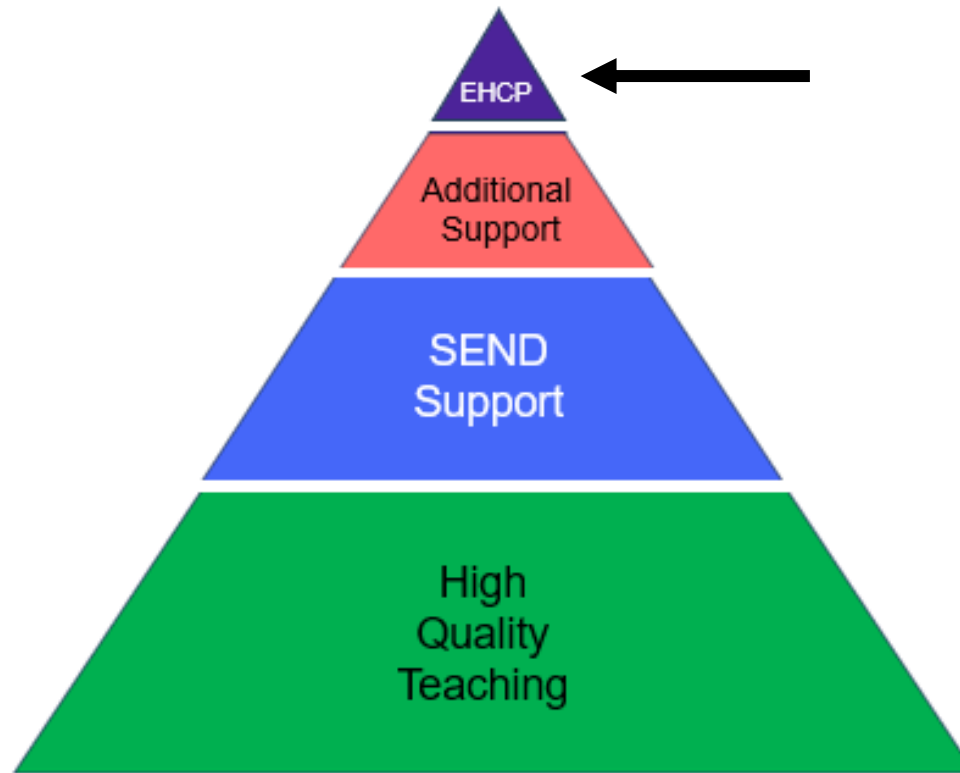
KS2 Maths
Intervention

Sarah
Mankelov



KS1 Maths
Intervention

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.

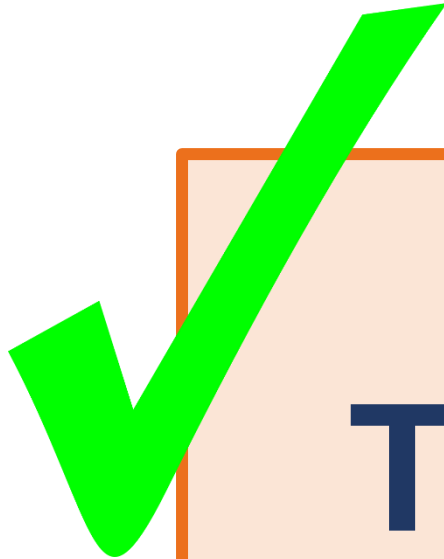
By 16 Weeks
The LA must finish
the assessment
and tell you if they
think your child
needs and EHC
plan.

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

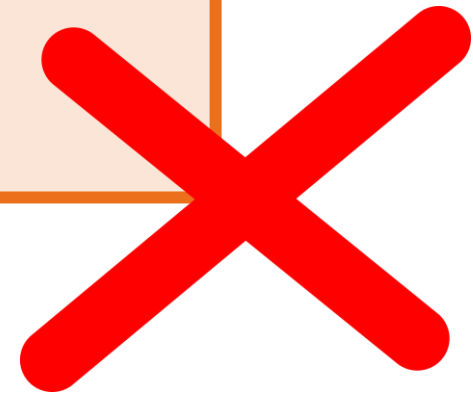
By 20 Weeks
The LA must
complete the final
draft of your
child's EHC Plan



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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](#)



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