The Graduated Approach

What is ‘SEN Support’?

- Where a child or young person is identified as having a Special Educational Needs (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** through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person’s needs and of what supports the child/young person in making good progress and securing good outcomes.

- This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

- All mainstream schools are provided with resources to support those with SEN. This is known as **Element 2** funding. Top-up funding, known as **Element 3** is available to meet the needs of SEN pupils when above the nationally prescribed threshold of £6000.

What is the four-part cycle?

- **ASSESS** – In identifying a child/young person as needing **SEN Support** the class or subject teacher, working with the Special Educational Needs Coordinator (SENCo) should carry out a clear analysis of the child/young person’s needs. This should draw on the teacher’s assessments and experience of the pupil, their previous progress and attainment and any concerns raised by the parent. Assessments should be reviewed regularly to ensure that support and interventions are matched to need, barriers to learning are identified and overcome.

- **PLAN** – Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil should be made aware of their needs,
the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

- **DO** - The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

- **REVIEW** - The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil’s needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil’s progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

**What happens when the child/young person continues to make less than expected progress?**

- Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the school should consider involving specialists from health and/or social care. The pupil’s parents should always be involved in any decision to involve specialists.

- The SENCO and class teacher, together with the specialists, and involving the pupil’s parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child’s progress. They should agree the outcomes to be achieved through the support and continue to follow the **four-part cycle**: ASSESS- PLAN-DO-REVIEW. SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school should consider requesting an Education, Health and Care needs assessment.
**What happens if an Education Health Care Assessment is requested?**

- A Lead Professional, usually the school SENCo will arrange a meeting with the parents and if appropriate, the child/young person. The purpose of the meeting will be to complete the request form to include the schools, parents and pupils views. School’s views are summarised in a **Child or Young Person Profile**, parent views in ‘**Our Story**’ and child/young person views in ‘**All About Me**’.

- **Child or Young Person Profile** – The profile will show the views, information and advice relevant to the child/young person including the child/young person’s **strengths and need; medical conditions**; an evaluation of **support and interventions** including costs; the **involvement of specialists** and the **progress** made over time.

- **Our Story** – This will record the parent’s views of their child/young person’s **history**, their general **health, needs, interests, and aspirations**.

- **All About Me** – The child/young person’s views including what is important ‘to them’ and ‘for them’; how **they** wish to be supported to manage their **SEN** and their **hopes and ambitions** for the future.

- The Lead Professional will send the **request form, Profile, Our Story, All About Me** and any **specialist reports** to the Local Authority SEN Team.

**What will happen after the request for an Education and Health Care assessment has been made?**

- A Multi agency panel or designated LA professional will consider the submitted application. The outcome may be:

  - **No changes** to support recommended: Advice may be given to the school about how to support the child/young person’s needs.

  - **Additional Resources Granted**: Top-up funding will be allocated to the school to meet the **SEN needs of the child/young person**.

  - **Statutory Assessment Recommended**. Additional professional advices will be gathered and an Education Health Care coordinator will meet with family to discuss a summary assessment. A Multi agency panel or designated LA officer will decide whether an EHC plan is required.