SEN Support and the Graduated Approach

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Seminar Aims:

- To examine the steps within the graduated approach
- To consider the shift in roles and responsibilities
- To offer key questions for reflection on existing practice
- To suggest 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

SEND Code of Practice

The Zone of Influence and Accountability

External support:
- Local Authority
- nasen - Gateway
- Academy trust
- Teaching Schools
- local SENCo networks
- voluntary organisations
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.
The Learning Journey

What do I need to know about the individual needs of pupils with SEN in my class? How can I find out?

What are the key aspects of effective provision that I need to plan for?

How can I monitor and the day to day impact of this provision and continue to ensure its effectiveness?

How can I evaluate achievement and ensure that this leads to even better outcomes?

The Graduated Approach– SEND code of practice
Identifying needs – the trigger

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

• is significantly slower than that of their peers starting from the same baseline
• fails to match or better the child’s previous rate of progress
• fails to close the attainment gap between the child and their peers
• widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.
What comes **before** deciding to identify SEN?

**Best practice** involves:
- Checking and re-checking the quality of teaching
- Robust evidence-gathering to show adaptations to teaching and learning, as well as pupil response to these
- Accurate pupil progress measures
- Shared expertise within school; using the SENCo for advice

**Key questions** may include:
- How appropriate is the differentiation?
- What have we learnt about what works well for the pupil (eg. teaching approach, learning activities)?
- Are there any gaps in learning? Have we addressed those?
- How have we involved the pupil in their own learning?

*The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.*

SEND code of practice
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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a **significantly greater difficulty** in learning than the majority of others of the same age, or
- has a disability **which prevents or hinders him or her from making use of educational facilities** of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, SEN provision is educational or training provision **that is additional to or different from** that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools.
Four Broad Areas of Need

1. Communication and interaction

2. Cognition and learning

3. Social, emotional and mental health difficulties

4. Sensory and/or physical needs

‘The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.’ SEND code of practice
Reflection and Readiness

How are we ensuring we are identifying and addressing pupils’ needs / SEN as early as possible?

Do we need to refresh our procedures around identification and assessment of SEN?

How confident are subject teachers in making effective use of tools to identify pupils’ gaps in and barriers to learning and adapting their core teaching in the light of these findings?

Are there any areas of SEN in which our staff need training, to support their ability to identify pupils’ emerging difficulties as early as possible and to know how to respond?
Review your SEN Register/Record

Agree whole school identification of SEN

With teachers, review pupils currently on register
- Do they need SEN Support?
- Do you have a clear analysis of a pupil’s needs?
- Does the plan for a pupil’s SEN Support need to be refined?

Remove SA and SA+ categories and change to SEN Support

Note where external agencies have been involved with a child

Identify pupils with EHC plan and those continuing on statement
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.
www.interventionsforliteracy.org.uk/
www.thecommunicationtrust.org.uk/whatworks
http://www.autismeducationtrust.org.uk.uk/
http://educationendowmentfoundation.org.uk/
Planning for targeted provision

- 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
- 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

Are teachers confident they can plan effectively to meet the needs of the pupils with identified SEN in their class?

Is time planned into the termly staff meeting schedule for teachers / departments to engage in pedagogical discussion around the adaptations to core teaching that are needed and their effectiveness?

Do teachers understand what is written in specialist reports and what that means in terms of how they need to adapt their approaches to teaching to secure better progress and outcomes?

Is our school utilising the most recent research around what works for pupils with specific types of SEN?
Do

Roles and Responsibilities

Class /Subject Teacher

- 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

- 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 confident to support 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?

How well are pupils developing independence?
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.**

**Usually led by class / form teacher, supported by SENCo**

**Professional development to manage conversations?**

**Views of the pupil should be included in discussions**

**Record of discussion made and given to parents**

**Where possible, aligned with normal cycle of discussions**
Remove Barriers, Select Effective Provision

**Assess**
Growing understanding of Pupil’s Needs

**Plan**
Growing understanding of what teaching approaches work

**Do**
Growing understanding of what approaches secure better outcomes

**Review**
Growing understanding of effective support

More frequent reviews

More detailed & specialist approaches

**REVISE**

**REVISIT**

**REFRESH**

**REFINE**
SEN Support
Universal, Targeted, Specialist provision
Reflection and Readiness

Are all key people meaningfully involved in the review process (parents, child/young person, support staff, specialists)?

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?
Key features of an effective Graduated Approach to SEN Support

- Rooted in a whole school approach
- SENCo role in enabling pedagogical discussion around the teaching and learning of pupils with SEN
- Recalibration of teacher’s role on driving the graduated approach
- Taking a further step up the ladder of meaningful participation with parents and pupils
- Relentless drive to improve teachers’ ability to adapt teaching to respond to the strengths and needs of all pupils
- Ethos and values that promote high expectations and the drive for inclusivity modelled by the leadership
Thank You!

For further support and guidance:

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