

EHCPs and What They Mean

Some children with complex and/or high levels of need may require an Education, Health and Care Plan (EHCP). This is a legal SEND document written by the Local Authority.

Children with EHCPs are supported by a team in school. This may include some 1:1 support in specific subjects/tasks, small group work, sensory inputs, or additional adaptations, but is rarely full-time, 1:1 adult support.

Diagnosis

A child may require an assessment for diagnosis if they have a specific presentation or need that parents and professional agree requires further exploration. A diagnosis does not mean a child needs an EHCP or will automatically be placed on the RoN. All support is needs-based and we will always aim to meet a child's needs through our universal provision.

Transitions

Whether your child is moving to a new year group or a new school, we plan carefully to support them. This includes:

- Extra visits to new classes or schools;
- Social stories or transition booklets;
- Meetings with the new teacher or SENDCo.

Useful websites for supporting children with SEND

Your school website has links to their SEND policy and other useful resources.

Cornwall SENDIASS

www.cornwallsendiass.org.uk

Free, impartial, and confidential help for parents and carers on issues like EHCPs, exclusions, and school support.

Cornwall SEND Local Offer (Family Information Service)

www.supportincornwall.org.uk/localoffer

Comprehensive directory of services for children and young people with SEND, including health, education, social care, and activities.

Cornwall SEND System Navigators

www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-system-navigators

First point of contact to guide parents through Cornwall's SEND system—EHCPs, assessments, referrals.

Cornwall Neurodiversity Hub

www.parentcarerscornwall.org.uk/neurodiversity

A resource-packed hub supporting the Neurodevelopmental Profiling Tool. Offers interactive tools and tailored info for families, schools, teens, and young adults.

A parent guide to our SEND policy





What is SEND?

Some children may need additional support to help them learn or manage everyday challenges. A child has SEND if they have a learning difficulty or disability which means they need extra support or different provision from their peers.

We look at every child as an individual.

Children with SEND may need support in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

What is Universal Provision?

This refers to the high-quality, adaptive teaching that all children receive in class. It includes support strategies, scaffolds, and resources used every day. Most children's needs can be met through universal provision.

Identification of SEND

We identify children who need additional support at the earliest possible opportunity. This may happen when a child joins our school, or at any point during their time with us. You will always be part of this from the start.

If you think your child may need additional support, start by speaking to their class teacher.

If your child needs SEND support, they will be added to our Record of Need (RoN) and a Star Plan will be created which sets out their targets and provision.

Children may come off the RoN if they make sustained progress and their needs can be met through universal provision.

Star Plans

A Star Plan is your child's personalised SEND plan which:

- Is co-produced with you and your child;
- Includes SMART outcomes (Specific, Measurable, Achievable, Relevant, Time-bound);
- Details the provision and support in place;
- Is reviewed three times a year.

A team around your child (class teacher, SENDCo, and sometimes other professionals) will support and review the plan.



Who is Supporting Your Child?

Your child's class teacher is responsible for their day-to-day support and progress, including writing and reviewing their Star Plan. They should be your first point of contact regarding your child's learning or support in school. Teachers work closely with teaching assistants (TAs) as part of the classroom teaching team. Together they support all the children in the class.

The Special Educational Needs Coordinator (SENDCo) is responsible for the leadership of SEND in school, ensuring needs are identified early and support is well-planned and reviewed.

The Headteacher is responsible for the wellbeing, progress, and inclusion of every child in school.

Working in Partnership

Parents and carers know their children best and are our most important partners. We will:

- Involve you at every stage of the identification process and any ongoing support;
- Work together to create and review your child's Star Plan, holding three review meetings each year.

Children's views are always included. They'll be supported to share what helps them learn and feel safe.