

Badbury Park Primary



Be Adventurous



Be Ambitious



Be Curious



Be Kind



A guide to SEND at Badbury Park Primary School

The SEND Policy September 2024

Badbury Park Primary School is a friendly and welcoming school. It is a nurturing and inclusive place to learn. Ofsted January 2024

Special Educational Needs and Disability (SEND) Policy

SENDCO: Mrs Eleanor Christmas
SEN Governor: tbc
Updated: September 2024

This policy has been updated by the SENDCO in line with the **SEND Code of Practice (0-25 years) 2015**, regarding the **Equality Act 2010** and the **Children and Family Act of 2014**. This is in line with **Badbury Park Safeguarding Policy** and **Accessibility Plan**, and in liaison with the Senior Leadership Team.

Introduction

At Badbury Park Primary School, all pupils are equally valued. We aim to provide an exciting and inspiring, balanced curriculum for all children, whatever their ability or need. Our 4 Bs – our school values, are central to all that we do and are embedded in our teaching and learning policy and our behaviour policy of “being curious not furious”



Every teacher is a teacher of every child, including those with a special educational need or disability.

The class teachers are responsible and accountable for the progress and development of the pupils in their class. (Code of Practice 6.36)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. (Code of Practise 6.37)

Definition of Special Educational Needs and Disability:

The **SEND Code of Practice (0-25) 2015** states that:

A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision **different from or additional to** that normally available to pupils of the same age. (Code of Practice xv)

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of Practice xiv)

Many children and young people who have SEND may have a disability under the Equality Act 2010, that is ... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities (Equality Act 4.4)

Aims

The aims of this policy are to raise the aspirations of and expectations for all pupils with special educational needs and/or disabilities, by focusing on outcomes for children.

To achieve this, we need to:

- develop a 'whole school, whole pupil' approach to the management and provision of support for special educational needs/disabilities.
- ensure we are creating an environment that meets the special educational needs and disabilities of each child.
- ensure that the special educational needs of children are identified, assessed, and provided for.
- identify the roles and responsibilities of staff in providing for children's special educational needs.
- enable all children to have full access to all elements of the school curriculum and school life.
- enable parents to play their part in supporting their child's education.
- enable our children to have a voice in this process.

Inclusion

We work hard to be an inclusive school and want to promote a sense of community and belonging. Our recent Ofsted report from January 2024 stated

Badbury Park Primary School is a friendly and welcoming school. It is a nurturing and inclusive place to learn.

We promote, in our SEND provision a broad and balanced curriculum; high expectations; systems for early identification and removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision and adaptations made within our curriculum offer, we respect that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate, and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Additional interventions and support may also be put in place to support pupils.

The Graduated Approach to SEN Support

Once a child is identified as having SEND, we will take action to put SEND provision in place by way of SEN support. This takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. (Code of Practise 6.44)



See Appendix 1 Badbury Park Graduated Response

Identifying Special Educational Needs and Disabilities

Early identification is vital. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for children. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation, keeping them informed and drawing upon them for additional information.

Many of the children who join us have already been in early education. In some cases, children join us with their needs already assessed. As in keeping with the SEND Code of Practise 2025 we ensure a smooth transition when children join our school with home visits, phoning the previous school(s) or nurseries to ascertain any additional needs. All children are observed and assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all.

The Early Learning Goals and National Curriculum are our starting point for a continuous cycle of assessment and planning that also takes account of the wide range of abilities, aptitudes, and interests of the children. Most children will learn and progress within these arrangements, but those children whose progress and attainment falls significantly outside the expected range may be identified as having a special educational need. These concerns may also be raised within pupil progress meetings.

All pupils' progress is regularly monitored by the teacher and senior leadership team throughout the year in pupil progress meetings. Where progress continues to be less than expected for a pupil, the teacher will work with the SENDCO to assess if the

pupil has special educational needs. Where a pupil is identified as having SEND, the class teacher we start the graduated response and make adaptations to the curriculum to remove barriers to their learning. This response then may require support from Phase Leaders and the SENDco to put SEND provision in place and the child placed on the SEND register. (See Appendix 1)

The support will take the form of a four-part cycle (assess, plan, do, review) through which early decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what best enables the pupil to make good progress and secure a good outcome, in line with a graduated approach to meeting their needs.

Identification of SEND is also supported with the use of the Blue Kite SEND Graduated Response 2024 and the Needs Checker Summary sheet and Identification Summary sheet completed by SENDco and class teacher. These help with identifying areas of need and follows a cycle of assessing the child, planning what to do, doing what is needed and then reviewing the process.

Identification of SEND needs can also be identified as showing persistent signs of social, emotional, mental health and behavioural difficulties that are not able to be successfully addressed through the school's Behaviour Policy or information received from outside agencies such as the community paediatrician.

Our Graduated response may require additional access to outside agencies as part of a multi-agency approach this can initiate the Early Help process with an assessment Record, with the aim of bringing together family and professionals to identify a child's needs and work out a plan of support.

This information is shared with parents/carers at meetings held every 6 weekly. We value the crucial information that parents/carers hold about their child and if a child is on Early Help we will hold 'Early Help Reviews' where parental voice is prioritised. We are fully committed to working in partnership with parents and careers, we realise that this approach can lead to higher aspirations and attainment for a child.

Assess

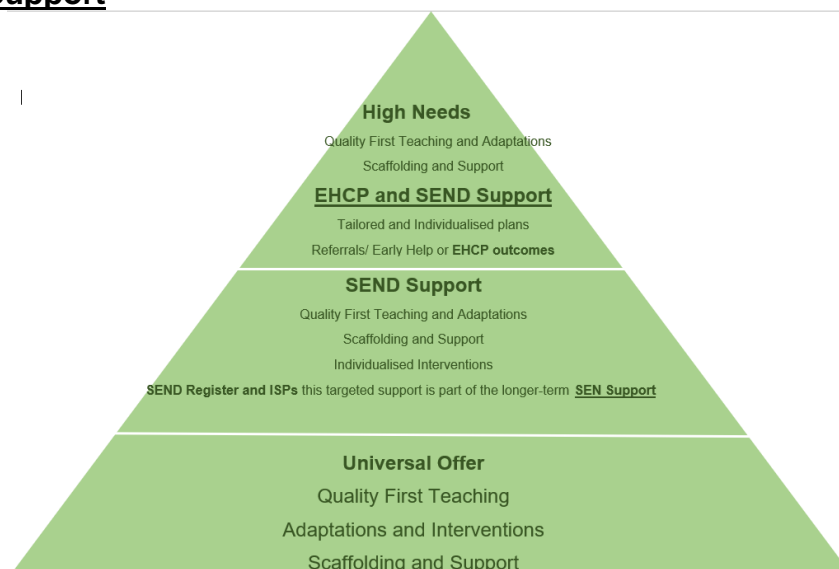
Using the Blue Kite Graduated Response July 2024 to support our identification of a child with SEND, we will seek to identify which of the four areas of need a child has. This helps us to support and develop strategies to best meet the needs of the child.

The four areas of need :

- Communication and interaction - speech and language difficulties, social communication and interaction difficulties, Autistic Spectrum Condition
- Cognition and learning - including moderate Learning Difficulties (MLD), Specific Learning Difficulties (SPLD), Severe Learning Difficulties (SLD)
- Social, Emotional and Mental Health needs (SEMH) – attachment difficulties, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), anxiety and social and emotional developmental delay.
- Sensory and/or physical needs – hearing loss, visual impairments, hearing impairments, sensory processing difficulties and physical difficulties.

In accordance with the Swindon Core Standards, once identified and assessed a child will be placed on the SEND register as SEN support.

Stages of SEN Support



Universal Provision	SEN Support SS	SEN Support with Early Help EH	EHCP Educational Health Care Plan
Universal Provision Teacher led in line with the Teacher and Learning Policy	Identified as needing additional to and different from support Placed on the SEN register.	Additional agencies involved to support needs of the child and to bring families and professionals together	High Needs Support EHC plan With a range of additional agencies involved.

Plan and Do : Learning Plans

Once a child is placed on Special Educational Needs and/or Disability register, this is called **SEN Support**. Parents who will already be part of the discussion about their child as part of our Graduated response will also be informed. The SENDco will also update school internal system such as BromCom and the SEND Provision Map

Each child on the SEND register will have a **Learning Plan** where the strategies and interventions used to support the child are recorded as well as setting small step targets. Parents and carers are part of this process, and we work in partnership to support the child.

Quality first teaching (QFT) delivered by the class teacher is the first step in responding to pupils who have been identified as having special educational needs and/ or disabilities. These **adaptations** are well planned and resourced. There are regular staff meetings and training on offer to support class teachers in the provision of SEND to our children.

We seek regular advice from Lighthouse, Blue Kite Inclusion Team as well as referring to reports and advice from external agencies.

Alongside **QFT**, SEN Support in our school may look like,

- Adaptations in teaching to meet all the needs within the class,
- scaffolded support in class within the lesson word banks, maths apparatus, visual prompts, personalised visual timetables,
- targeted intervention groups, teacher planned and delivered or delivered by teaching assistant,

- 1:1 support in or outside the classroom on a focussed part of the learning objective,
- tailored provision with tasks and movement breaks,
- specialised support outside of class with our Inclusion Officer such as ELSA or an SEMH intervention

Learning plans may also include behavioural plans and approaches recommended by our Inclusion worker and/or Lighthouse team. Visual signs on lanyards may be used to encourage emotional regulation as part of a planned approach to support children. If a child also has Early Help and review meetings are being held the SEN Support Learning plan will run alongside the EHR targets and the class/school based target will be recorded on the EHR but the planned provision will be on the Learning plan where the class teacher can access it and work on the targets.

Review

Teachers will regularly review the progress all children are making in the class and adjust the teaching accordingly. SENDco is on hand to offer support, strategies and advice how best to support a child in class.

In addition to this the Learning plans will be reviewed with parents three times year and for children with EHCPs an annual review is also held. If additional support is required or there is a need to bring the needs of the child and the family together an Early Help Record will be opened and child will move from SEN Support to SEN Support with Early Help.

Multi-Agency Approach

If the pupil has more specific needs, the SENDco may refer the child for assessment by another professional. This could be one or more of the following:

- Educational Psychologist
- Speech & Language Team SALT
- SEMH (Social, Emotional and Mental Health) Support
- Occupational therapist OT
- Physiotherapy
- Swindon Autism Support Service
- Targeted Mental Health Service (TaMHS)
- Specific learning difficulties support (CLASS)
- School nurse
- Play Therapist via The Lighthouse Team
- Outreach support from a specialist setting
- Hearing impairment Team
- Visual Impairment Team
- Early Help Hub
- Social Care

Parents/carers will be kept up to date with any referrals and any notes of visits will be shared. Actions will then be put in place as suggested and reviewed regularly.

EHCP: Educational Health Care Plan

Most children with special educational needs and/or disabilities SEND will have their needs met within the school. However, during the review process the decision may be made that the needs of the child are not being met within the current provision and a request needs to be made to the Local Authority requesting a Statutory Educational Health Care Assessment to determine whether the child requires an EHC plan.

The purpose of an EHCP is to make sure the special educational provision meets the

special educational needs of the child and, and as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child;
- provide a full description of the child's special educational needs and any health and social care needs;
- establish outcomes across education, health and social care based on the child's needs and aspirations;
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

Adaptations within the Curriculum

All children in our school have an entitlement to a broad and balanced curriculum, which may need to be scaffolded and adjusted to enable successful learning. Teachers have worked on a range of planned adaptations across the curriculum. This can be found in a document SEND across the curriculum Badbury Park Adaptations .

Teachers use a range of these strategies and resources to meet the needs of children with SEND and these are outlined in their Learning plans. Lessons have clear learning objectives; we scaffold work appropriately and we use assessment to inform the next stage of learning.

Adaptations are made with class and across the whole school in accordance with the child's need. Where outdoor learning is taken place support is planned and put in place to ensure there is a safe approach to learning outside accessible to all learners.

Adaptations and support are evidenced either on the lesson plans, in a child's book or in photos, observations or notes on Learning plans and then can be used as part of the review cycle within the Graduated response.

Children on the SEND register and the Behavioural Policy

We believe as outlined on our Behaviour Policy that behaviour is communication. There are times when children's needs, often identified within a SEMH need, are not successfully addressed within our school's behavioural policy and the "Be curious not furious" approach with restorative practice, is not enough. These children are *outside* of our behavioural policy and require additional support.

It is often after a series of incidents that are monitored by the SENDco and Headteacher on CPomms, frequent involvement with our Inclusion Worker and the SLT that an individual behavioural plan will be written. The behaviour plan is written by the SENDco alongside the class teacher, EY/ Key Stage lead and Inclusion Worker to ensure a consistent approach. We use the 6 stages of Crisis as recommended on the TEAM teach de-escalation course, which several members of our staff are trained in.

The SENDco, Inclusion Worker and class teacher will also seek advice and work with the Lighthouse Team, the Family and Inclusion Team, working across the Blue Kite Trust.

If a child is also exhibiting unsafe behaviour which may cause harm to themselves or others a risk assessment will also be written.

Both individual behavioural plans and, if required, risk assessments will be in discussion with parents so that we can work together to understand the child's lived experience and how best to support the child. Both behavioural plans and risk assessments will be signed by school and parents and reviewed regularly, at an agreed time between all involved often weekly or fortnightly.

Engagement with Parents/Carers

We believe in working closely with our families.

The school prospectus and website contain details of our SEND policy and *A Parent/Carer guide to SEND Provision at Badbury Park :The SEND Information Report* is published annually.

A named governor takes a particular interest in special educational needs.

In accordance with the SEND Code of Practice 2015, we keep parents/carers fully informed and involved at every stage of the SEND provision. We listen to the concerns and knowledge of parents at all stages and encourage parents to make an active contribution to their child's education. We recognise that parents hold valuable information about their child. We hold meetings with parents/carers when identifying whether a child may require special educational provision. This will be part of the 3 meetings a year we have with parents around the SEND support provided for the child.

These conversations are either structured conversations around the Learning Plan or Early Help meetings TAC/F (Team around the Family). Early Help meetings are ideally held every 6 weeks.

Regular involvement with parent and carers is good practice so that;

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We incorporate the views of parents and the child.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear about the child's next steps.

Pupil involvement

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

We regularly obtain the child's voice often captured as either a one-page profile, Three Houses format, as pupil voice for a EHR update or as part of the EHCP process, This is Me document.

Children are involved at an appropriate level in discussing and reviewing their targets on their Learning Plans

Supporting Transition for children with SEND

We will share information with the school or other setting the child is moving to. The school offers good transition plans for all children joining our school whether from home to nursery, nursery to reception, KS1 to KS2 and KS2 to a variety of local secondary schools. We have also developed an enhanced transition programme for children who need additional support within 6 weeks of starting school.

All pupils joining the school in nursery or reception will have the opportunity for a home visit or meeting at school.

When children in year 6 with SEND we will work alongside secondary schools to ensure successful transition.

Additional transition plans will be made accessible for children who require extra support and shared with parents at a transition meeting.

Transition for a child with an EHCP will begin in Year 5 and a Transition Annual Review will be held with the EHCP coordinator from the Local Authority (Swindon Borough Council)

Monitoring

The SENDCo monitors the development and progress of children on the SEND register and liaises with Senior Leadership Team and the Inclusion Team about the SEND provision within school.

The SENDCo will undertake regular Learning Walks, monitor planning and adaptations for positive impact and also liaise with the Key Stage leaders around concerns from Pupil Progress meetings.

The SENDCo supports teachers in provision and support for children with SEND and regularly reviews the Learning Plan. The SENDCo and the headteacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for special needs also meet 3 times a year.

This policy will be presented to Staff and Governors for discussion and approval in September 2024 and will be formally reviewed in September 2025 and on a regular basis in accordance with the School Development Plan

SEND and Safeguarding

Research suggests that children with SEND are three times more likely for there to be safeguarding concerns.

In Keeping Children Safe in Education paragraph 202

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENDCO)

We ensure that know our children with SEND by regularly collecting pupil voice and that any concerns around safeguarding are taken seriously and our safeguarding procedures are followed (see Safeguarding Policy part 1 Procedures and section 2.8 Pupils at greater risk than harm)

Key roles and responsibilities

Role of the SENDco

The key responsibilities for the SENCO include

- Develop and support inclusive practise in SEND provision
- Overseeing the day-day operation of the school's SEND policy working alongside class teachers and EY/ Key Stage leaders
- Co-ordinating provision for children with SEND alongside class teachers and EY/ Key Stage leaders
- Liaise and support with staff involved with the provision of SEND, including Inclusion Worker, SEN TAs and class teachers to ascertain feedback regarding children with SEND
- Advise on the graduated approach to providing SEND support
- Advise on the use of resources to meet the needs of pupils needs effectively
- Liaise with parents of pupils on the SEND register if required to support class teachers or EY/ Key Stage leaders or Headteacher
- Liaise with early year providers, other schools, educational psychologists, health and social care professionals and independent and voluntary bodies.
- Be a key point of contact with external agencies including Alternative Provisions.
- Attend SEND Early Help Review meeting often as Lead Professional
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governors and keep them informed on SEND provision and present Governors report three times a year
- Ensure that records of all pupils with SEND are kept up to date
- Implement and set up Provision Map software
- Attend SLT meetings and champion the needs of children with SEND
- Analyse and report of progress data on children with SEND from Target Tracker
- Monitor progress of pupils on the SEND register
- Monitor effectiveness of interventions and undertake SEND learning walks and Book looks
- Designated person responsible for managing Pupil Premium grant and Looked After Children.
- Deputy Designated Safeguarding Lead

Role of Class Teacher *within the delivery of SEND provision*

See Appendix 1 Graduated Response

- Write Learning plans for both SEND support and children with EHCPs
- Read reports and implementing relevant recommendations into Learning Plans
- Read EHCPs and Annual Reviews
- Contribute teacher updates for Early Help reviews, ascertain pupil voice and updates for Annual Reviews
- Make effective adaptations to the teaching and learning in the class to meet the needs of the children
- Seek advice from the SENDco and attend SEND drop ins
- Undertake training in SEND provision offered at staff meetings

- Keep Learning Plans up to date
- Plan and use appropriate resources to support the delivery of effective SEND provision including adult support (TAs) and concrete resources
- Evidence adaptations and support given in books or notes on learning plan
- Meet with parents/carers 3 times a year as part of the graduated response to review learning plans
- Liaise with parents about successes or concerns around SEND provision that are class based.

Role of Inclusion Worker *within the delivery of SEND provision*

Working with class teacher/ Key Stage leads and overseen by the SENDco

- Implementing teacher planned interventions and support for children with SEND from Learning Support targets in the mornings either in class or in The Glade
- Support and delivering planned interventions from EHCP targets either in groups or individual targets
- Daily Feedback to class teacher/ Key Stage leads on learning support
- Deliver SEMH interventions such as ELSA as part of SEND provision
- Providing Behaviour support and working on behavioural plans with the SENDco
- Run a soft start to the day in the Immersive room from 8.30 for a nurture group.
- Implementing Inclusion work alongside Lighthouse team, such as Time to Talk
- Planning and delivering group work for a specific focus identified by EY/Key Stage leads in the afternoons and twice a week after school clubs such as Friendship groups, Young Carers, Good to be Me and This Girl Can.
- Our Inclusion Worker is responsible to Key Stage 2 lead when working with class-based provision, the SENDco when working in broader SEND provision, Early Helps and Inclusion support and to Head teacher when working with Attendance and Safeguarding.
- Our Inclusion Worker also has responsibilities across school for Attendance, is Deputy Designated Safe Guarding Lead and also responsible for Young Carers provision.

Role of SEND governor

- To meet with SENDco 3 times a year prior to SEND governors report
- To champion children with SEND and SEND provision within the strategic thinking of the Governing Body
- To undertake training to understand the SEND Code of Practise and the role of SEND provision in a primary school
- To be a critical friend to the SENDco and raise questions and challenge in a supportive way the impact of SEND provision at Badbury Park Primary School
- To join the SENDco on a SEND learning walk and have access to the SEND register (no names) to accurately analysis the SEND provision across the school
- To meet with Inspectors or fellow Blue Kite colleagues for internal or external inspections or QAR visits
- To read and review the SEND report to Governors before the presentation.

Signed:

Date: September 2024

This Policy is written in line with
Blue Kite Equality Inclusion and Diversity Policy
Accessibility Policy
EAL policy
PPG policy
LAC policy
Behaviour Policy
Teaching and Learning Policy
SEND within the Curriculum: BP Adaptations .

Appendix 1 Badbury Park Graduated Response.

Universal Provision Teacher lead
First Quality Teaching in line with Teaching and Learning Policy
<p>Adaptations planned within the curriculum to meet child's needs within the classroom setting.</p> <p>Scaffolded learning and tasks.</p> <p>Ensure accessibility.</p> <p>Regular use of school Behavioural policy</p> <p>Planned use of school environment to support learning inside and outside the classroom</p>
Identification
<p>Concerns raised by parents/teachers/TAs</p> <p>Lack of progress began to be identified as a barrier(s) to learning: class teacher</p> <p>Discussions at Pupil Progress meetings: class teacher</p> <p>Use of BK Graduated Response: class teacher</p> <p>Class teacher attends SEND drop in</p> <p>Discussion with SENDco/ Head/ Inclusion Worker</p> <p>Monitored and notes taken on weekly plans, or observations in structured and unstructured times : class teacher and SENDco</p> <p>Discussion with child and parents/carers and Identification and Summary sheet signed: class teacher</p> <p>Placed on SEND register by SENDco and Learning Plan started by class teacher using Provision Map</p>
Assess
<p>Class Teacher in discussion with SENDco use <u>Needs Checker Summary Sheet and Provision Map provisions</u></p> <p>Refer back to Universal Offer and FQT found in <u>BK Graduated Response</u></p> <p>SENDco to Support class teacher to assess primary and secondary SEND need; Cognition and Learning, Communication and Interaction, Social and Emotional Mental Health, Sensory, Physical and Medical needs.</p> <p>Evidence from class work and teacher observations</p> <p>Reports on Cpomms</p>
Plan and Do
<p>Learning Plan written by class teacher with input from child/ parent</p> <p>Targets set and provision planned: class teacher</p> <p>Set up interventions: class teacher</p> <p>QFT alongside individualised plans for SEN Support</p> <p>Refer to any external reports and recommendations for Learning Plan</p> <p>Resources can be obtained from <u>Menu of Provision Swindon Core Standards</u></p> <p>Specialist reports</p> <p>Resources from school plans and schemes, planned with support of SENDco and Phase leaders</p>
Review
<p>Review Learning plans three times a year by class teacher</p> <p>Review child's progress termly with the planned interventions every 6 weeks</p> <p>Make notes on Learning plans, weekly plans and CPomms for positive and negative developments towards targets: class teacher</p> <p>Class Teacher re-write Learning Plan after first review adjusting met targets or identifying ongoing targets. (What's working what's not working?)</p>

Continue with Graduated Response cycle

Graduated Response to SEN support Early Help SENDco led

Limited progress being made or additional resources sought.
SEND Early Help Assessment Plan opened with TAC/F meetings held ideally every 6 weeks: SENDco as Lead Professional
Outside agencies contribute to targets on Early Help Review EHR. School based targets to be reflected on EHR but target, details and progress recorded in SEND Learning Plans and reports submitted by **class teacher** to be used as evidence in TAC/F meetings

Graduated Response from SEN Support Early Help to EHCP SENDco Lead

After a series of Assess Plan Do Review cycles and needs of a child are not being met from the school's SEN Support and SEN EHR support then an EHC Assessment can be requested with evidence of the graduated approach found in Learning Plans and EHRs