

The Graduated Approach in Sefton

Parents and Carers Session



Welcome



Jo Cowans/ Lauren Wilding/
Sarah McGarvey



(SEND Inclusion
Consultants)

Session Overview:

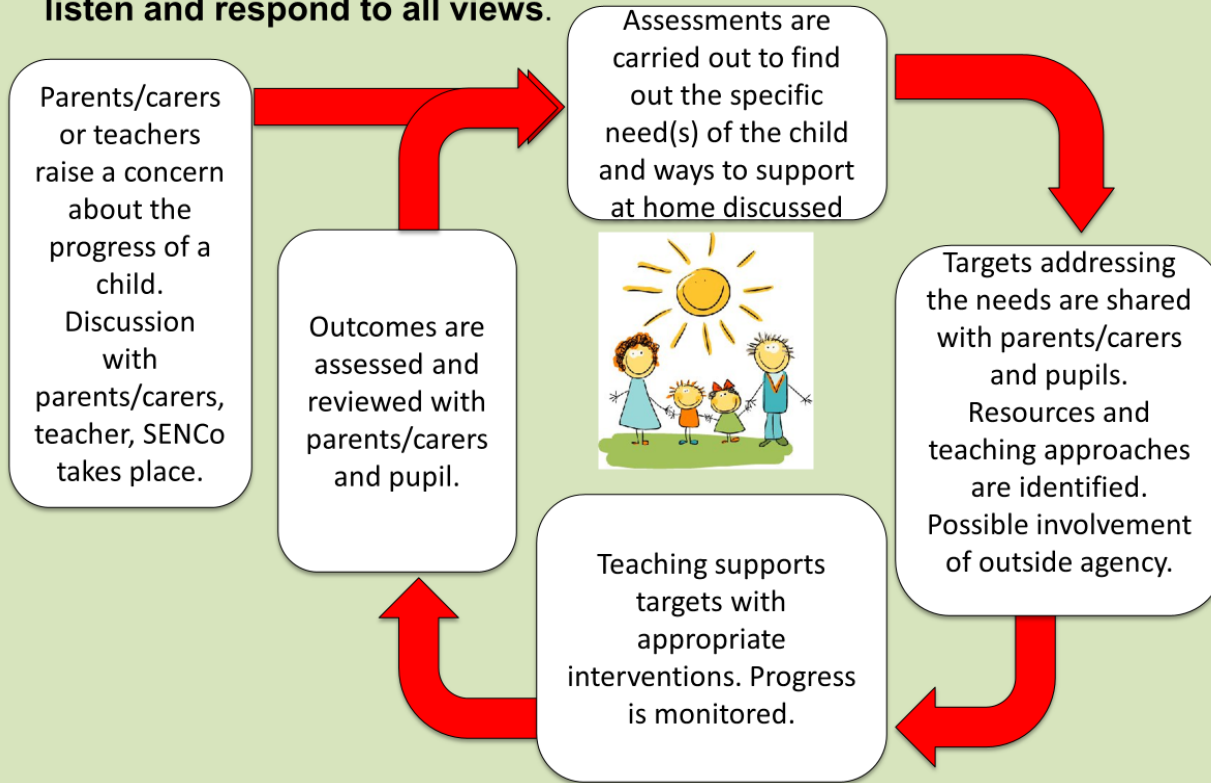
To build parental confidence in SEN support at school through an understanding of the Graduated Approach

To share details of partnership working within Sefton: Health, Social Care and Special Educational Needs and Inclusion

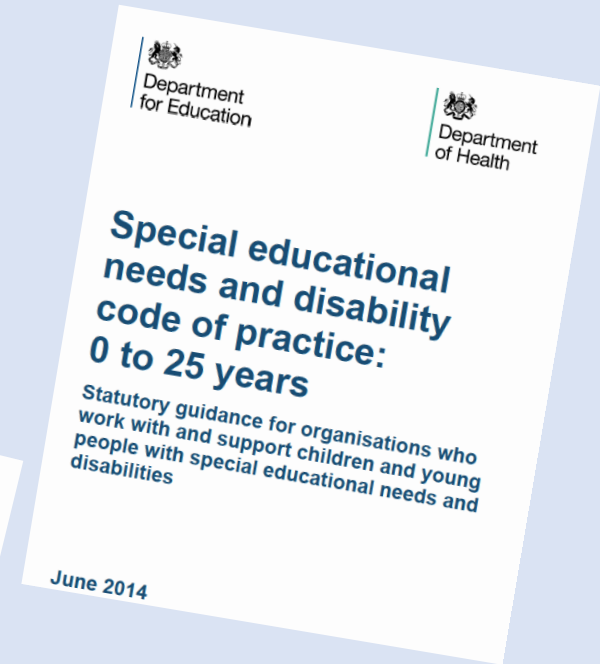
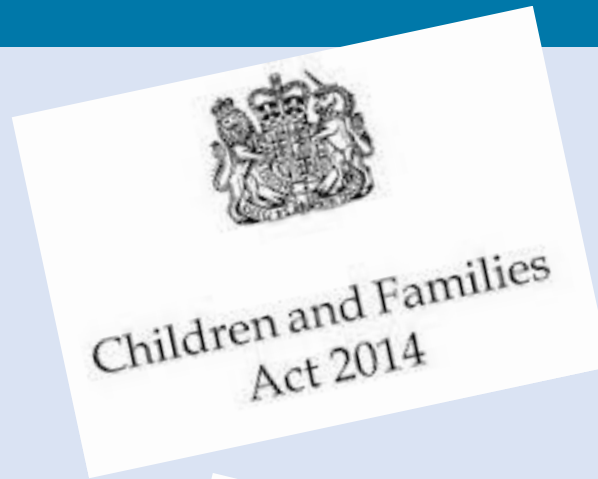
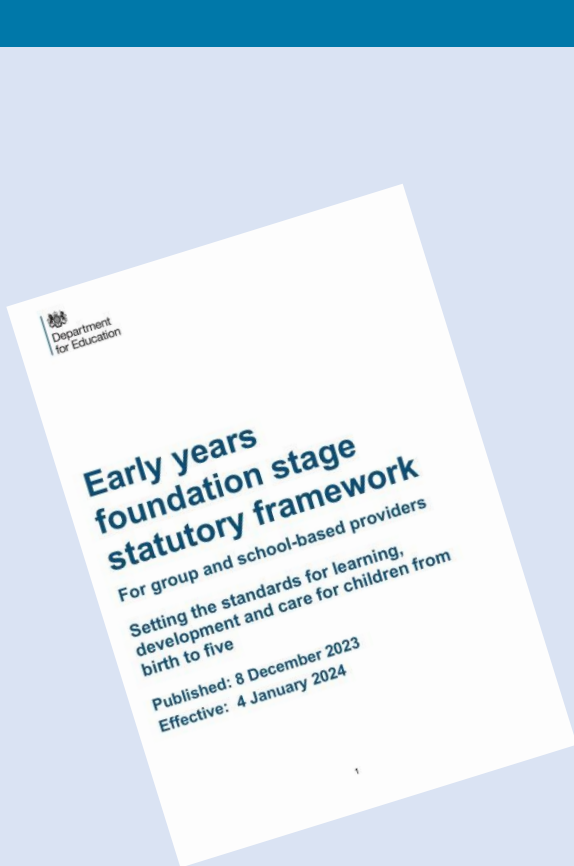
Working with Parents/Carers:

A Partnership Approach

The school should involve the pupil and family in all decisions and listen and respond to all views.



Statutory Guidance



When does my child have SEND?

SEND Code of Practice, 2015: 6.15

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age

Four Categories of Need

Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- *E.G. Dyslexia, Dyscalculia,*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

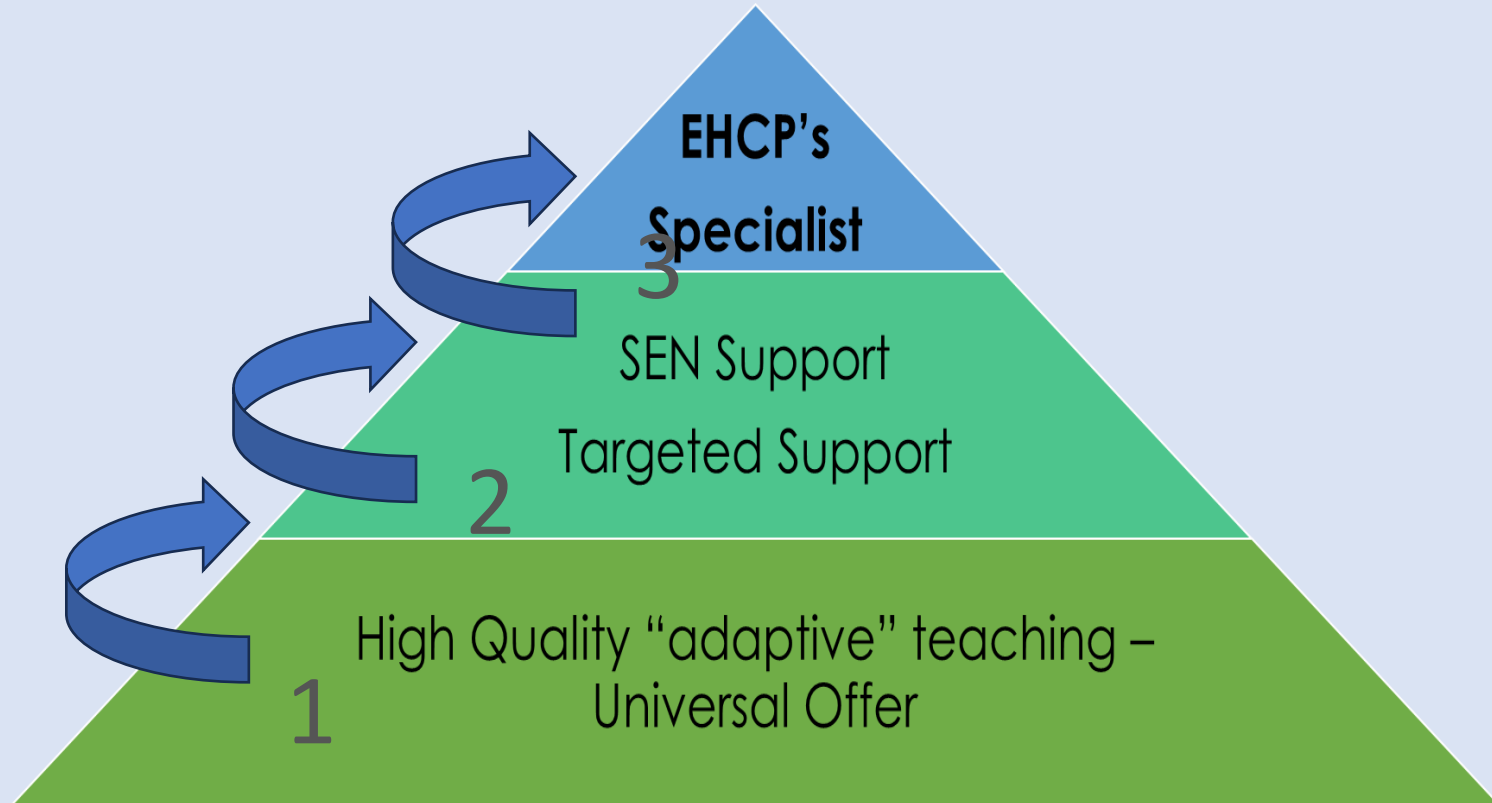
Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

School's Waves of Support



Good Practice: High Quality Teaching for All

1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
 - promote positive relationships, active engagement, and wellbeing for all pupils;
 - ensure all pupils can access the best possible teaching; and
 - adopt a positive and proactive approach to behaviour, as described in the EEF's [Improving Behaviour in Schools](#) guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

5

Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.

Pupils requiring adaptation to their learning do not necessarily require a SEND Support Plan.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

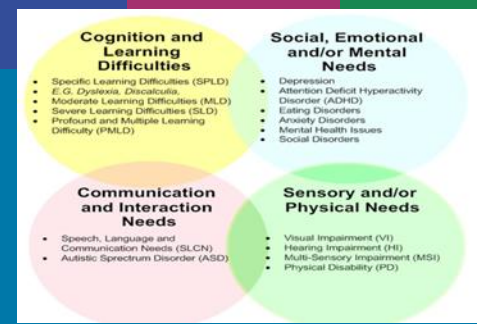
The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



High quality teaching: The 'five-a-day' principle (youtube.com)

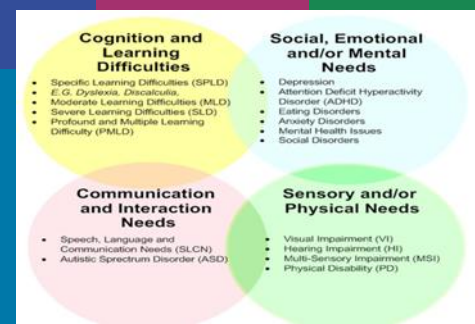
(Education Endowment Foundation)

Cognition and Learning



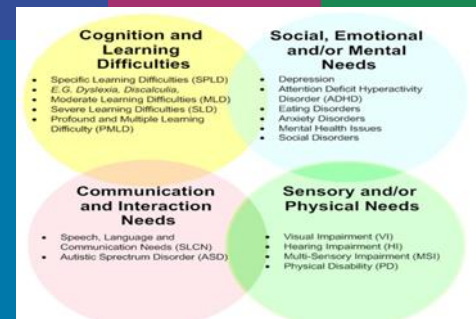
- Multi-sensory approaches to learning - see it, say it, do it
- Using resources, numicon, dienes, physical objects
- Repetition and over learning
- Engaging the learner through their interests
- Learning mats, visual prompts, scaffolds for learning
- Modelling what a good one looks like.
- Verbal prompts
- Quizzing
- Knowledge organisers

Social, Emotional and Mental Health



- Emotional coaching through stories and books
- Modelling of appropriate behaviours
- Social stories and comic strip approaches
- Use of a calm and safe space/outdoors.
- Identify activities which seem to decrease anxiety levels.

Physical and Sensory



- Is there any medical diagnosis that will impact on how they access provision and space?
- Be aware of any additional needs such as vision or hearing when considering seating/lighting
- Use visual cues
- Regularly check understanding
- Use of technology to support learners
- Hearing loops

SENCO

Code of Practice, 2015: 6.09

- Co-ordinating provision for children with SEN and keep records up to date
- Liaising with parents of pupils with SEN
- Liaising with external support agencies
- Working with the headteacher and governing board
- Planning and overseeing training teachers and support staff who work with pupils who have SEN

Class Teacher

- Have high aspirations for every pupil:
- Take responsibility for meeting the special educational needs of pupils in their class; through adaptive teaching and high-quality teaching approaches
- Engage in training to ensure resources meet the needs of their classes
- Co-produce SEN plans to involve parents/carers and pupils in planning and reviewing progress
- Use the SENDCO strategically to support the quality of teaching for their SEN pupils

Teaching Assistants

- TAs add value to what teachers do, not replace them
- If additional adult support is available, TAs may deliver high quality one-to-one and small group support using structured interventions.
- TAs help pupils develop independent learning skills and manage their own learning

Key Worker/Key Person

Statutory Framework for the Early Years Foundation Stage

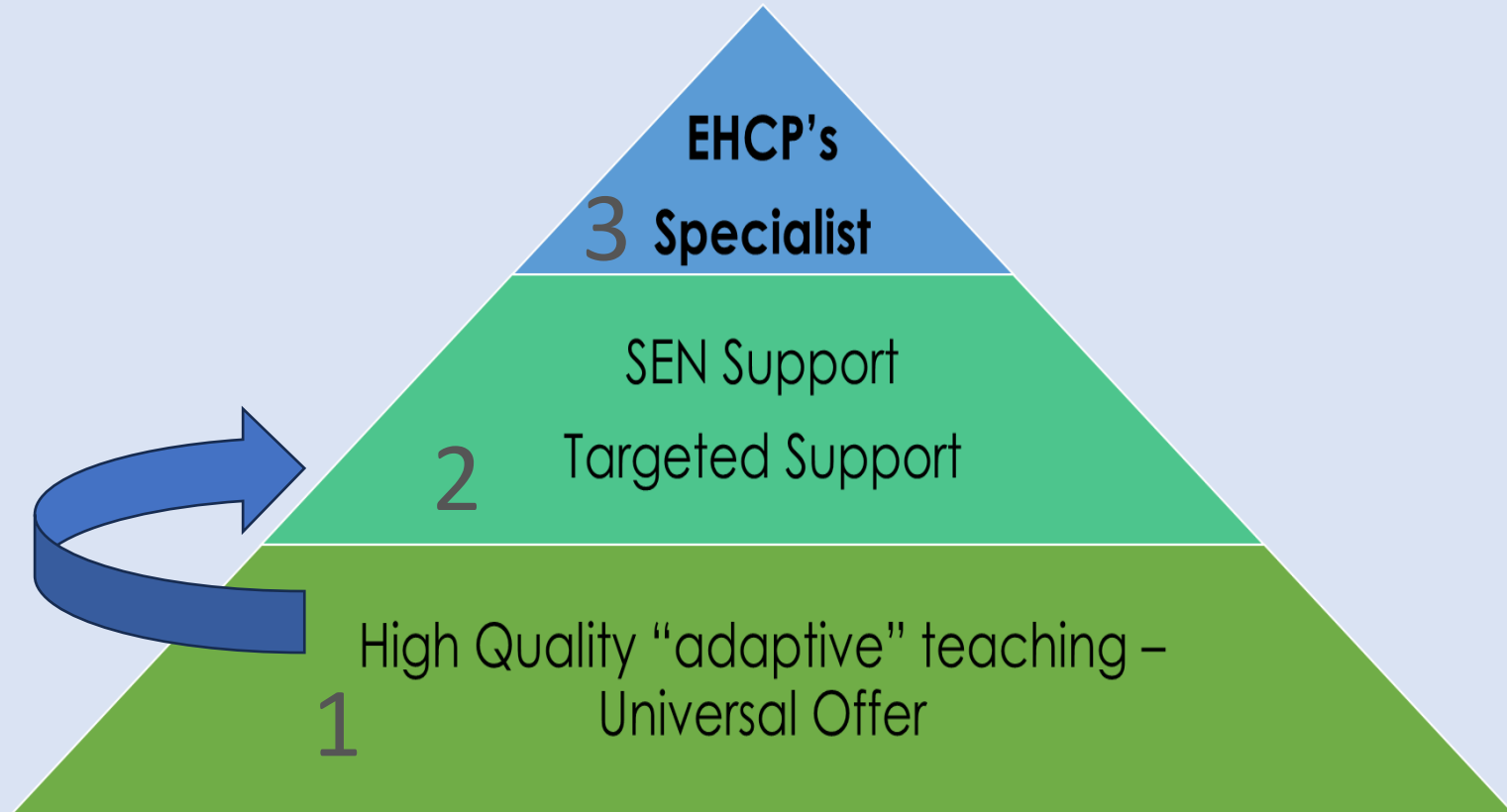
Role of Key worker

- To help ensure that every child's care is tailored to meet their individual needs
- Help children become familiar with the setting
- Build a trusting relationship with the child and their parents
- Implement the assess, plan, do and review cycle
- Keep parents informed

The key person approach in early years is an important aspect of EYFS practice, designed to support children's learning and development. Each child within an early years setting is allocated a key person.



School's Waves of Support



Referrals to other professionals

School Nurse Team

Speech and Language Therapy

Occupational Therapy Services

Paediatric Support – Pathways to
Diagnosis

ASD/ADHD Nurses

Counselling Services

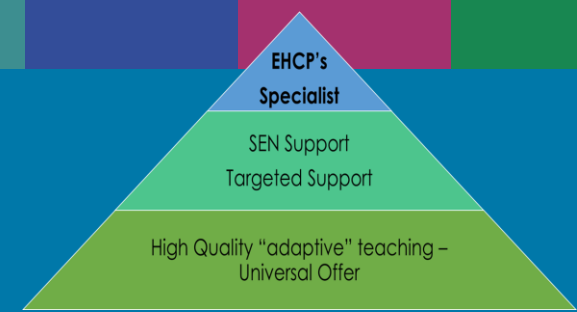
Mental Health Support Teams

Key Practitioners: Local Authority

- Educational Psychology
- Virtual School – Looked After Children
- Early Years Team
- Autism Team
- Complex Needs Team
- Primary and Secondary Inclusion Consultants
- Sensory Needs Team - Hearing Impairment, Visual Impairment
- Specialist Teachers
- Post-16 Support
- SEN Department (EHCP Level only)

Who?


SEN Support Level:



- The class or subject teacher should remain responsible for working with the child on a daily basis
- Interventions should be carefully planned and assessed to monitor their impact
- Parents must be informed if a learner is moved onto SEN Support
- The SEN Register is fluid, learners may move on or off the Register dependent on their progress over time
- Learners' needs may sometimes become more pronounced, following a change of setting at transition points

SEND Support Plans

NAME: Joe BLOGGS **(DRAFT EXAMPLE)**



What is important to me when I am at School?

- ✓ I want to feel happy and safe.
- ✓ Making friends.
- ✓ To have fun and play with lots of toys.
- ✓ To learn to write letters and numbers.
- ✓ To enjoy coming to school.
- ✓ Someone to talk too.

How best to support me when I am at School?

- ✓ To know if I feel sad and ask if I need some help.
- ✓ To talk to me calmly and quietly
- ✓ Not to show that you are angry at me.
- ✓ To give me time to speak.
- ✓ To make learning fun and make me laugh.
- ✓ To tell me and show me what I will be doing next.
- ✓ Help me understand how other people are feeling.

ADD PHOTO HERE

What People Like and Admire About Me:

- ✓ They like to see me smile
- ✓ I am friendly and very loving
- ✓ They like me when I help them
- ✓ They like me when I am happy and follow instructions

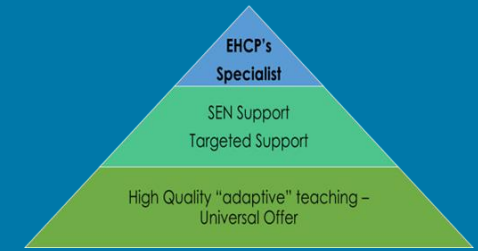
What makes me happy?

- ✓ Having lots of fun and playing outside.
- ✓ Other people smiling and laughing with me.
- ✓ Getting new things (present) for being good.

What are my strengths?

- ✓ I listen well to stories.
- ✓ I like to talk a lot and ask many questions.
- ✓ I enjoy craft learning activities.

Date completed: 27 / 11 / 16
Signed: _____



- Individual SEND plans are created
- Targets are led by the need of the child, rather than by diagnosis. Advice from professionals will contribute towards this plan.
- **Parental and pupil views are sought to contribute towards the plan**
- Targets set and reviewed termly.





Early Years Small Steps Developmental Journal

SUMMARY OF PROGRESS

Small Steps		Age in Months	EYF5 Developmental Milestone	Starts & finishes	Date of Birth:		Small Steps	Age in Months	EYF5 Developmental Milestone	Starts & finishes
Small Steps	Age in Months	EYF5 Developmental Milestone	Starts & finishes	Small Steps	Age in Months	EYF5 Developmental Milestone	Starts & finishes			

Main Teacher/Teacher/Staff Family Assessments

Domains	Age	Personal, Social and Emotional Development	Physical Development	Communication and Language	Mathematics	Understanding the World	Expressive Arts and Design	Area

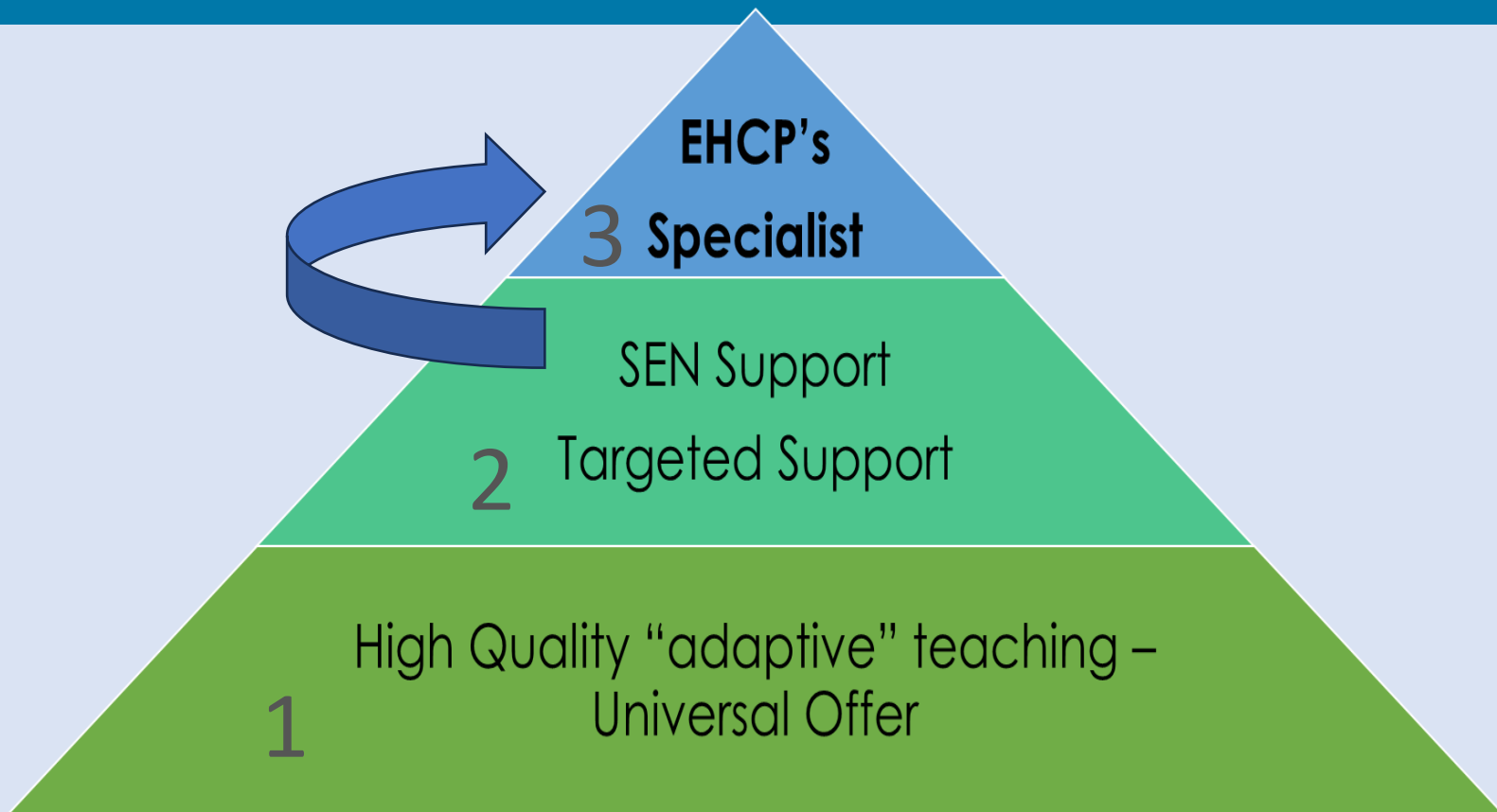
Enter the child's age (in months), date of assessment, and, within each strand of area of learning, state the step and level of competence (e.g. - beginning, developing, etc - secure, refer to the EYF5 Development Scale).

- Is a small-step, evidenced-based assessment tool to understand, appreciate, and celebrate children’s attainment and plan for their future learning.
- Supports a Graduated Approach in line with the Early Years Foundation Stage (2023) and the Special educational needs and disability code of practice: 0 to 25 years (2015).
- Is designed to be used to support the progress of children who present with a high level of learning need in one or more areas of their learning.
- Is a working document to be used collaboratively between early years practitioners and families.



St Gregorys examples of interventions at SEND Support

School's Waves of Support



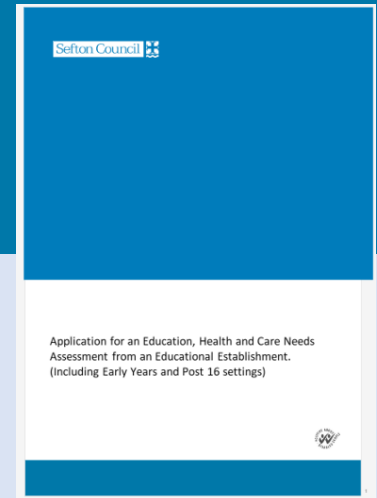
Education Health Care Plan

Is there evidence of a child/young person with significantly greater need than others of the same age?

Has the Educational setting sought advice from external professionals?

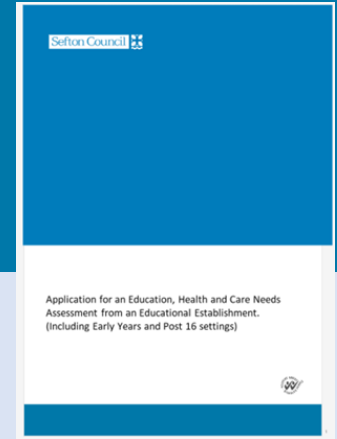
Has the setting followed an Assess, Plan, Do, Review cycle with targets set based upon advice received?

Has the educational setting worked in partnership with parents?



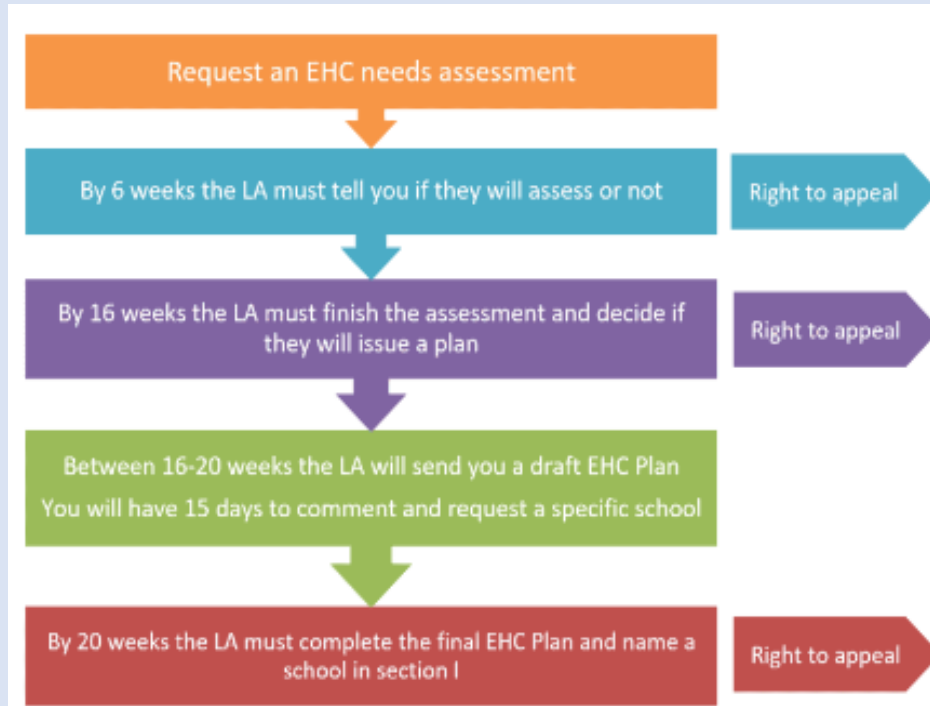
Education Health Care Plan

- Parents have the right to request an Education Health Care Plan
- School will submit their evidence following this request
- If you have been advised to request an Education Health Care Plan for your child, please discuss with the school first, as school will need to evidence that they have followed the graduated approach



EHCP Process

At every stage, the child and their parents and/or young person is fully involved and their views and wishes taken in to account.



Annual Review:
Should be held
annually from the
date of the final
EHCP


It is a 2-part process:

- 1) Decision to Assess by Panel
- 2) Decision if an EHC plan is required.

Local Support in Sefton

Local Offer - Special Educational Needs and Disabilities | The Sefton Directory

Local Offer - Special Educational Needs and Disabilities






[Young Person's Information Page](#) [Popular Local Offer Pages](#) [Navigation Help, Quick Links/Useful Contact Details](#) [Was the Local Offer useful? Please give us feedback](#) [My Sefton News](#)

[Your Sefton - Your Say, click here to participate in Consultations](#)

The Local Offer provides clear and accessible information about the provision Sefton Council expects to be available locally for our children and young people from 0 to 25 who have special educational needs and/or disability (SEND). For more details click ["What is the Local Offer?"](#)

[What is the Local Offer video](#)

 **For Parents/Carers**  **For Young People**  **For Practitioners**

Browse by age and subject

[0-4 Years Old](#) [5-10 Years Old](#) [11-15 Years Old](#) [16-19 Years Old](#) [20-25 Years Old](#) [Parents & Carers](#) [All ages](#)

Sefton Parent Carers Forum

[Sefton Parent Carer
Forum | The Sefton
Directory](#)



SENDIASS

Kids Disabled children
say we can

Get in touch

Parents/carers can **self-refer** to access Sefton SENDIASS
via:

Telephone on **01514 337 442**

Email on **seftonsendiass@kids.org.uk**

Facebook on **www.facebook.com/seftonsendiass**

Leave a short message about the **SEND issues** being
faced and the **Duty Officer** will get back in touch to
discuss this within 5-working days, triaging and
providing IAS.



15.00 in

Who should I speak to if I think my child has SEND?

School

- Talk to the class teacher
- They may refer you to the SENCO

Health

- Do any health concerns need exploring?
- Work with school to complete any referrals

Social Care

- Early Help support be beneficial for support within the home

Question and Answer Session

Thank you for listening!

