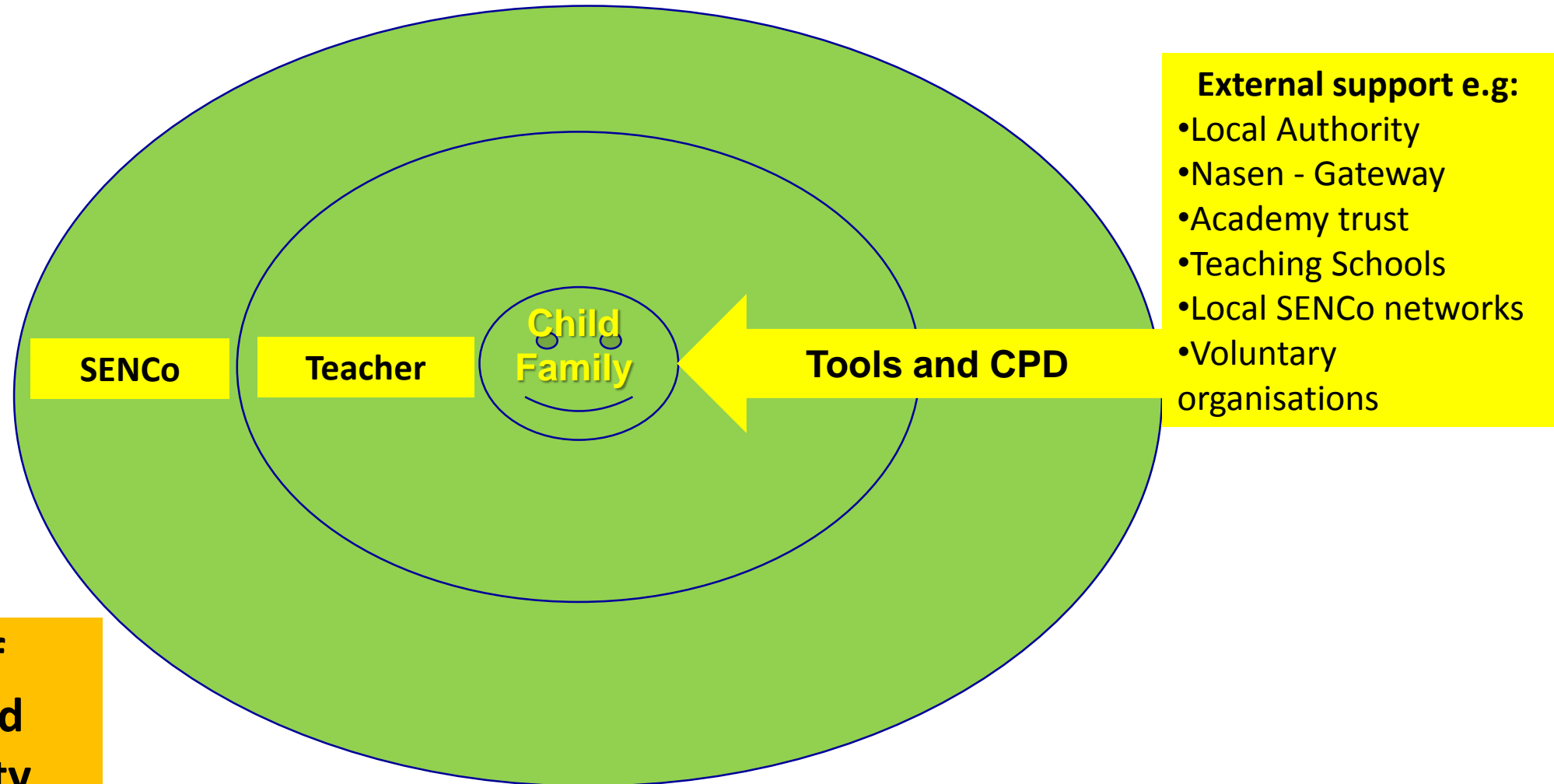


SEN Support and the Graduated Approach

What will I get from this workshop?

- Step by step guide to the Graduated Approach
- Key questions for reflection on your school's practice
- Focus on the shift in the SENCO role within the Graduated Approach
- Suggested tools to support implementation of the Graduated Approach.

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff (Draft Code of Practice)



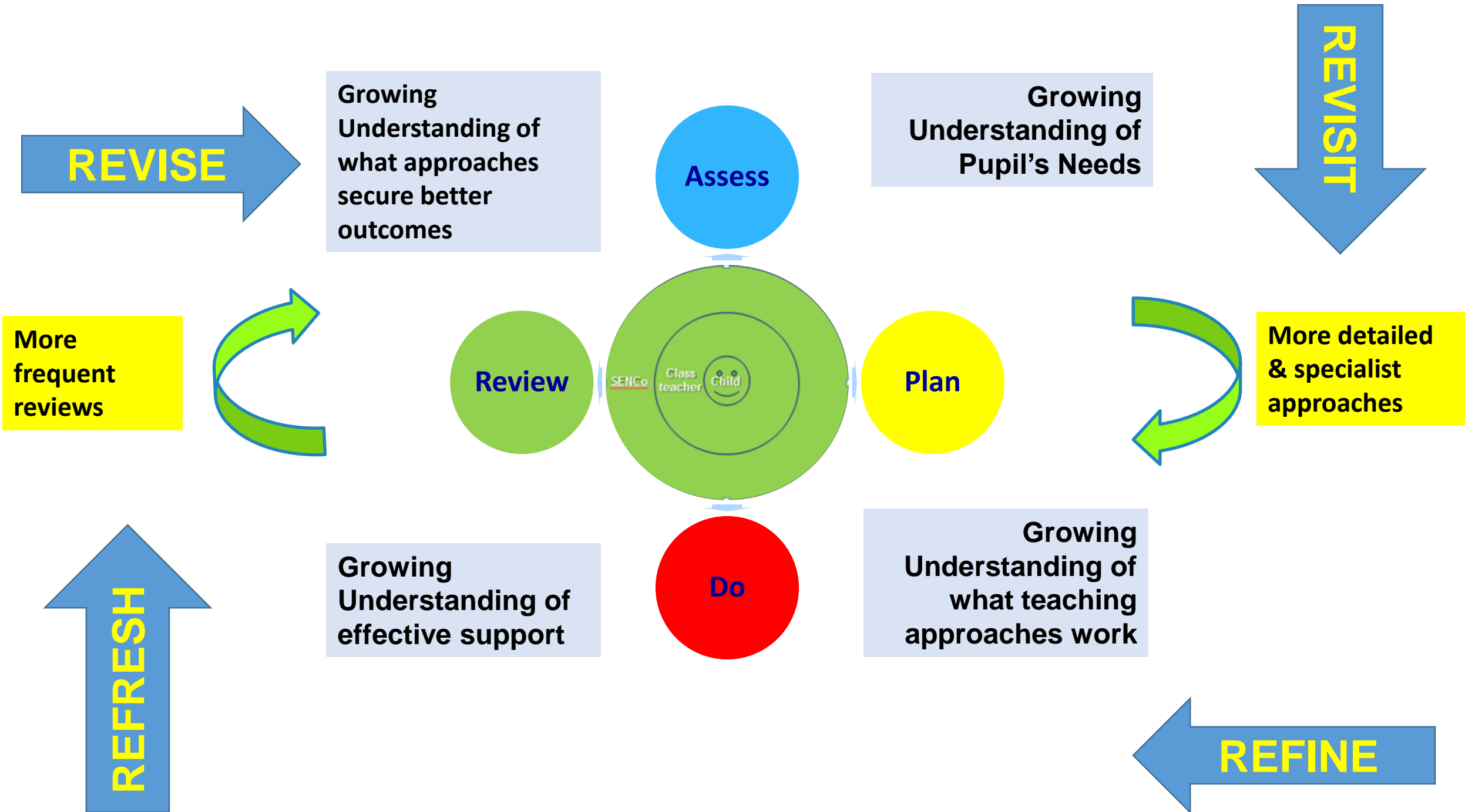
The Zone of Influence and Accountability

The Graduated Approach

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.

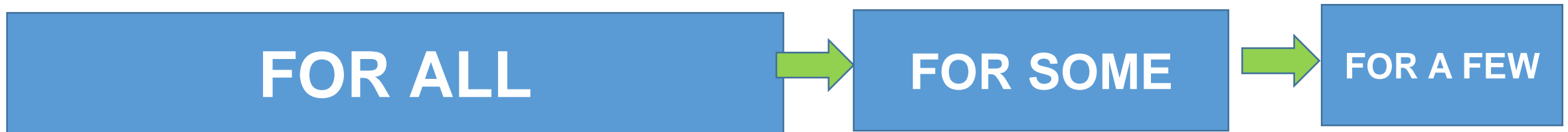
*This SEN support should take the form of a **four-part cycle** through which earlier decisions and actions are **revisited, refined and revised** with a growing understanding of the pupil's needs and of what supports the pupil in making **good progress and securing good outcomes**.*

*This is known as the **graduated approach**.*



Whole School Approach to Assessing and Identifying Need

What assessments do we use to identify pupils' gaps and barriers to learning:



Analysis of Need

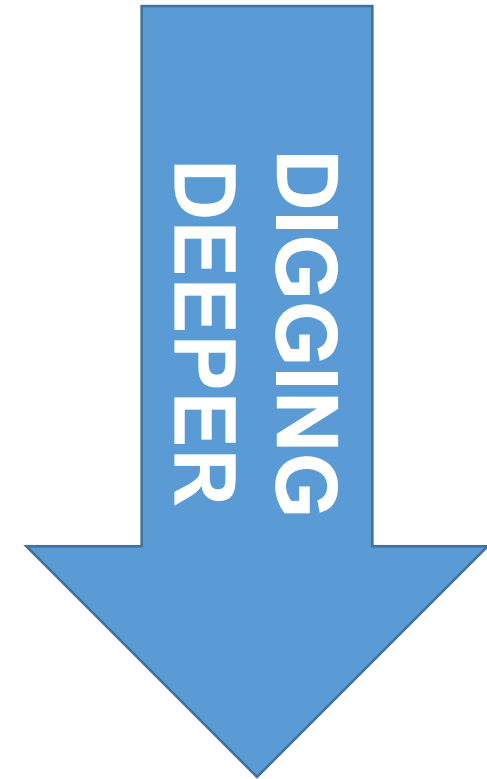
*In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should establish a clear **analysis of the pupil's needs**.*

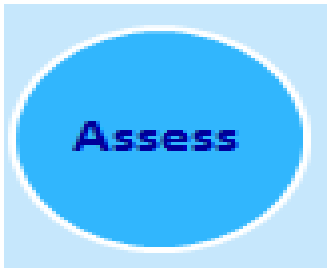
This should draw on:

- ✓ *teacher's assessment and experience of the pupil, information pupil progress, attainment, and behaviour.*
- ✓ *individual's development in comparison to their peers, the views and experience of parents,*
- ✓ *the child's own views*
- ✓ *and, if relevant, advice from external support services.*

Assessment in its broadest sense

- standardised tests
- criterion referenced assessments checklists
- profiling tools e.g. for behaviour, SLCN
- observation schedules and prompt sheets
- questionnaires for parents
- questionnaires for pupils
- screening assessments e.g. dyslexia
- specialist assessments e.g. SaLT, EP etc





Four Broad Areas of Need



1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

Reflection and Readiness

- How are we ensuring we are identifying pupils' needs as early as possible?
- Can we improve our liaison with pre-school / feeder schools to prepare for pupils with additional needs as soon as they arrive?
- Do we have systems, tools and expertise to support identification and assessment?
- Do class / subject teachers make effective use of these tools to identify pupils' gaps and barriers to learning, adapting their core teaching in the light of these findings?
- Do we call on the support of a range of external specialists as and when we need?
- Are there any areas that our staff need training on, to support identification?

Review your SEN Register

1. Agree whole school identification of SEN
2. With teachers, review pupils currently on register
3. Remove SA and SA+ categories and change to SEN Support
4. Change BESD to Emotional, Social and Mental Health
5. Note where external agencies have been involved with a child
6. Identify pupils with EHC plan and those continuing on statement

Planning Provision

1. High Quality Teaching

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN.

2. Targeted Provision

*Teacher and 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***

Reliable Evidence

www.interventionsforliteracy.org.uk/

www.thecommunicationtrust.org.uk/whatworks

<http://www.autismeducationtrust.org.uk/>

<http://educationendowmentfoundation.org.uk/>

Planning provision: EHC plan / Statement

- Staff **read and understand** statement/EHC plan and any specialist reports
- Range of **strategies and approaches** to support class differentiation agreed
- Co-production of plan to address needs with **agreed outcomes** produced
- Additional **training** for teaching and support staff arranged
- Teacher **monitors progress towards outcomes regularly, adjusting** planning
- SENCO monitors progress termly with all relevant staff, parents and pupil

Reflection and Readiness

- **Do teachers plan effectively to meet the needs of the pupils with SEN in their class?**
- **Do teachers understand what is written in specialist reports and what that means in terms of high quality teaching?**
- **Are there professional development opportunities for teachers to have pedagogical discussions around high quality teaching and targeted provision?**
- **Is our school utilising the most recent research around ‘What Works’ for pupils?**
- **Have teachers planned in how they will regularly monitor the progress pupils are making within targeted provision for whom they are responsible and accountable?**

Do

Implementation: Roles and Responsibilities

Class /Subject Teacher

SENCO

- *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.*

- *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 the support.*

Reflection and Readiness

- **Is the SENCO supporting the development of staff skills, confidence and expertise in this area?**
- **Do teachers monitor the progress of pupils, within targeted provision for whom they are accountable?**
- **How can we ensure that the skills being taught and practised within targeted provision are improving the outcomes in class?**
- **Are additional adults being used effectively?**
- **Are pupils' developing independence?**

Reviewing Progress towards Outcomes

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.

Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.

Evidence for Review

Achievement

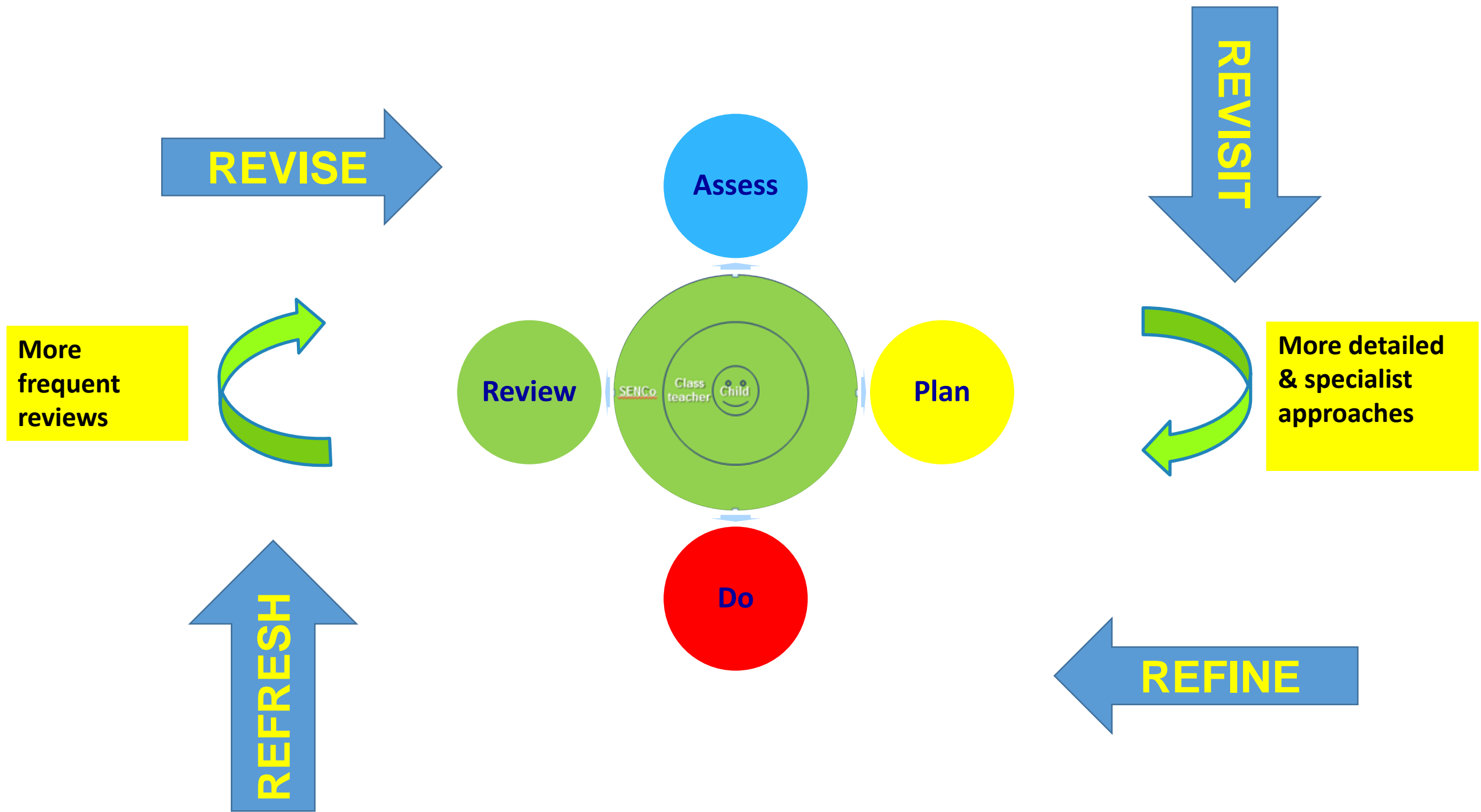
- Assessment through use of:
 - Observation
 - Work scrutiny
 - APP or similar
 - Tests, where appropriate
- Predicted grades / NC / P level they can achieve independently and consistently
- Pupils, parents, staff views

Targeted Provision

- Have they achieved progress?
- What is the evidence?
- Has there been a generalisation of skills transferring back into class work?
- What are the views of support staff, parents, child?
- Is there now a renewed view of pupil's needs?

Reflection and Readiness

- Are all key people meaningfully involved in the review process (parents, child / young person / support staff / specialists /peer advocates)?
- Are teachers driving the process of reviewing the effectiveness of provision for pupils with SEN for whom they are responsible and accountable?
- How can we provide opportunities for liaison with parents at least termly?
- Are we supporting parents in understanding the difference they can make in supporting their child's learning at home and in how they can confidently do this?



REVISE

Assess

REVISIT

More frequent reviews

Review

SENCo

Class teacher

Child

Plan

More detailed & specialist approaches

Do

REFINE

REFRESH

Key features of an effective Graduated Approach to SEN Support

**Rooted in a
Whole School Approach**

SENCO role to support teachers

**Emphasis on teacher's role in
driving the Graduated Approach**

**Meaningful participation with
parents and pupils**

**Relentless drive to improve teachers'
abilities to adapt teaching to respond to
the strengths and needs of all pupils**

**Ethos and values that promote high
expectations and drive for inclusivity
driven by the leadership of the school**