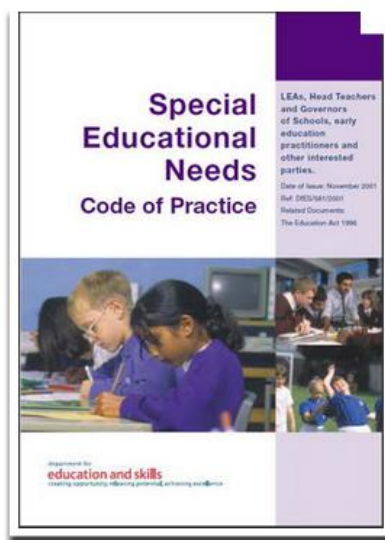




Special Educational Needs  
& Disabilities

# What is the Graduated Approach?



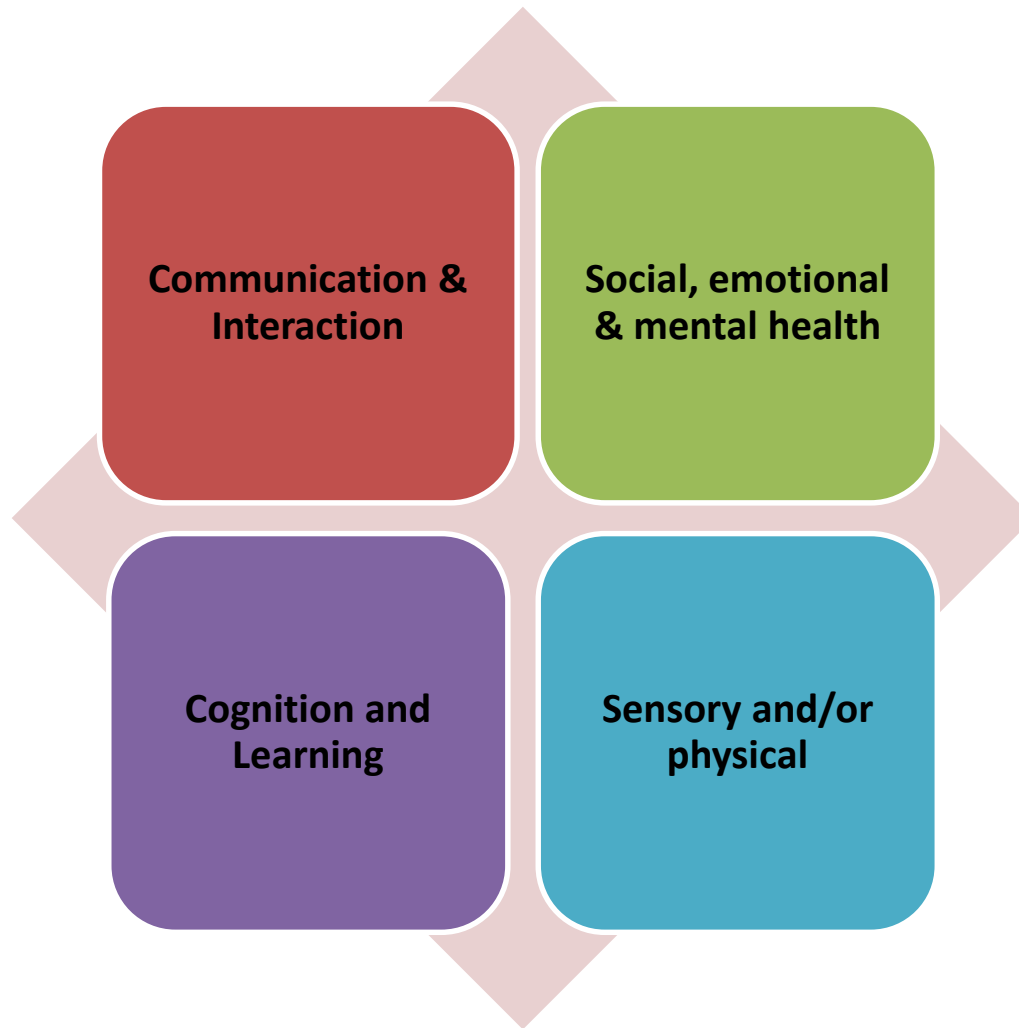
# What is the Graduated Approach?

# ***Code of Practice 2014*** – a single piece of statutory guidance on SEN that reflects the new 0-25 SEN system ('must' and 'should')



- A strong focus on **pupil and parent** participation
- Early identification and intervention
- A focus on high aspirations and improving **outcomes**
- Graduated approach to identification of SEN (**Single Category**) & Assess Plan Do Review
- All teachers must use their '**best endeavours**' to secure high quality provision
- A focus on **transition to adulthood**
- A focus on inclusive practice and removing barriers to learning

# 4 Categories of Need within the Code

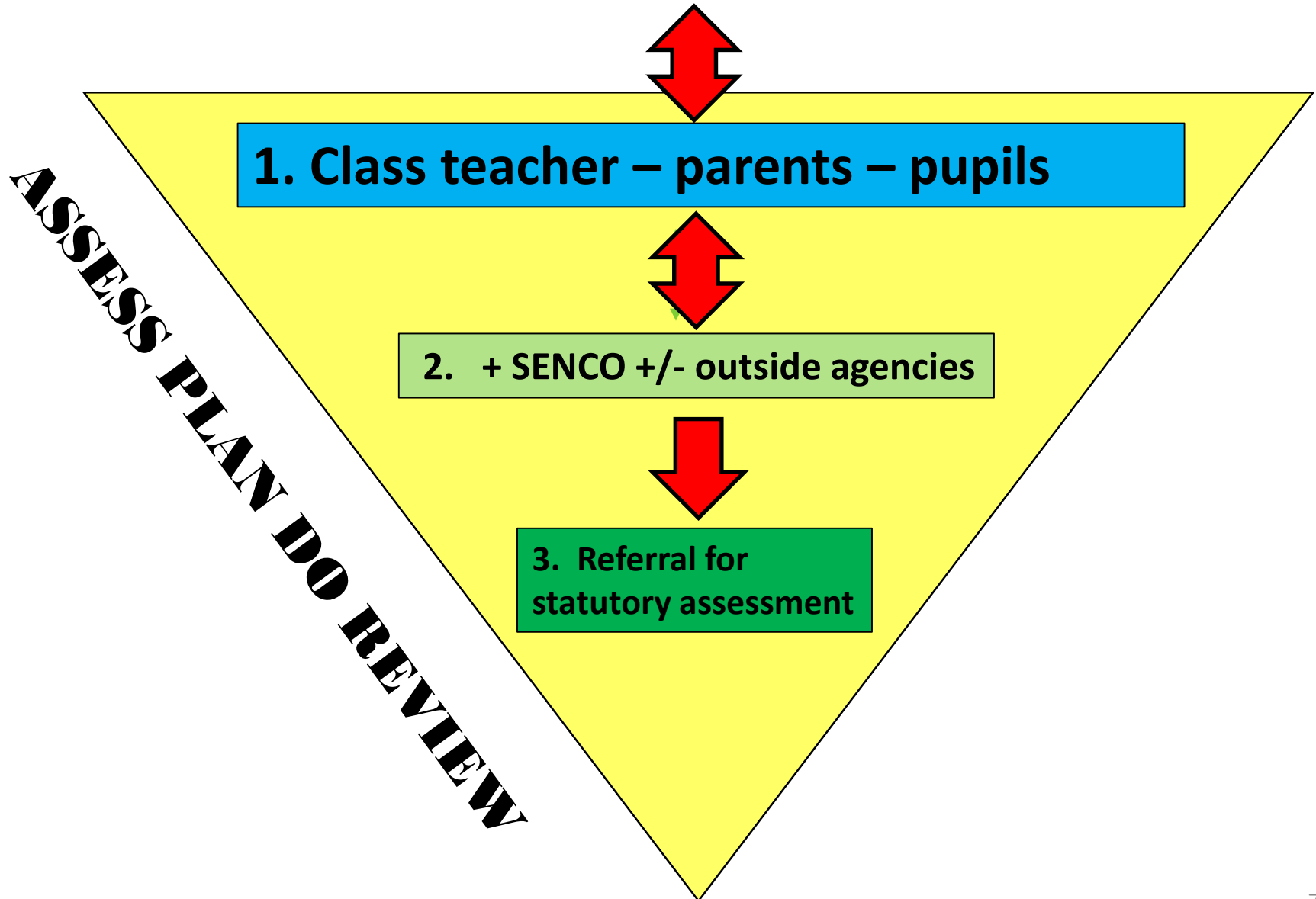


# What is your school's **approach** to teaching pupils with special educational needs?

- ✓ All teachers are teachers of pupils with SEND
- ✓ High quality first teaching
- ✓ Use of data
- ✓ Graduated approach to identification and provision
- ✓ All staff have appropriate training
- ✓ Policy is reflective of Code of Practice
- ✓ Inclusive curriculum
- ✓ High aspirations
- ✓ Committed to improving outcomes for all pupils
- ✓ Promoting independence
- ✓ Involvement of parents
- ✓ Pupil voice

# **Graduated approach to the identification of SEN & the Assess, Plan, Do, Review cycle**

# Graduated Approach (Cycles 1, 2, 3)



A little girl starts school at Roseberry in September. The class teacher notices she is having some difficulties with speech, language and communication.

## What happens next?

- \*Early intervention from the class teacher.
- \*The class teacher starts tracking the child on the graduated approach 1. Class teacher will log the child's emerging needs and any activities and strategies that are in place.
- \*Share our concerns with parents
- \* Completed a parents voice and pupils voice
- \* This will continue to be added to over a term.
- \* If the emerging needs continues to cause concern then the class teacher will refer them to SENDCo who will move them on to cycle 2.
  
- \* At cycle 1 the SENDCo is not involved they will be tracked by the school as mission critical and not on the SEND register. Only when child moves on to cycle 2 will they be added to the SEND register as now we are looking for outside agency support.



# An example of the Graduated Approach



**Cycle 1**

Graduated approach Cycle 1 commenced January 2016

**NAME: M**

**DOB: XXXXXX**

**Year: 1**

**Class teacher: MV**

## **FAMILY DETAILS:**

**Parents/carers:**

**Mrs X**

**Address: XXXXXXXXX**

**Best contact number = mobile: XXXXX**

## **ATTENDANCE:**

- September 2015- January 2016 - 98%

Record of outside agency involvement	Date
Speech and Language Therapy Service	2015

Cycle 1: PARENTAL VIEWS			January 2016		
NAME:	M X	DOB:	Year	1	Parents: Ms XXXX



Cycle 1  
Parent  
views



Help him with  
his writing

Help him with his  
speaking

Help him to  
make friends

How can  
we  
support  
Matthew  
at school?

**Age**  
5 years 7  
months

**M January 2016**

**At school I like ...**  
Doing good work  
Coming to school



**At home I like....**

Playing in my bedroom  
Pokemon cards



**I don't like ...**

Kids being naughty



**I am good at....**  
Making models  
Doing a roly-poly



**I want to ...**

Do a backflip  
Get a star  
Be a policemen



**Cycle 1**  
**Pupil voice**

Cycle 1 PLAN & REVIEW	Date: January 2016
NAME: M	DOB: Year: 1

#### Emerging needs:

- M has speech and language needs which impact on his learning; language processing is a concern
- Difficulties with listening and attention
- Difficulties understanding and interpreting instructions
- He finds making friendships challenging and making and keeping friends difficult
- M struggles with the demands of school
- M tends to be impulsive and overly physical
- M is socially very vulnerable and unaware of dangers in the environment

#### Actions/strategies to address needs

- Explore the impact of his SLCN on his learning and behaviours
- Flexible peer groupings; good role models
- Support from additional adults in small groups
- Modify teacher talk; scaffold responses
- Modify literacy tasks
- Instructions through visual cues
- Social stories; Provide support to collaborate with peers

#### Review: April 2016

#### What next?

- M is very enthusiastic and wants to join in.
- There appears to be a complexity emerging relating to M's speech and language, social and emotional needs.
- These are impacting on his access to the curriculum and ability to interact successfully with his peers
- M is increasingly presenting with a child with challenging behaviour and difficulty with managing his emotions.
- He remains socially vulnerable.
- He is restless, highly active.

Move to  
cycle 2

## After the Cycle 1 review the class teacher can:

- 'Remove' pupil from cycle & monitor as usual
- Maintain the pupil at cycle 1 and monitor & review for another term
- Request involvement of the SENCO (see form) & move to cycle 2
- Pupil may then be added to the SEND register at

**Communication &  
Interaction**

**Cognition and  
Learning**

**Social, emotional  
& mental health**

**Sensory and/or  
physical**

What happens when child is added to cycle 2?

## What happens next?

- \* Children on cycle 2 are added to the SEND register.
- \* Parents are invited to school to meet with the class teacher during the SEND parents meeting at the start of the school year.
- \* Parents add to the parent voice
- \* Pupils add to the pupil voice
- \* Teacher adds to the teacher voice
- \* Desirable outcomes are discussed with SENDCo during SEND pupil meetings. The desirable outcomes are important, they need to be clear, we dig deep keep asking why until we get a desirable outcome which is deep and not just to skim the surface.  
Some desirable outcomes can last a whole year, it may only be the actions which change.
- \* Actions are linked to the desirable outcomes
- \* Provision is also linked to the actions to see who will be undertaking these actions.
- \* Cycle 2 is reviewed every term with the class teacher and SENDCO. During these meetings we will discuss the impact of each action and whether it needs to continue or be adapted to a child's developing needs. .
- \* Children on cycle 2 may also need support from outside agencies, at this point a referral will be made by school and outside support will be requested.



**Graduated approach Cycle 2 commenced April 2016**

**NAME: M X                      DOB:                      Year: 1                      Class teacher: MV**

**FAMILY DETAILS:**

**Parents/carers:**

**Mrs X**

**Address: XXXXXXXXX**

**Best contact number = mobile: XXXXX**

**ATTENDANCE:**


- September 2015- January 2016 - 98%; January 2016 – April 2016 97.4%

**Cycle 2**

<b>Record of outside agency involvement</b>	<b>Date</b>
Speech and Language Therapy Service	2015
Educational Psychologist	2016

Cycle 2 PARENTAL CONVERSATION	April 2016
NAME: M	DOB: Year:1 Parents: Mrs xxx



<b>Parents/carers:</b> <ul style="list-style-type: none"> <li>• M is an affectionate little boy and is caring towards his family.</li> <li>• He is very enthusiastic but sometimes he gets over excited and this affects his understanding and his concentration on what he is doing.</li> <li>• His speech and language difficulties seems to be preventing him from making positive friendships and this leads to a lot of frustration on his part. His concentration and attention are limiting his progress at school.</li> <li>• Mum is concerned that M does not seem to understand danger in the environment.</li> </ul>	<b>Teacher:</b> <ul style="list-style-type: none"> <li>• M wants to join in but is unsettled in class and finds the rules and routines of the classroom difficult.</li> <li>• He needs a high level of adult support to stay on task.</li> <li>• M needs support to help him to understand how to make friends.</li> <li>• The teacher agrees that Matthew is not aware/understand of danger.</li> </ul>
<b>SENCO</b> Has observed M in class on 3 occasions	<b>Child views on Pupil voice sheet</b> 
<b>What is everyone working towards?</b> <ul style="list-style-type: none"> <li>• M will be able to listen to and respond appropriately to adults and children</li> <li>• M will increase his vocabulary and understanding of concepts</li> <li>• M will develop his literacy skills from current levels</li> <li>• M will begin to understand and apply the social norms of making and maintaining friends and understand non-verbal communication signals</li> <li>• M will have a greater understanding of danger</li> </ul>	



Cycle 2 SUPPORT PLAN 1		Date: April 2016	
PUPIL: Matthew	DOB:	Year	Class Teacher:

What are we hoping for? (desirable outcome)	Actions/strategies to address need	Provision
<ul style="list-style-type: none"> <li>➤ M will be able to listen to and respond appropriately to adults and children</li> <li>➤ M will increase his vocabulary and understanding of concepts</li> <li>➤ M will develop his literacy skills from current levels</li> <li>➤ M will begin to understand and apply the social norms of making and maintaining friends; understand non-verbal communication signals</li> <li>➤ M will have a greater understanding of danger</li> </ul>	<ul style="list-style-type: none"> <li>• Structured opportunities to support speech and language development</li> <li>• Use Communication Trust activities and guidance</li> <li>• Use short sentences; clarify, demonstrate, model, visual resources</li> <li>• Comment on what he is doing</li> <li>• Practice language structures – e.g. asking for help, asking questions, borrowing something</li> <li>• Begin individual literacy programme</li> <li>• Fine motor skills practice</li> <li>• Use 'Brainsharpeners' to gain his attention and motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Additional adult support to enable access to the curriculum and the whole school day (25 hours per week)</li> <li>• Adult support to deliver individual programmes for literacy and language development (5 x 20 minutes per week, included in above time)</li> <li>• Direct support during unstructured times including arrival and end of school day, over lunchtimes and break (6.5 hours a week; in addition to above 25 hours)</li> <li>• Access to nurture area for de-escalation and focussed work</li> <li>• Support in developing understanding around emotions and feelings.</li> </ul>

Additional information and review date

**Review Date: July 2016**

Cycle 2 REVIEW of SUPPORT PLAN 1

Date: July 2016

NAME: Matthew

DOB:

Year 1

What were we hoping for?	What did we all do?	Review of IMPACT made.	What next?
<ul style="list-style-type: none"> <li>M will be able to listen to and respond appropriately to adults and children</li> <li>M will increase his vocabulary and understanding of concepts</li> <li>M will develop his literacy skills from current levels</li> <li>M will begin to understand and apply the social norms of making and maintaining friends and understand non-verbal communication signals</li> <li>M will have a greater understanding of danger</li> </ul>	<p>Structured opportunities to support speech and language development</p> <p>Use Communication Trust activities and guidance</p> <p>Use short sentences; clarify, demonstrate, model, visual resources</p> <p>Comment on what he is doing</p> <p>Practice language structures – e.g. asking for help, asking questions, borrowing something</p> <p>Begin individual literacy programme</p> <p>Fine motor skills practice</p>	<p>There is an emerging complexity of need relating to speech and language and social, emotional difficulties for M. These are having a significant negative impact on his learning and social and emotional development.</p> <p>M's poor understanding of language, vocabulary and concepts results in very slow pace of progress across the curriculum.</p> <p>The high level of supervision has reduced the frequency and impact of M's over physicality and hurting others. Mum is pleased with this. However, he has not formed any friendships and tends to flit between other children.</p> <p>He continues to exhibit disruptive patterns of behaviour in class.</p> <p>He is hugely demanding of adult attention.</p>	<p>Continue and embed routines and strategies for consistency.</p> <p>Identify daily opportunities for focused support to develop social skills</p> <p>Implement behaviour management strategies designed to build positive patterns of behaviour</p> <p>Continue high level of individualised support for his literacy and learning opportunities</p> <p>Further understand and explore the specific needs relating to speech and language and their impact</p>

Any additional actions:

Support transition to Year 2. Maintain at cycle 2 and revisit pupil and parent voice.

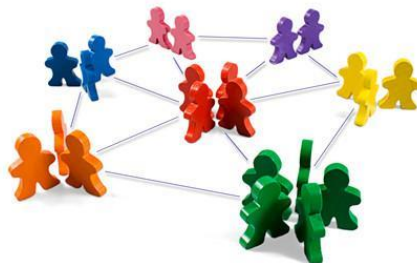
# What are desirable outcomes?

The Code of Practice focuses on *desirable outcomes* including wider outcomes.

These have a significant impact on overall learning and achievement.

*These wider outcomes are:*

- attendance
- behaviour
- bullying
- relationships with others
- participation in extended service
- provision including extra-curricular activities



# **A route to desirable outcomes**

## **Try out the 'Why' Question**

- **What would we hope to achieve from giving a pupil additional phonics as an intervention?**
- **Just keep saying WHY!**



# Phonic Intervention – WHY?



- To know letters and sounds
- To read and spell words
- To be more independent
- To enjoy stories/find things out
- To occupy her/himself
- To take part in lessons/access the curriculum
- To be able to study
- To pass exams
- To be able to travel independently
- To get job
- To be able to live independently

*(“preparing them effectively for adulthood”)*

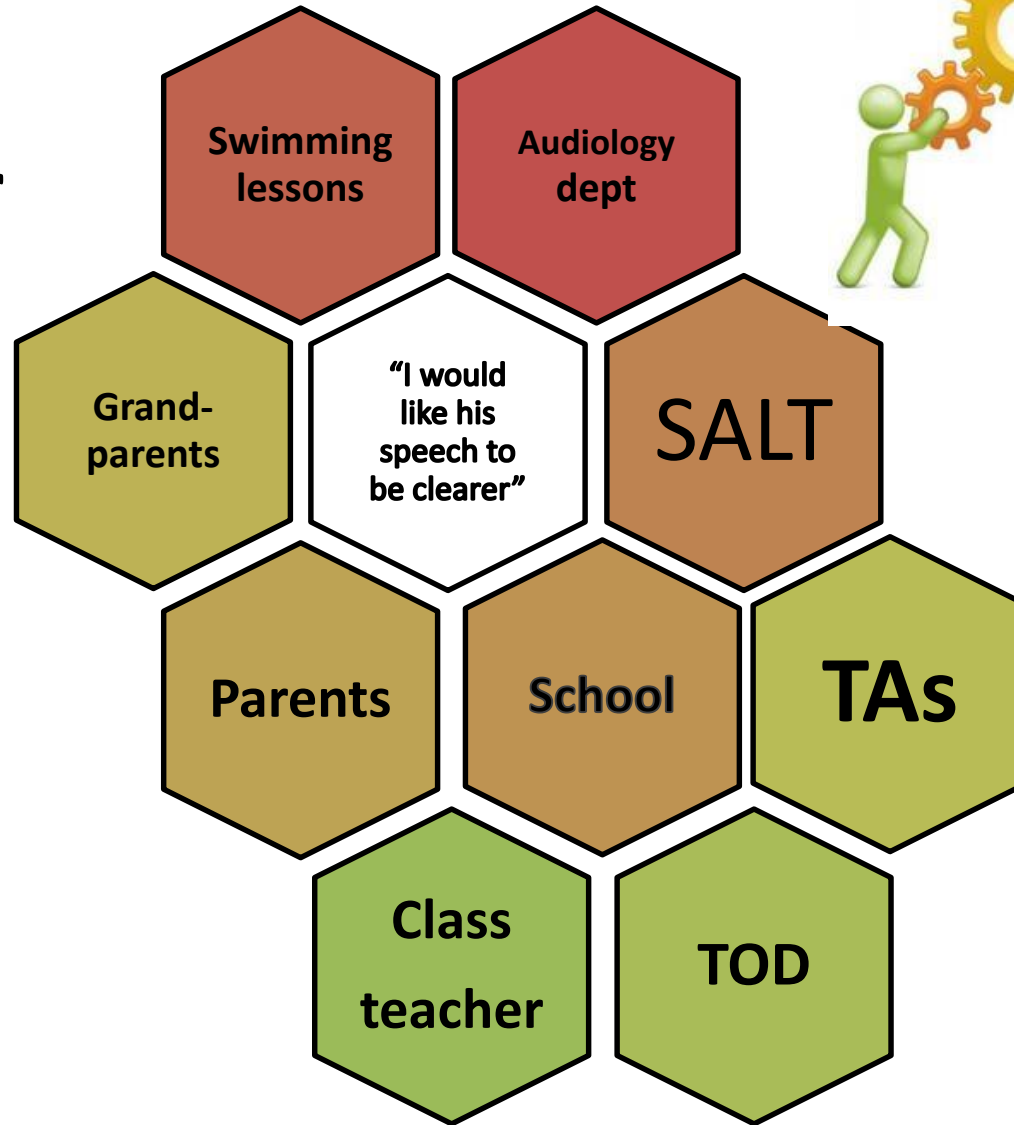
# **An example of a desirable outcome**

## **“I would like his speech to be clearer”**

- So everyone can understand him better
- So he can express his needs better
- So he is not so shy and a bit happier
- So he becomes more sociable
- So he becomes more confident
- So he can make some friends
- So he can be more independent of the family
- So when he is a teenager he's more like his friends
- So he has some emotional resilience as a teenager
- So he can learn well at school
- So he can get a job
- So he can live independently as an adult



# Working together



## What happens when child is added to cycle 3?

### What happens next?

- \* Cycle 3 children are children with Education, Health Care plans, (EHCP)
- \* Some children will continue on Cycle 2 throughout their time at Roseberry going through the process of plan, do, review on a termly basis.  
For other children their needs will be greater than the support we are able to provide in a main stream school setting and will need a EHCP.
- \* The SENDCo, class teacher and parents will discuss the need for a request of EHCP. Using the past cycles, staff will add to the request form. Parents are fully involved in this process.
- \* Once a EHCP has been requested and it is in place a child will be added to Cycle 3.
- \* Cycle 3 is a condensed version of the EHCP.  
The desirable outcomes are taken from the child's targets written on the EHCP. The actions are also taken from the EHCP. The provision is what will take place in the classroom this may include support by a 1:1 support.
- \* Cycle 3 will be reviewed termly by the SENDCo and class teacher. The desirable outcomes will remain the same, however the actions may change.
- \* There is a yearly review of a child's EHCP after this review a draft copy will be received once it's agreed by parents and school a final EHCP will be received. At this point the desirable outcomes will be updated as well as the actions, provision will be discussed with the 1:1 support and class teacher.





Cycle 3

**Graduated approach Cycle 3 commenced January 2017**

NAME: M X      DOB:      Year:2      Class teacher: ZA

**FAMILY DETAILS:**

**Parents/carers:**

**Mrs XXX**

**Address:**

**Best contact number: XXXX**

**ATTENDANCE:**

- January 2016 – January 2017 – 97.8%

Record of outside agency involvement	Date
Speech and Language Therapy Service	2015
Educational Psychologist	2016



Beginning of Cycle 3  
Parental conversation

<b>Cycle 3 PARENTAL CONVERSATION</b>		<b>Date:</b>	
<b>NAME:</b> M	<b>DOB:</b>	<b>Year 2</b>	<b>Parents:</b>
<b>Parents/carers:</b>		<b>Teacher:</b>	
<b>Other:</b>		<b>Pupil voice:</b>	
<b>What is everyone working towards?</b>			

Cycle 3 SUPPORT PLAN 1		Date: January 2017
NAME: M		DOB: Year 2
What are we hoping for? (desirable outcome?)	Actions	Provision
<ul style="list-style-type: none"> <li>• M global learning needs would be better understood; specifically around his speech &amp; language.</li> <li>• M will be able to listen to and respond appropriately to adults and children</li> <li>• M will increase his vocabulary and understanding of concepts</li> <li>• M will develop his literacy skills from current levels</li> <li>• M will begin to understand and apply the social norms of making and maintaining friends; understand non-verbal communication signals</li> <li>• M will have a greater understanding of danger</li> </ul>	<ul style="list-style-type: none"> <li>• Structured opportunities to support speech and language development</li> <li>• Use Communication Trust activities and guidance</li> <li>• Use short sentences; clarify, demonstrate, model, visual resources</li> <li>• Comment on what he is doing</li> <li>• Practice language structures – e.g. asking for help, asking questions, borrowing something</li> <li>• Begin individual literacy programme</li> <li>• Fine motor skills practice</li> <li>• Investigate further how Speech and Language input can best support Matthew's learning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional adult support to enable access to the curriculum and the whole school day</li> <li>• Adult support to deliver individual programmes for literacy and language development</li> <li>• Specific intervention for language</li> <li>• Access to counselling</li> <li>• Direct support during unstructured times including arrival and end of school day, over lunchtimes and break</li> <li>• Access to nurture area for de-escalation and focussed work</li> <li>• Support in developing understanding around emotions and feelings.</li> </ul>
		<b>Review date: May 2017</b>

Cycle 3

Plan 1

# Cycle 3 REVIEW of SUPPORT PLAN 1

Date: April 2017

Name: M

DOB:

Year:2

Parent attendees: Mrs X

What were we hoping for?	What did we all do?	Review of IMPACT made	What next?
<ul style="list-style-type: none"> <li>M global learning needs would be better understood; specifically around his speech &amp; language.</li> <li>M will be able to listen to and respond appropriately to adults and children</li> <li>M will increase his vocabulary and understanding of concepts</li> <li>M will develop his literacy skills from current levels</li> <li>M will begin to understand and apply the social norms of making and maintaining friends; understand non-verbal communication signals</li> <li>M will have a greater understanding of danger</li> </ul>	<ul style="list-style-type: none"> <li>Structured opportunities to support speech and language development</li> <li>Use Communication Trust activities and guidance</li> <li>Use short sentences; clarify, demonstrate, model, visual resources</li> <li>Comment on what he is doing</li> <li>Practice language structures – e.g. asking for help, asking questions, borrowing something</li> <li>Begin individual literacy programme</li> <li>Fine motor skills practice</li> <li>Investigate further how Speech and Language input can best support Matthew's learning</li> </ul>	<p>M continues to have significant communication and interaction, social and emotional needs that severely impact on his cognition and learning.</p>	<p>Seek further specialist support and guidance to meet his needs</p>

## Any additional action

- Parents and all professionals agree to refer for statutory assessment in order that Matthew can benefit from a multi-professional assessment of his needs

Cycle 3  
Review of  
support plan 1

<b>RECORD OF OUTSIDE AGENCY INVOLVEMENT</b>		<b>SUMMARY SHEET</b>
Name: M	DOB:	Year

Agency/Professional	Date
Speech and Language Therapy Service	2015
Educational Psychologist	2016
BLIS	2016
Learning Support	2016
CAMHS	2017

MS

Age:  
7

### At school I like ...

- Playing on the iPads
- Colouring in
- Lunchtimes
- Playing out with Harry and Connor
- PE
- Fish fingers and chips



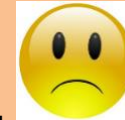
### At home I like....

- My tablet
- Cartoons



### I don't like ...

- Going to school
- School is hard



### I am good at....

- Being a friend
- Football



### I would be happier at school if ...

- I have someone to help me with my work
- I had a job to do when I come in the morning

# Meeting the needs of our complex children.

- ▶ Roseberry aims to meet the needs of all children those with SEND and also the non-SEND children.
- ▶ Our staff are extremely dedicated in doing this. They take their own time to learn more about a child's needs and how best to support them.
- ▶ Specific resources and books for children's needs
- ▶ Skype with professionals in this field
- ▶ Following recommendations from the professionals, e.g, sliding in approach
- ▶ Regular contact with parents, building a strong relationship with the whole family
- ▶ Personalised targets so the children achieve e.g EYFS learning journey
- ▶ We try our best to support children with the most complex needs, sometimes even though we have used all recommendations and support a main stream setting is no longer appropriate. In this case we work closely with parents and local authority to ensure a place is found for the child in a specialist provision suitable to their needs.