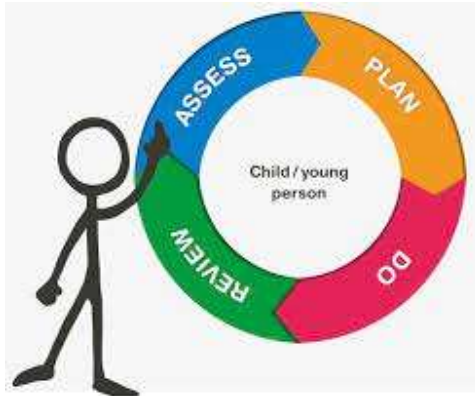


# What is the graduated approach to SEND?

## What is SEND Support?

All children receive 'quality first' teaching as a universal level of differentiated support. When a child requires teaching and learning that is *'additional to and different from'* the majority of children the same age on a frequent basis, SEND Support is the system by which schools assess the needs of children, and then provide appropriate support. With parents' consent, the child is added to the school SEND register so that their achievement can be carefully tracked to ensure they make progress.



The system follows four stages, often referred to as 'cycle' of **'Assess, Plan, Do, Review'**.

This is part of the graduated approach to SEND.

The child is at the heart of this process.

This cycle should not be considered a single process. There may be more than one cycle at a time, each addressing different areas of need, e.g. communication and interaction, cognition and learning, social, emotional and mental health, sensory and physical (see 4 broad areas of SEND need).

### 1. Assess

The class teacher, working with the SENCo, discusses the child's needs and creates a baseline assessment by which progress will be measured.

Assessment can be formative (teacher observation of learning) or summative (a one off test or assignment).

Any concerns raised by parents are also acted upon. The assessment should be reviewed regularly, with specific dates set for the next review.

### 2. Plan

A plan of additional support is drawn up for a pupil.

This is the *'assess, plan, do, review'* record, using the framework of the graduated approach.

It includes the parents' views and child's voice.

School and parents agree what progress they hope will be made (outcomes), and by what date. These are recorded on the document as SMART targets (**s**pecific, **m**easurable, **a**chievable, **r**ealistic and **t**ime bound). Parents are given a copy of the document.

### 3. Do

This is the SEND provision that the child will receive to meet their needs. It details the extra support, intervention programmes and approaches that will be implemented, by who and when, under the supervision of the class teacher.

Provision is evidence-based which means it is known to be effective and have impact on learning.

### 4. Review

The graduated approach is a live document, and this section will be completed over the timed period of the graduated approach cycle.

It includes teacher observation and any summative assessment that evidences the progress made towards meeting outcomes set in the plan.

The SEND Code of Practice (2015) is not specific about the frequency of reviews, Teachers meet with parents three times per year so that parents can be fully involved.

After the Review, a second or third cycle might start, each aiming to improve the support for the child.

If the desired outcomes have not been achieved, and there continues to be concerns about a child's progress the SENCO may then refer the child to the appropriate Lincolnshire support service who can perform a more specialised assessment and make recommendations.

### **Working with other services**

School will always seek to involve a specialist when a pupil makes little or no progress, or when their work is significantly behind that of other typically developing pupils of the same age.

Progress should not be compared to other pupils who may also have SEN.

The pupil's parents will always be involved in any decision to involve specialists and their consent will be sought.

### **Who is involved?**

Within the local offer for SEND in Lincolnshire, schools have access to:

- Working Together Team (WTT) outreach service - CI needs including autism
- Specialist Teaching Team (STT) service – CL needs and specific learning differences
- Speech and Language Therapy Service
- Educational Psychology Service
- Community Paediatrician
- BOSS (Behaviour Outreach Service)

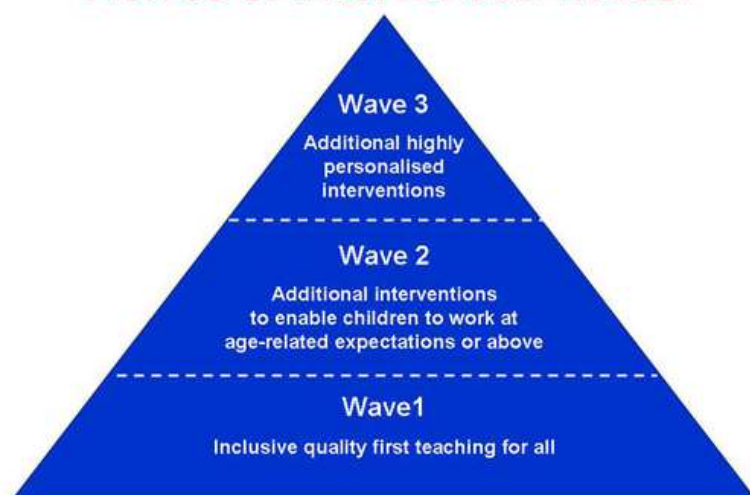
### **Waves of Intervention**

Additional support for children with special educational needs is expected to be delivered through in three successive levels or 'waves of intervention'.

**Wave 1** is the expectation of 'Quality First' teaching, as the universal level for all children, where good quality teaching and suiting work to individual children means that every child is included. The needs of all children are taken into account, with high expectations for them. This is supported by whole-school policies.

**Wave 2** is a more targeted approach specifically for pupils with SEND. There could be access to specialist resources within the school, such as intervention groups, therapies, identified provision and some 1:1 support. This can be for general 'catch-up' or the start of the graduated approach cycle of Assess, Plan, Do, Review.

### **Waves of Intervention Model**



**Wave 3** is usually where an external specialist may be asked to advise on more specialised support, generally where a child has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.

If the support provided by the school under SEND Support is not enough to help your child, the next stage is applying for an Education, Health and Care assessment, sometimes called a 'statutory assessment' to establish whether your child requires an Education, Health and Care plan (EHCP). A request for statutory assessment along with reports, assessments and supporting evidence from other professionals is submitted to the local authority. The decision to issue an EHCP is decided by the SEND panel. If an EHCP is agreed, it will contain the needs, aspirations, and provision needed to meet the long term outcomes for the child which the school must deliver. The plan will include the voice of the child and parents/carers. The EHC plan is reviewed annually. If the Local Authority refuses to undertake a EHC assessment, they must give parents a right to appeal their decision.

### **Involving parents and pupils**

The SEND system aims to encourage the full involvement of parents and pupils in planning the support given and reviewing how well it is working.

### **The SEND Information Report**

All schools must publish a document on their website called a 'SEN Information Report' which must include a range of information including how the school identifies children with SEN and the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be obtained.