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# The graduated approach to SEND support in West Sussex

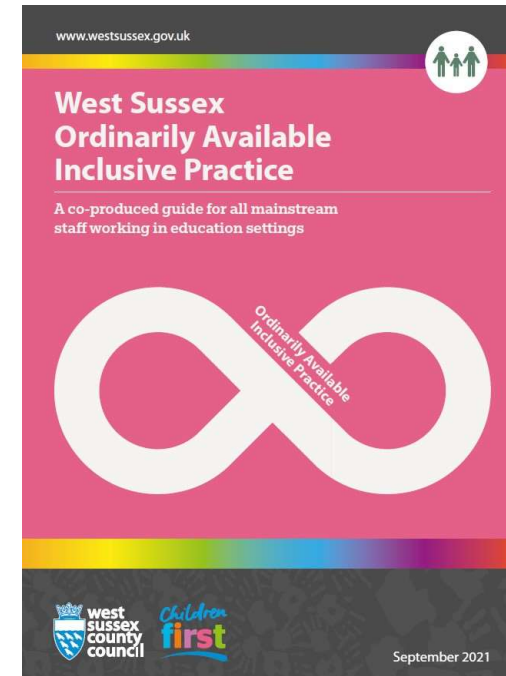
**Jane Crawford** | Halsford Park Primary School | 23<sup>rd</sup> September 2024



# The graduated approach begins in the classroom



- The additional needs of most children and young people can be met by inclusive quality first teaching and reasonable adjustments from the funding and resources that are already or 'ordinarily' available in their mainstream school. This is known as the 'Ordinarily Available Provision'
- In West Sussex, schools have clear guidance on this support



# Working with the school SENDCO (Special Educational Needs and Disability Co-Ordinator)



- If a pupil is not making expected progress then the class teacher may work with the school SENCO to review the strategies used and additional strategies may be identified.
- If a pupil is making less than expected progress then they may be considered to have SEN, requiring additional support and to be placed on the SEN Register. Schools should consider the four broad areas of SEN when assessing a child: Cognition & Learning; Communication & Interaction; Social, Emotional and Mental Health and Sensory or Physical Needs.
- If the pupil is placed on the SEN Register then an individual learning plan may be developed and reviewed termly.

# SEND Code of Practice 2014 – guides schools on support they should provide for children with special educational needs



The SEND Code of Practice says all schools must:

- Use their **best endeavours** to make sure a child with SEN gets the support they need.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Designate a teacher to be responsible for co-ordinating SEN provision (SENCo)
- Inform parents when they are making special educational provision for a child
- Publish an SEND information report



# Best endeavours vs reasonable adjustment



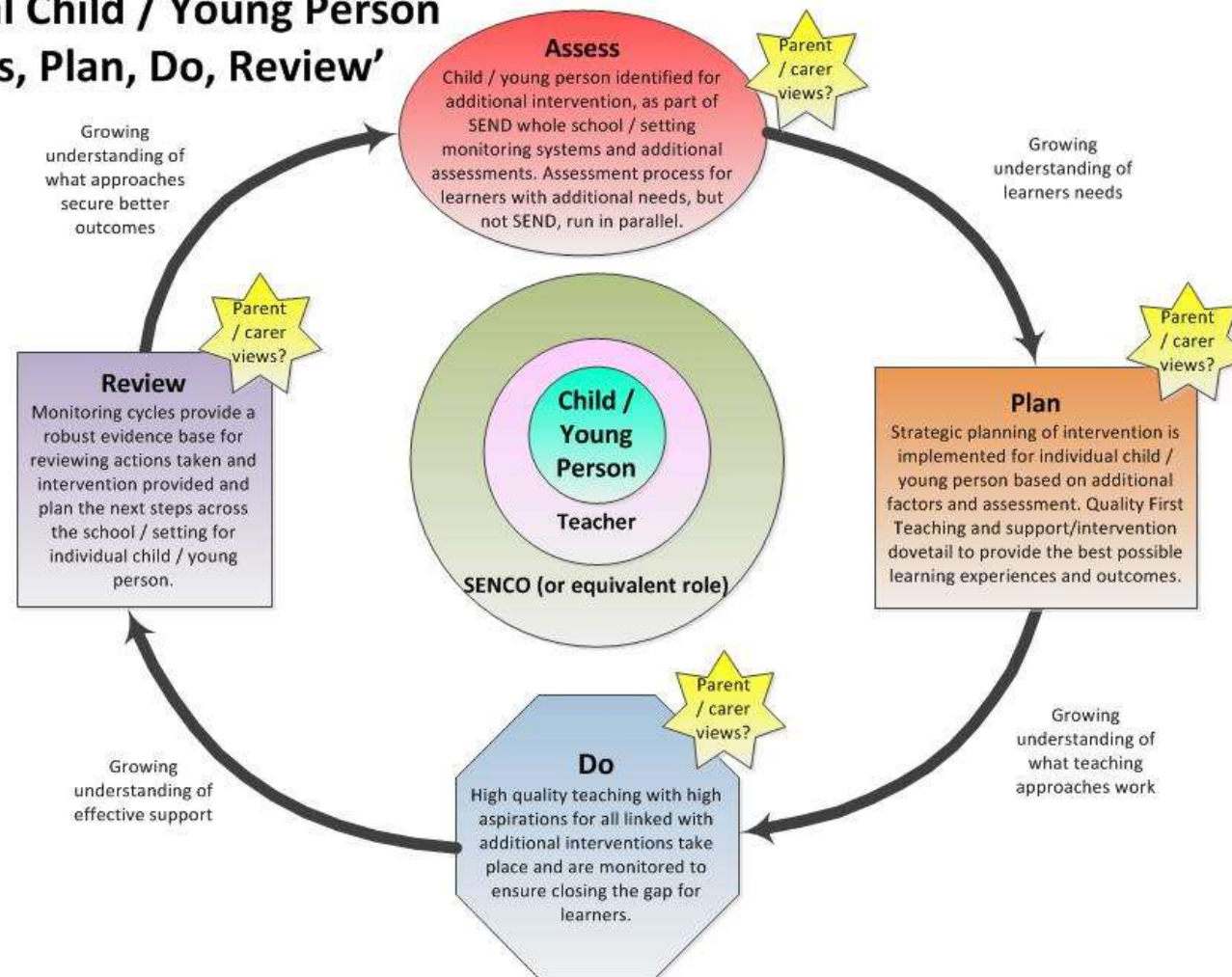
- The term 'best endeavours' [SEND Code of Practice(2014), p 25] is paramount and is the government's expectation of every learning setting. 'Best endeavours' means that the learning setting must do everything that it can to meet the learner's needs including the support they need.
- A very strong legal definition, in terms of doing everything to deliver. It means doing everything possible to make something happen, even if it is expensive.
- It shows how seriously children's needs are to be taken as this term is used in the SEND Code of Practice. The contrast would be 'reasonable endeavours' which would be what could be reasonably expected taking such things as costs and the impact on others into account.

# School will continue to follow a graduated response to the pupils needs – Assess, Plan, Do, Review cycle

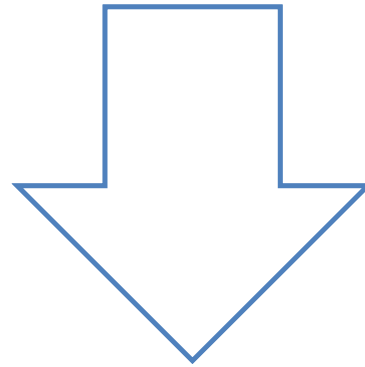


- The 'Assess, Plan, Do, Review' cycle is a good way for schools to plan special educational needs (SEN) support. It's also called the '**graduated approach**'.
- The views of the child and their family should be prioritised and given careful consideration during the cycle.

# Individual Child / Young Person 'Assess, Plan, Do, Review'



Pupil continues to make limited progress  
or is unable to access their adjusted  
learning offer



**For Example - Specialist Advisory Teacher Service**

- Learning and Behaviour Advisory Team
- Ethnic Minority and Traveller Achievement Service
- Autism and Social Communication Team
  - Sensory Support Team
  - Fair Access Team

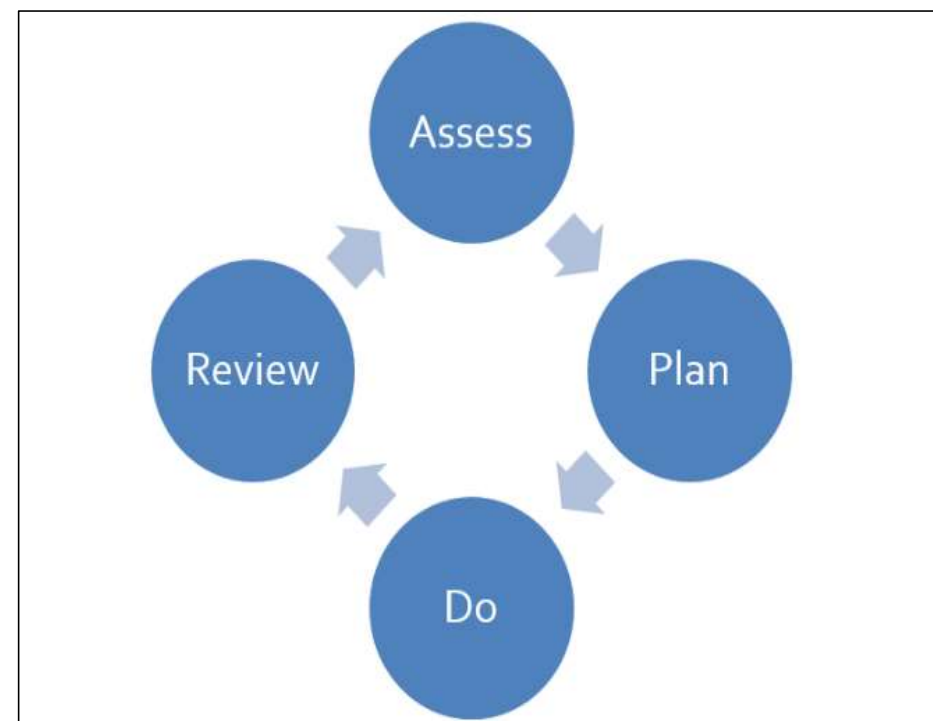
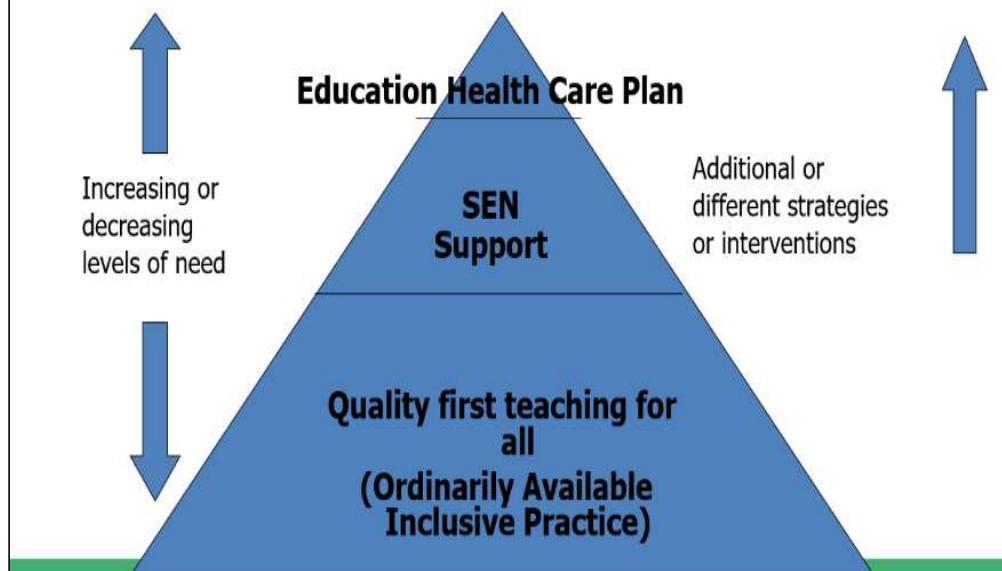


# Education, Health and Care Needs Assessment



- If a child or young person has been receiving SEN support for a while and **is not** making expected progress, the educational setting, parent carer or young person themselves, if they are over 16, may consider requesting an assessment to see whether an Education, Health and Care Plan is needed.

## Graduated response:



# We value Pupil and Parent Carer Voice in West Sussex

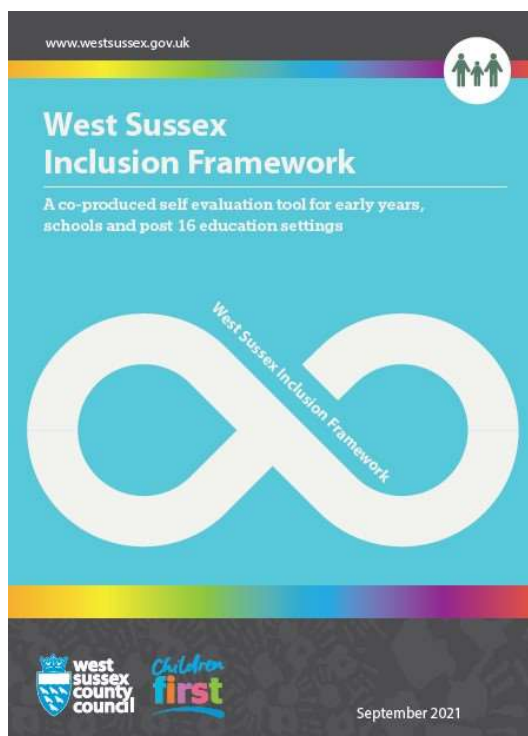


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## Priority: Knowing our children and families well (an inclusive, person centred approach)

Children and young people and their families will:

- Have their educational needs understood and planned for as early as possible
- Feel they belong and are valued
- Be confident partners in the planning for their future, including at times of transition
- Understand and have confidence in the SEND services available in West Sussex, whether that is within health, education, social care or the voluntary sector

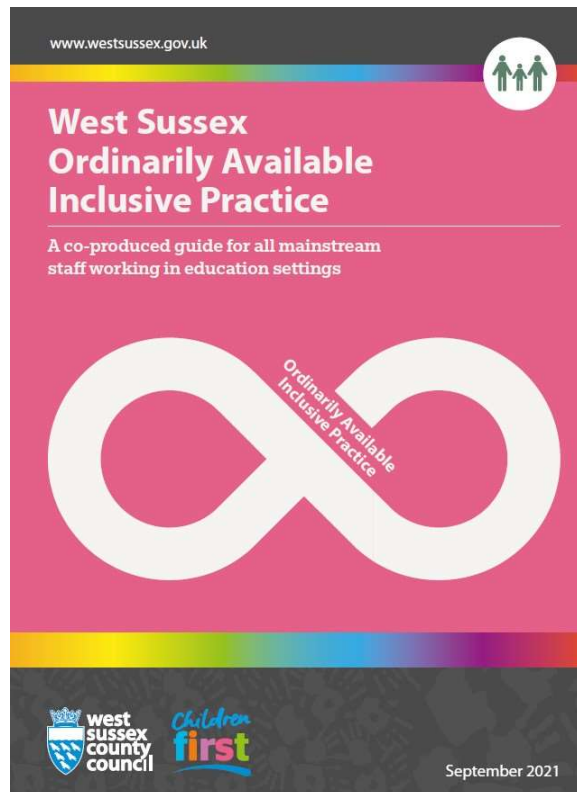


## 1.4. Communication

### **Is there evidence that...**

- A range of effective co-production and communication methods are used with children and young people (CYP), parent carers (parents) and the community to inform practice and foster positive relationships.

- For more information see - <https://schools.local-offer.org/inclusion/inclusion-framework/>



## Partnership and co-production with children, young people and parents carers



### Expectation 1

- The school / setting works in co-production with children and young people and their parent carers in decision making.
- Expectations from both school / settings and parent carers are realistic and support the child or young person's learning, development and, in turn, outcomes.

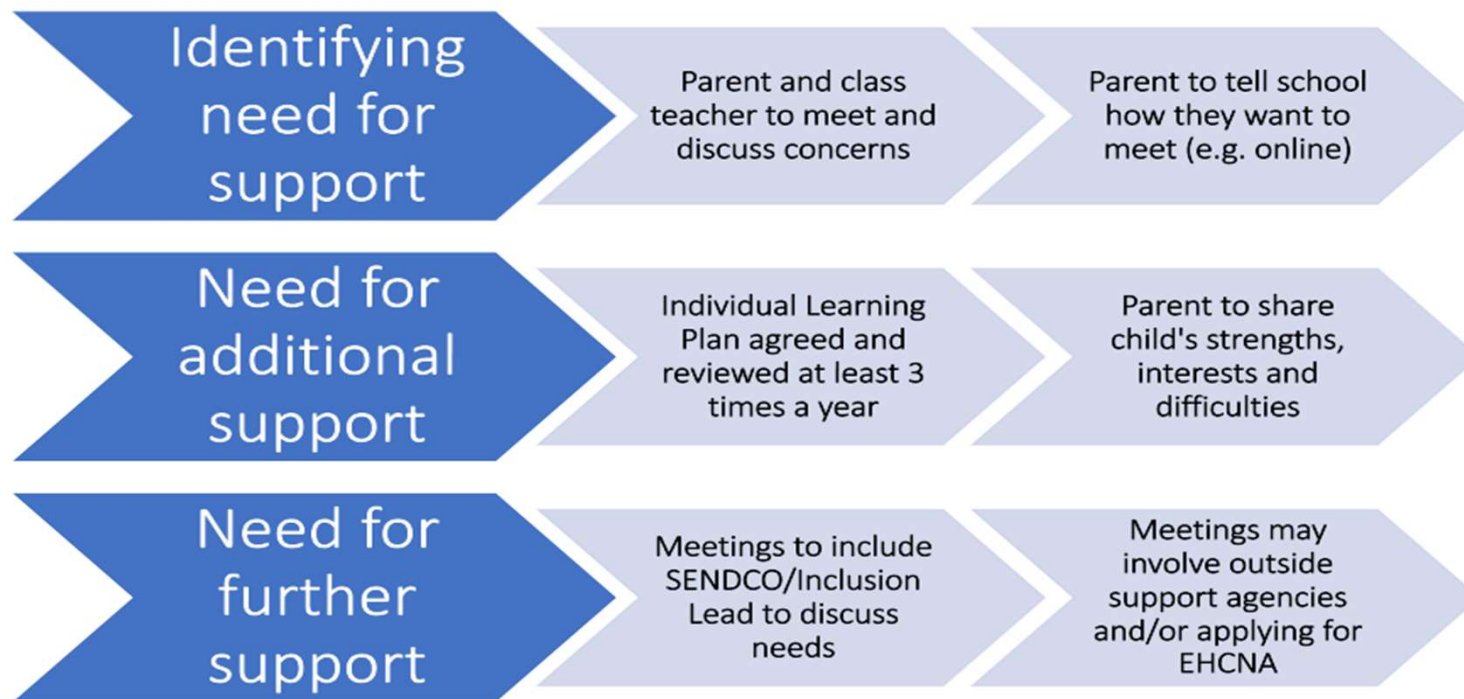
### Expectation 2

- Children and young people are enabled to participate in their assessment and review processes.

For more information see - <https://schools.local-offer.org/send-toolkit/ordinarily-available-inclusive-practice/>



# Involving parent carers of SEND pupils: a graduated approach



# Where can I get more information, advice or support?



## **You can find out more about SEN Support by:**

- looking at the SEN Information Report on the school website
- talking to your child's teacher or the Special Educational Needs Coordinator
- looking at the Local Offer
- reading the SEND Code of Practice

Taken from - [https://westsussex.local-offer.org/information\\_pages/480-support-at-school-for-my-child-young-person#the-duties-on-schools-to-make-sen-provision](https://westsussex.local-offer.org/information_pages/480-support-at-school-for-my-child-young-person#the-duties-on-schools-to-make-sen-provision)

Understanding support for  
children and young people with  
Special Educational Needs and Disabilities

[Support at school for my child/young person \(local-offer.org\)](https://www.local-offer.org/)

# Any questions

