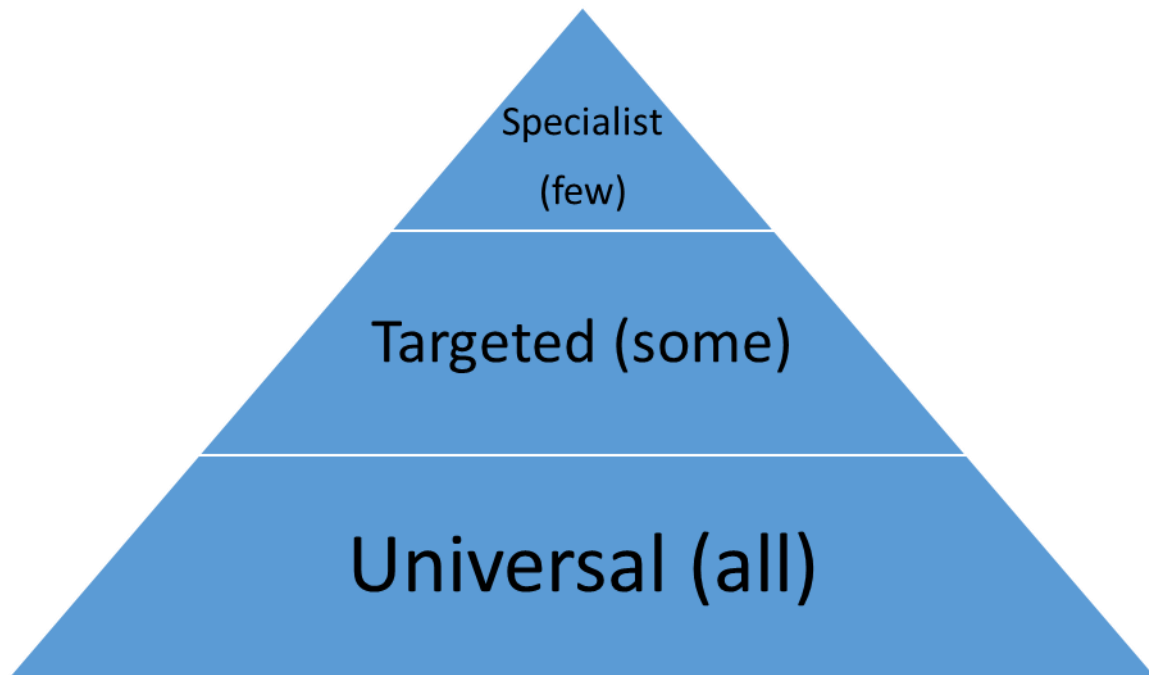




## 3.2 South Gloucestershire's Graduated Approach: all, some, few



At each stage of the graduated response, 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, Where their needs are more complex, settings will be supported through South Gloucestershire.

### Universal: all

Universal provision to support all CYP in school includes school systems and culture that:

- Has a culture of 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 review progress of all children and plan support where needed.

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- Seeks the views of children and their family about their strengths as learners and their barriers, such as the All about me approach.
- Ensures staff have effective continuing professional development (CPD) so that all staff 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.

See *VLE > Early Years Providers > 07. Inclusion Fund > Inclusive Practice > Inclusive Practice Guidelines for Principles Cards – Inclusive Practice ‘The Unique Child’*

<https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2019/6/14/EYFS-Principles-into-Practice-Cards.pdf>

## Targeted: some

In addition to universal provision, some children will need additional time-limited targeted support which includes:

Which may include children who are BAME ( what initials stand for ), children with ACES, and children at SEND support. Pupil Premium.

- Robust systems in of **assessment** in place across all area of need and the impact of interventions. LINK to intervention pages for low level interventions also see VLE SEND pages under four areas of need.
- Engages Children and their families in a detailed assessment of need: this could include early development, family history, tracking of any Adverse Childhood Experiences (ACES).
- 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, Early intervention Officers
- Setting 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 > Banding Levels*)

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- Liaison and consultation, if appropriate, with external professionals and support services to identify strategies and **plan** a cycle of intervention.
- Differentiation to activities and practice enables increased access to the curriculum.
- Increasing levels interventions planned 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, that are additional to and different from that routinely available in settings.
- Follow the Access Plan Do Review process of the graduated approach (See *VLE > Early Years Providers > 11. SEND > The Graduated Response*)
- Setting staff understand their responsibilities in relation to the Equality Act (2010) and reasonable adjustments are made.
- Setting leaders 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.

*See VLE > Early Years Providers > 07. Inclusion Fund > Inclusive Practice*

*See VLE > Early Years Providers > 11. SEND > The Graduated Response > Quick Guide to SEND Forms, Plans and Guides*

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### 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 OT Physio, 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.

See *VLE > Early Years Providers > 11. SEND > Request for a Service* for contact professionals contact details.

See *VLE > Early Years Providers > 11. SEND > EP Consultation Meetings* for information on meetings and how to book.

The aim is all children will begin at the universal level and 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. Children could be accessing different packages of intervention simultaneously e.g. 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 nursery practitioner.