

Understanding the Support for Children and Young People with Special Educational Needs and Disability (SEND) in Worcestershire



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The Graduated Response



“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”

Foreword from the Parliamentary Under-Secretary of State for Health and the Parliamentary Under-Secretary of State for Children and Families:
Special educational needs and disability code of practice: 0 to 25 years
January 2015

All children and young people, regardless of their disability or special educational needs (SEND), are entitled to achieve their best in education. They should all make progress and be supported to do the best they can.

This document tells you about this support, and what anyone can expect to receive if a child or young person needs more help to reach their full potential. In this document we have used the term parent, but the information also applies if you are a carer or guardian.

It explains how schools and Early Years settings should plan, using the Graduated Response, to support children and young people with SEND. This approach is detailed in the **SEND Code of Practice 2015** and can be found on page 100.

The Graduated Response is the term used to describe a process of assessing, planning, doing and reviewing that progress is being made.

Worcestershire County Council have taken the Graduated Response approach and have provided local guidance on improving outcomes for children and young people with SEND. This is a toolkit for schools and settings which can also be used by parents, carers and young people who want to look into the support which should be put in place. You can access it [here](#).

Most children and young people with SEND will make the expected progress at school when the appropriate SEN Support is in place.

What do we mean by Special Educational Needs and Disability (SEND)?

Special Educational Needs or SEN is a term used when a child or young person finds it more difficult to learn than most children or young people of the same age.

If a child or young person has a disability which stops or makes it difficult for them to use the same facilities as others of the same age they also have Special Educational Needs.

The SEND Code of Practice 2015 gives a legal definition of Special Educational Needs, and the definition can be found at the bottom of page 15.

There is also a **parent carer guide** available and there is an explanation on page 7.

Disability – **The Equality Act 2010** gives a definition of disability:

A child or young person has a disability if they have a medical or physical impairment that is substantial and has a long-term effect on their ability to carry out normal day-to-day activities.

Children or young people with a disability do not necessarily have Special Educational Needs, for example if a child uses a wheelchair to help their mobility, it will not necessarily affect their ability to learn.

Areas of Special Educational Need

The support and help a child or young person requires depends on their needs.

There are four broad areas of need and a child may have needs across some or all of these areas.

Their needs can change over time.

- 1. Communication and Interaction:**
Difficulty with speech and language development which means the child or young person has difficulty saying what they want and understanding others.
- 2. Cognition and Learning:**
Children or young people have difficulty learning or remembering basic skills. They learn differently from others and may have difficulty with literacy or numeracy or learn at a slower pace.
- 3. Social, Emotional and Mental Health:**
Difficulty with managing their emotions and/or social interaction and may be experiencing mental health problems. They may have difficulty making friends or relating to adults. They may be withdrawn, isolated or find controlling their behaviour difficult.
- 4. Sensory and Physical:**
Children or young people with visual or hearing impairments or who have physical difficulties which affect their learning.



If a child needs more support, who should be involved?

In school this would be the class teacher, the school's Special Educational Needs Co-ordinator (SENCo), the parents and, where appropriate, the child or young person themselves. If a parent thinks their child or young person needs more support in school the first people they should talk to are the class teacher and SENCo.

The SENCo is the person responsible in school for helping to make sure that the needs of the children or young people with SEND are met. They aren't responsible for teaching them, but for giving advice and support. They will be able to say what support is already in place and talk through what should happen next.

All schools must publish a SEND Information Report on their website, and this will explain what they do to support children and young people with Special Educational Needs.

If you still have concerns and would like to talk to someone who is independent you can contact **Worcestershire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)** who are there to help and support families.

Telephone: 01905 768153

Email: sendiass@worcestershire.gov.uk



The Graduated Response

The Graduated Response (GR) is described in the [Code of Practice 2015](#) (page 100).

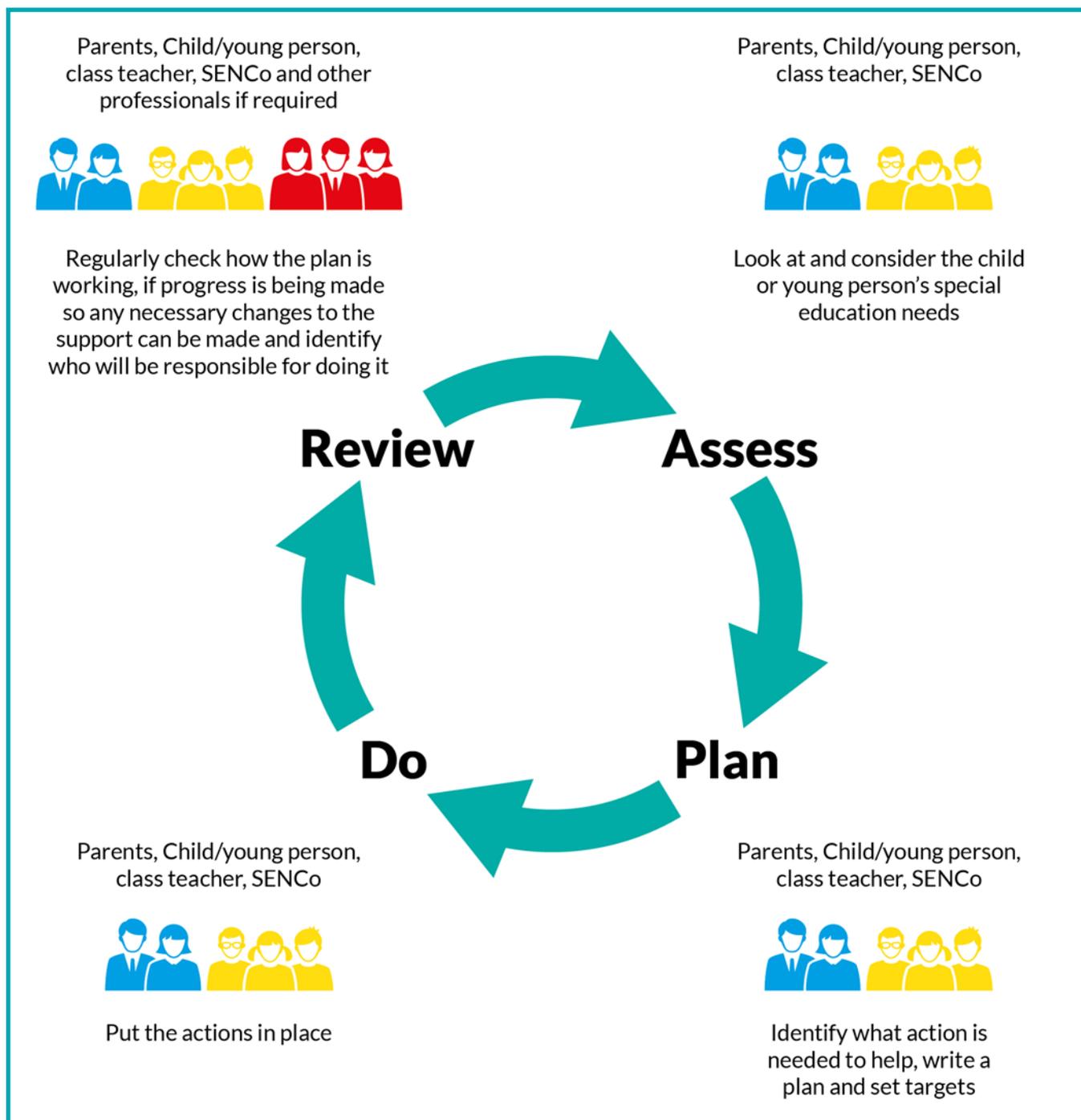
Worcestershire County Council has produced a local guide to improving outcomes for children and young people with SEND. It's a toolkit for schools and Early Years settings to use when looking at the support which can be put in place to help their pupils with SEND. The **GR** can also be used by parents, carers and young people.

Support is about making '**reasonable adjustments**' and doing things a bit differently. It can include having a safe place/quiet room where the child can go, or carefully choosing where a child sits in the classroom, extra help or specialist equipment, and may also include making financial commitments.



All pupils should be taught using 'Quality First Teaching' (QFT). This is an approach to teaching which schools use. All children and young people make progress at different rates and learn in different ways, QFT means thinking about this and teaching appropriately. Focused lessons, with high levels of interaction with pupils and appropriate use of teacher questioning, modelling and explaining means QFT should meet the needs of most pupils.

As children learn differently an approach which works for one child may not work for another, through the Assess, Plan, Do, Review process in the Graduated Response each child with SEN can be assessed and appropriate actions planned.

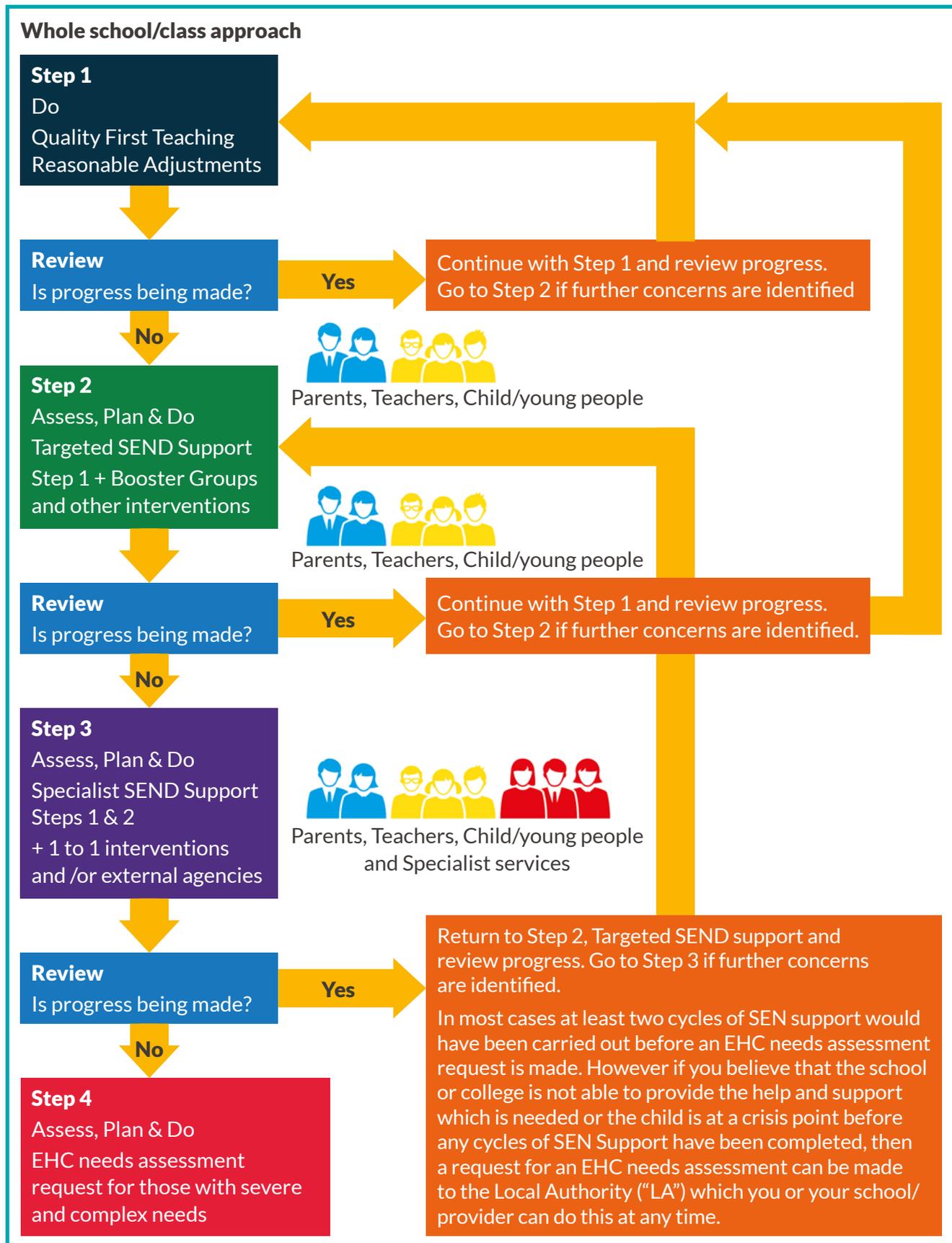


It is clear in the SEND Code of Practice 2015 that the views, wishes and feelings of the child, young person and their parents must be sought. It is very important that parents and the child (where appropriate) should be involved in the four-stage process of Assess, Plan, Do, Review.

Sometimes one cycle of the process is enough, and the child starts to make progress with the support that has been put in place. For other children however, when the review stage is reached it's clear that expected progress isn't being made, so further SEN Support is needed, and the cycle continues.

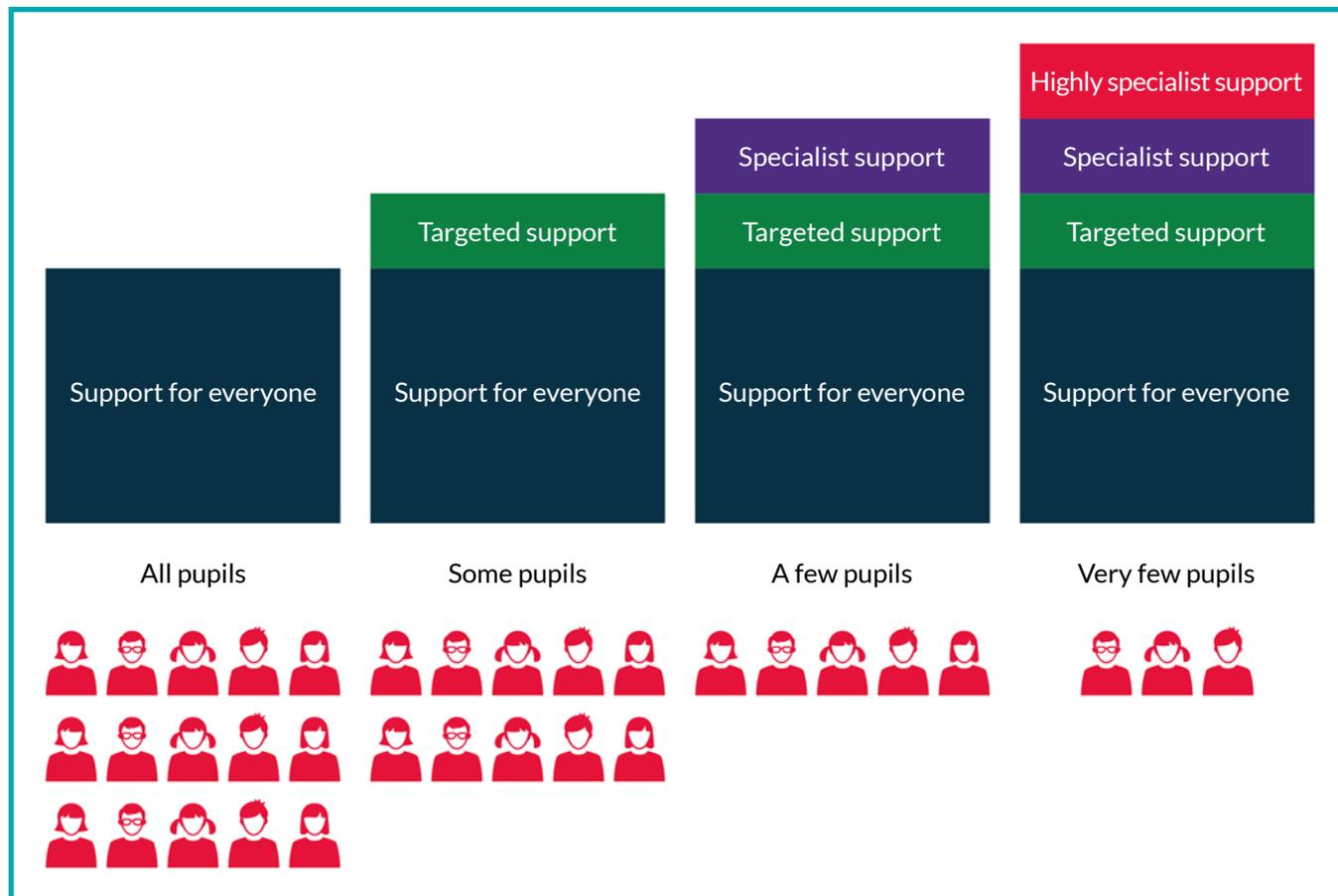
The plan should be ongoing and if a child or young person is making progress using the actions identified it stays in place and is regularly reviewed. Sometimes so much progress is made that the plan is no longer needed, this would be a decision made with the parents.

The Graduated Response is the term used to describe this process of assessing, planning, doing and reviewing that progress is being made. If progress isn't being made then the help and support will be gradually increased, the school or setting should involve relevant external agencies at this point, for example an Educational Psychologist or Specialist Teacher. Some pupils have more long term and complex needs and they will need several assess, plan, do, review cycles to make progress and may ultimately need an education, health and care needs assessment.



SEN Support

The SEN Support for each child will be different because it is designed to meet the needs of that particular child. It should be set out in a plan and include the actions and approach needed to help the child make expected progress. There are broadly four levels of support available to children and young people, depending on their individual needs.



SEN Support could include, for example:

- additional materials and/or equipment
- interventions or programmes for the individual child
- interventions in small groups
- focused work with the class teacher, SENCo or other school staff
- help for a child to join in class activities or interact with other pupils
- advice and support from other professionals for the school staff, this could be a specialist teacher, an educational psychologist or a speech and language therapist

In the **GR toolkit** you will find a range of different suggestions to meet the needs of the child or young person.

If a child or young person is identified with SEN, this is what should happen next:

- Depending on who identifies the need, either the parent talks to the school or the school talks to the child's family.
- School includes the child and their parents/carers in any decision making about the support needed and reviewing progress.
- Barriers to learning are removed by putting effective support in place.
- Regular reviews of the support are done, at least termly, with the relevant people, including parents/carers.
- Get advice from specialist professionals if it's needed.
- School uses the Graduated Response and Assess, Plan, Do, Review cycle to inform any changes to a pupil's SEN support.

Checklist for review meetings:

- Has the class teacher, SENCo, parents and pupil been invited?
- Do any other professionals need to be invited including health professionals who work with the child?
- Has any relevant paperwork been sent out before the meeting?
- What are the educational needs of the child?
- Does the child/young person need anything to help them take part in the meeting?
- What actions do we need to consider which could help the child make progress?
- Is there anything that works at home that could be considered for school?
- Is there anything that could be done at home which would help the child to make progress at school?
- Has the GR Toolkit been used to help identify and plan support?
- What support will be put in place?
- Has a plan been written and shared?
- Date set for the next review meeting?



How to work with school to address targets

Any plans which are written need to be specific and clear about targets, actions and who does what.

If there are any professional reports needed, they should be included, with details of who will request them and then copies included once they have been written.

The Worcestershire Graduated Response should be used to help to identify what actions and support can be used to help the child make progress.

Regular communication between school and the family is vital and any plan should be regularly reviewed.

What can be done if a child's SEN are not being met?

If you are concerned about a child or young person you should speak to their class teacher, tutor or SENCo. If, despite meetings and conversations you still have concerns you could contact SENDIASS and discuss things with them and explore ways of moving things on. You can also look at the complaints process on the school website, usually it suggests speaking to the headteacher and then the Governors.

The SEND Local Offer

Worcestershire's Local Offer contains lots of information about services for children and young people with SEND. Visit the website to find out more about specialist services, health services, who does what and available support.



