

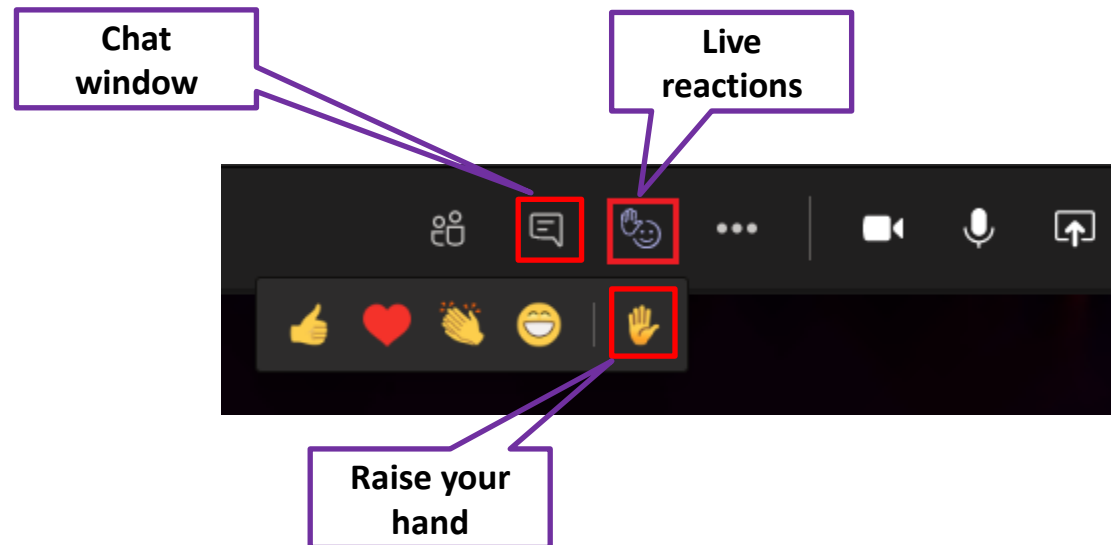
The Graduated Approach

Parent Carer Webinar
9th February 2022



Welcome

- During the meeting please be on mute
- Questions:
 - We would welcome your questions after the presentation
 - Please feel free to use the chat section to post your questions
 - Or alternatively use the 'live reactions, raise your hand' feature and the moderator will invite your question



Speakers

- Sarah Crawford and Sarah Green, Warwickshire Educational Psychology Service

Supported by:

- Sam Craven, Participation Team
- Tammy Mason, STS (Specialist Teaching Service)
- Sandra Bowering, IDS (0-5) (Integrated Disability Service)



Outcomes

By the end of this webinar you will:

- Know what is meant by the graduated approach
- Have an understanding of assess, plan, do and review cycles
- Explored the roles and responsibilities of education staff in relation to the graduated approach

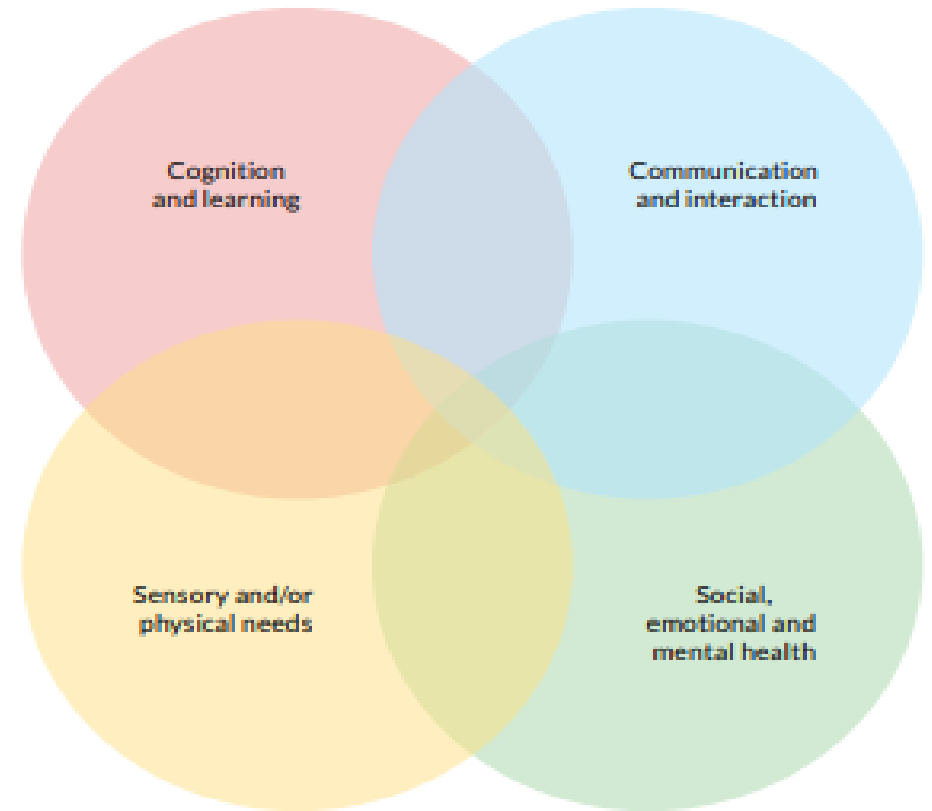


What is a special educational need?

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.

Four areas of need are:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs



The role of staff in school

- Whole school responsibilities (led by senior leadership)
‘Creating an inclusive environment is the most important thing a school can do...An inclusive environment does not come by accident; it is achieved by design’ (Education Endowment Foundation)
- Class Teacher responsibilities
Every teacher is a teacher of SEND
- SENCo (Special Educational Needs Coordinator)
Co-ordinating SEND provision in school
- SEN Governor

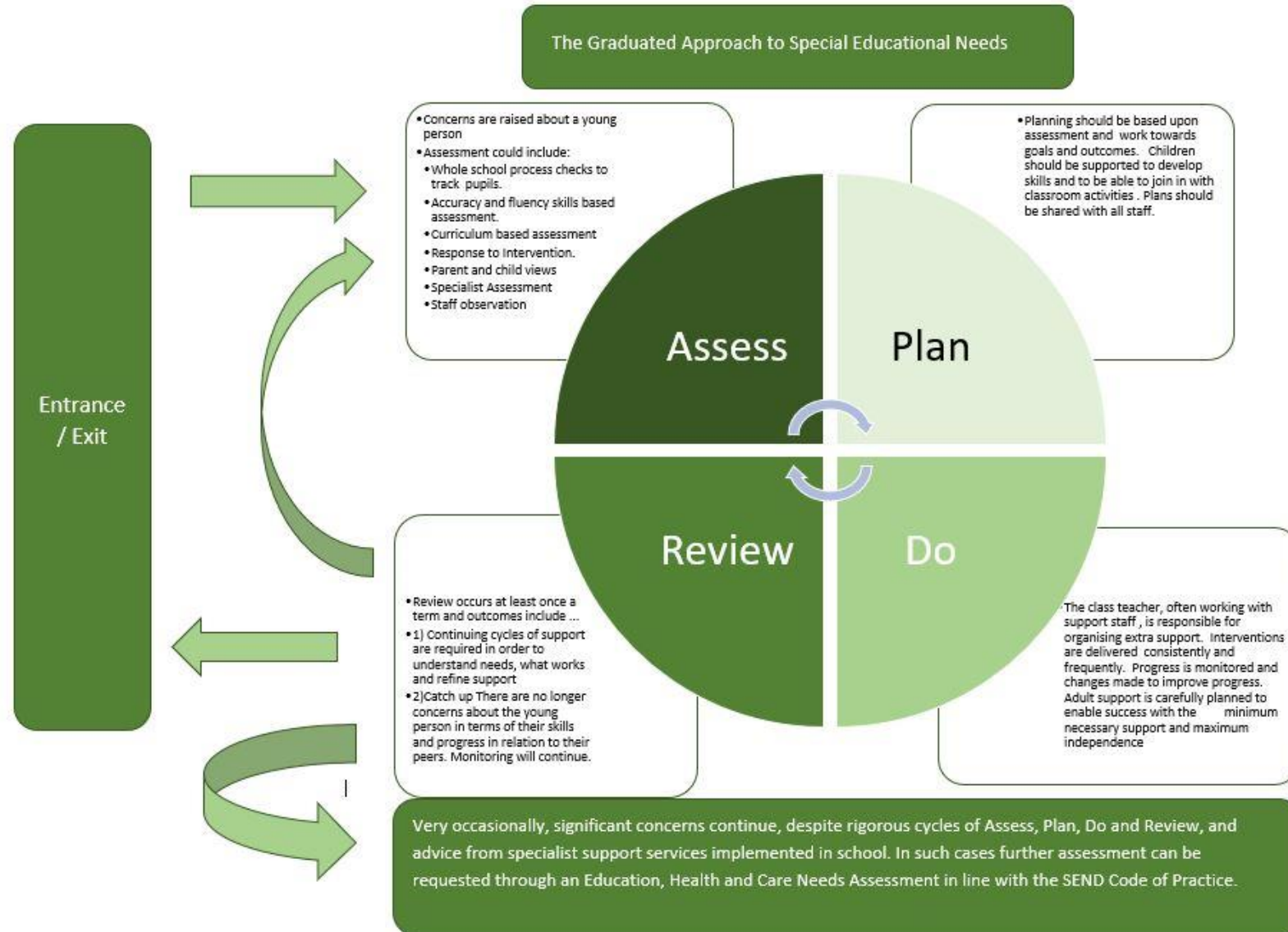
All schools publish their SEN Information Report and SEN Policy on their websites



The importance of the Graduated Approach



What is the graduated approach?



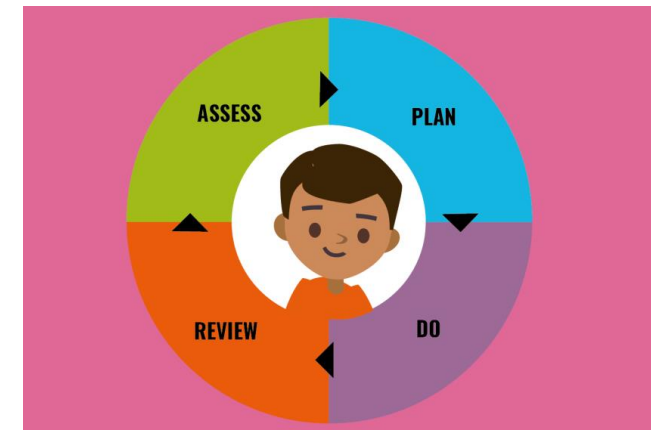
Assess

Assessment is the process by which progress is evaluated.

It can include:

- Observations (including those of parents and staff)
- Child and parent views
- Curriculum assessments e.g., spelling tests,
- Standardised assessments e.g., phonics test

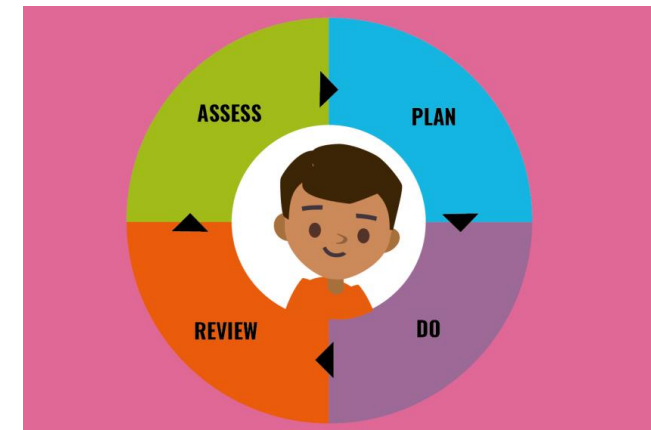
Relevant information about the context and background should also be gathered.



Plan

Planning is identifying:

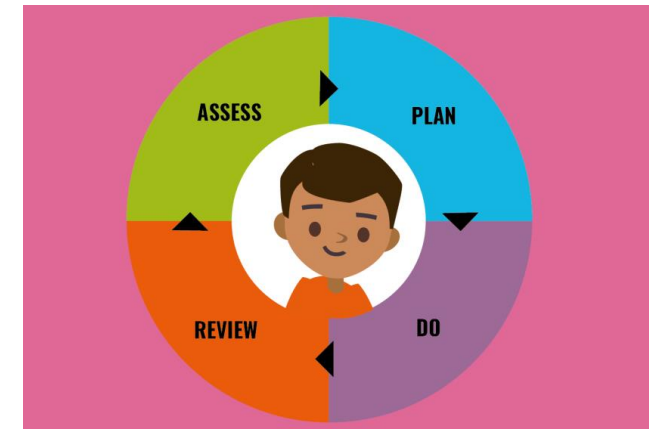
- Where you want to get to?
- How will you know when you have got there?
- What you are going to do?
- What resources are required?
- Who is going to do it?
- When, how often and for how long?
- When you are going to review progress?
- Who are you reviewing with?



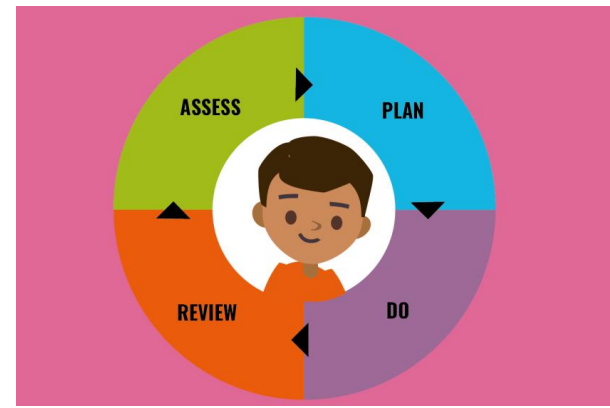
Do

This could include:

- Support within the school
 - environmental changes
 - staffing
 - curriculum changes
- Support targeting skills
 - Time limited interventions e.g., handwriting, social communication, understanding emotion, speech and language interventions
- Monitor attendance, engagement, consistency



Review



There are a number of actions that could be concluded from review:

- the young person has made accelerated progress and the level of support can be reduced to encourage more independence
- The young person has made expected progress and the level of support needs to continue
- The young person has not made expected progress and the intervention needs to be refined. This may involve seeking advice from specialist support services to support further cycles of assess, plan, do, review



Example graduated approach

1 1) Class teacher assesses progress, notices a child has made less progress than her peers, plans some targeted intervention, implements this and then reviews the progress made.



End / continue / progress?

If progress has not been made then the decision may be made to refer this to the SENCo

2 2) SENCO meets with parents and child is added to the list of children at SEN support. Further support/ intervention is planned, implemented and reviewed.



End / continue / progress?

If progress has not been made then the SENCO may request the involvement of specialist support services

3 3) Specialist Support services offer additional guidance to SENCO in Assessing, Planning, Implementing and reviewing support



End / continue / progress?

If it is clear that a higher level of support is required than a school can normally provide from its resources then the decision may be made to apply for an Education Health and Care Needs Assessment

4 3) An Education Health and Care Needs Assessment may take a place which will also plan the support needed. An Education Health and Care Plan may be issued and support implemented. This will be evaluated at the Annual Review.

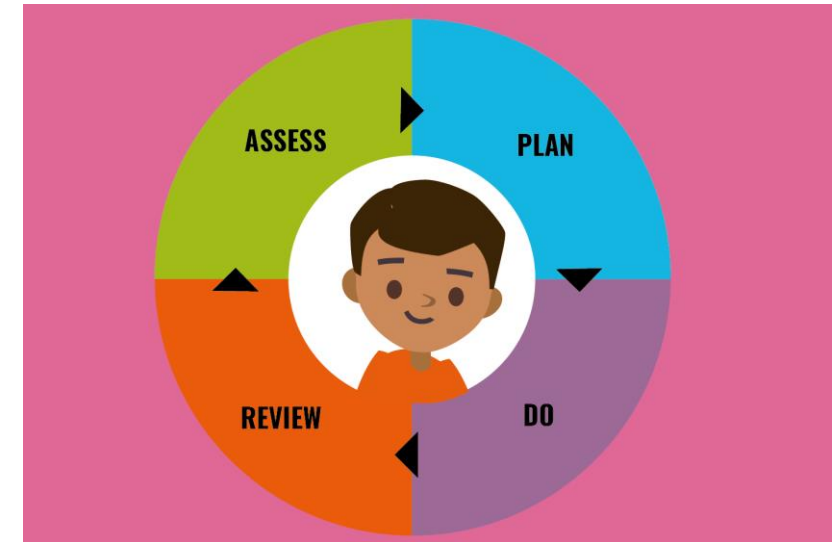


End / continue / progress?



Local Authority support for the GA

- Specialist Support Services
 - Educational Psychology Service
 - Specialist Teaching Service
 - Integrated Disability Service (IDS)
 - Early Years
 - Hearing
 - Physical
 - Complex Needs
 - Vision Support Service
 - Speech and Language Therapy Service
 - Occupational Therapy Service
- SENDAR



Local Authority support for the GA

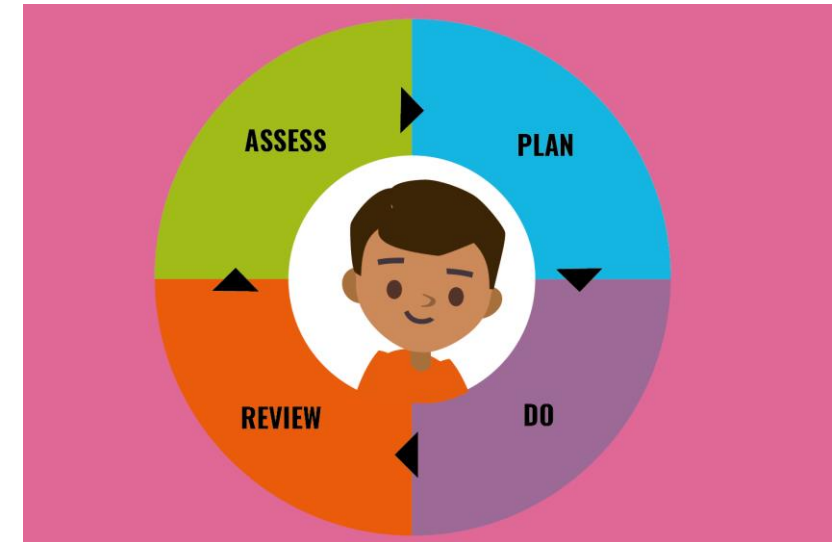
SEND Inclusion Guidance

- <https://www.warwickshire.gov.uk/homepage/275/send-and-inclusion-guidance>

Parents may also wish to use this to support conversations in school.

(Video Introduction to SEND Inclusion Guidance <https://youtu.be/gxJgCcVfjLw>)






- Types of support
- Processes



Quality First Teaching

Physical Environment / classroom management

Teachers to consider the following:

- Are recommendations from specialist support services being used to ensure the appropriate physical environment for the young person?
- Are resources, such as relevant checklists and environment audits used in order to inform their classroom practice including advice on creating a good listening environment?
 - Please refer to the [NDCS website](#)  which provides information including:
 - [Creating good listening conditions for learning in education: NDCS 2016](#) ;
 - [Managing listening conditions checklist: NDCS](#) ;
 - [Pupil survey on classroom acoustics: NDCS](#) ;
 - [Preliminary noise survey: NDCS](#) .
- Are there are opportunities for flexible groupings and pairings?
- Do young people have access to positive role models to allow for paired work to support sensory needs?
- Are young people appropriately seated to access the information provided by the teacher and reduce distractions?



Review

The SENCo needs to consider the following when conducting reviews:

- All relevant adults (including parents) need to be invited to the review and given notice to attend
- Relevant school staff need to be actively involved in the review process so they can report on how interventions in and out of the classroom have been implemented and the progress that has been made
- School staff need to have time to attend review meetings, whenever possible
- All relevant information needs to be available at the review, including:
 - Assessment of the young person's progress in the area of concern using objective data as well as teacher reports
 - Information about the adjustments that have been made in the classroom and their effectiveness
 - Information about how the individual intervention has been implemented including how often it took place, who delivered it and how engaged the young person was.
 - Any other updated information
- The review should be person centred in approach and the young person needs to be actively involved in the review as appropriate to their age and developmental level.



Social, Emotional and
Mental Health (SEMH)
guidance



Questions?

Local offer webpages www.warwickshire.gov.uk/send

Email: Sendchange@warwickshire.gov.uk

