2.4 South Gloucestershire's Graduated Approach: all, some, few

Specialist (few)

Targeted (some)

Universal (all)
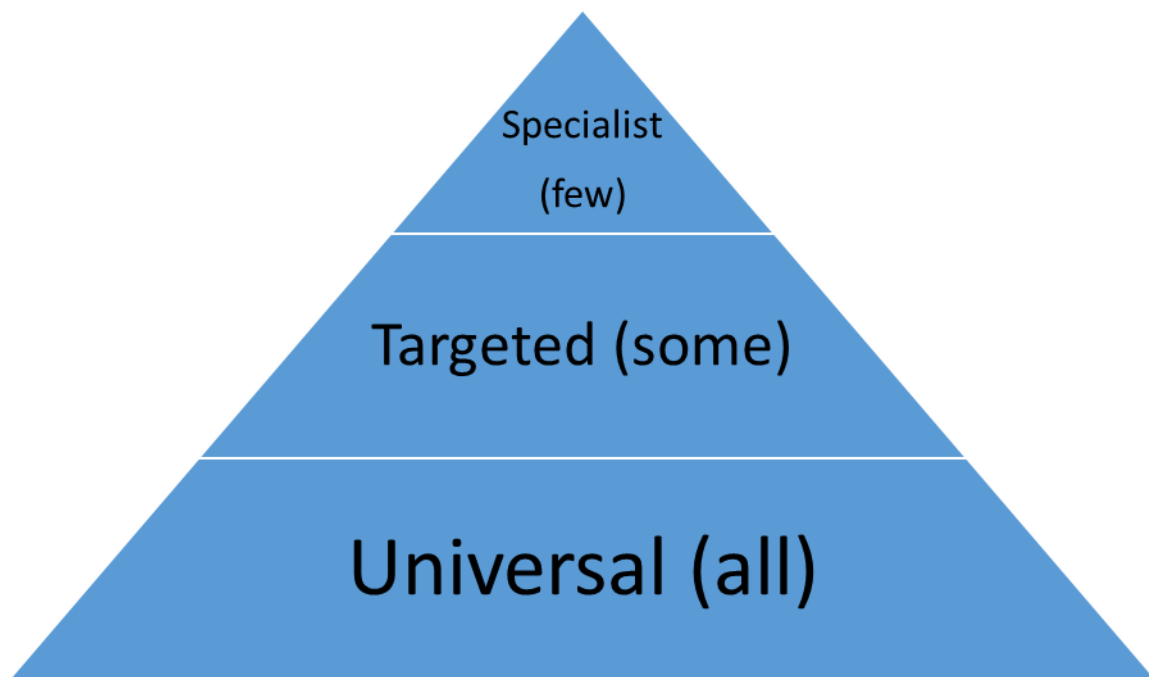
At each stage of the graduated approach, settings will consider a range of support options suitable to that level of need thus enabling practitioners and settings to develop a continuum of provision.

Most children with special educational needs will have their needs met at SEN support (inclusive practice) and where their needs are more complex, settings can support through more individualised support and interventions and apply for additional funding through inclusion fund if child is in receipt of Nursery Education Grant.   A few children may need an EHCna which may lead to an Education Health Care Plan.

Universal: all

Universal provision to support all CYP in a setting includes systems and culture that:
- Promotes high aspiration for all children, including those with SEND.
- Promotes inclusive practices across all areas of the EYFS.
- Promotes quality inclusive teaching of the EYFS so every child makes good progress and no child is left behind.

- Monitors and routinely reviews progress of all children and plans support where needed.
- Seeks the views of children and their family about their strengths as learners and their barriers, such as the All about me approach.
- Ensures all staff have effective continuing professional development (CPD) so they have the appropriate skills and knowledge to meet the needs of children.
- Promotes effective communication and joint working between settings, schools and other agencies who share involvements with children.
- Ensures setting leaders are knowledgeable on SEND policy and practice.
- Ensures settings are implementing and embedding the SEND reforms and the Equality Act effectively.
- Ensures risk assessments are undertaken as appropriate.
- Routinely audit learning environments ensuring they are enabling.
- Has clear policy and practice for children with medical needs and medical health plans.

Targeted: some

In addition to universal provision, some children will need additional time-limited targeted support. Settings should carefully consider how they will support these children who might be BAME, children with ACES, children at SEND support, or Pupil Premium. Support at this stage will typically include:

- Robust systems of **assessment** across all areas of need which demonstrates the impact of interventions. This should primarily be through the EYFS, however other assessment documents and further information can be found on the VLE (*see VLE > Early Years Providers > 11. SEND*).
- Further **assessments** (formative, diagnostic, observation), where appropriate in liaison and consultation with other professionals to clarify needs. This could include educational psychologists through Early Consultation Meetings, medical professionals and Early intervention Officers
- Engage Children and their families in a detailed assessment of need: this could include early development, family history, tracking of any Adverse Childhood Experiences (ACES).
- Liaison and consultation, if appropriate, with external professionals and support services to identify strategies and **plan** a cycle of support and intervention.
- Differentiation to activities and practice enables increased access to the curriculum.
- Increasing levels interventions planed and impact reviewed. Such as small group times or targeted interventions from practitioners with appropriate skills and training.
- Use a range of strategies and evidenced based interventions, which are additional to and different from those routinely available in settings.

To achieve this,

- Settings can apply for inclusion fund for additional resources, training for practitioners and increasing adult child ratio for focused interventions. (See *VLE > Early Years Providers > 07. Inclusion Fund* for details).
- Practitioners should follow the Access Plan Do Review process of the graduated approach. E learning is available on the VLE – see *VLE > Learning Spaces > !E: 13. I am a New SENCO e-learning*.
- Setting staff need to understand their responsibilities in relation to the Equality Act (2010) and reasonable adjustments are made.
- Setting leaders need to continue to plan and deliver high quality CPD enabling all staff to have the appropriate skills and knowledge to meet the needs of learners in the school/setting.

Specialist: few

In addition to universal, and additional targeted support, a few children will require specialist personalised support and provision which include:

- Access to other professionals for advice and planning interventions such as EP consultation meetings, multi-agency support such as Team around the Child meetings. Specialist health teams such as Occupational Therapists, Physiotherapists, hospital teams, CAMHS, Sensory Support teams, or Portage.
- If progress is not made following cycles of assess, plan, do review that have become more personalised as the needs of the CYP are known, a CYP may need an EHC needs assessment of their SEN which may lead to a EHC plan.
- Use of specialist support agencies, professionals or external providers.
- A few children will access South Glos specialist provision such as a place at specialist school for their preschool year. These children will have an EHC plan in place.

The aim is all children will begin at the universal level. Targeted (some) and specialist (few) interventions will be planned as needs arise to support children to meet their full potential and should be based on needs at the current time. This will mean that children may move through the levels of support in a fluid way. Children could also be accessing different packages of intervention simultaneously, for example, a child who needs a specific input from S&LT for disordered speech sounds might also be accessing small group time for develop attention and listening skill run by the practitioner.