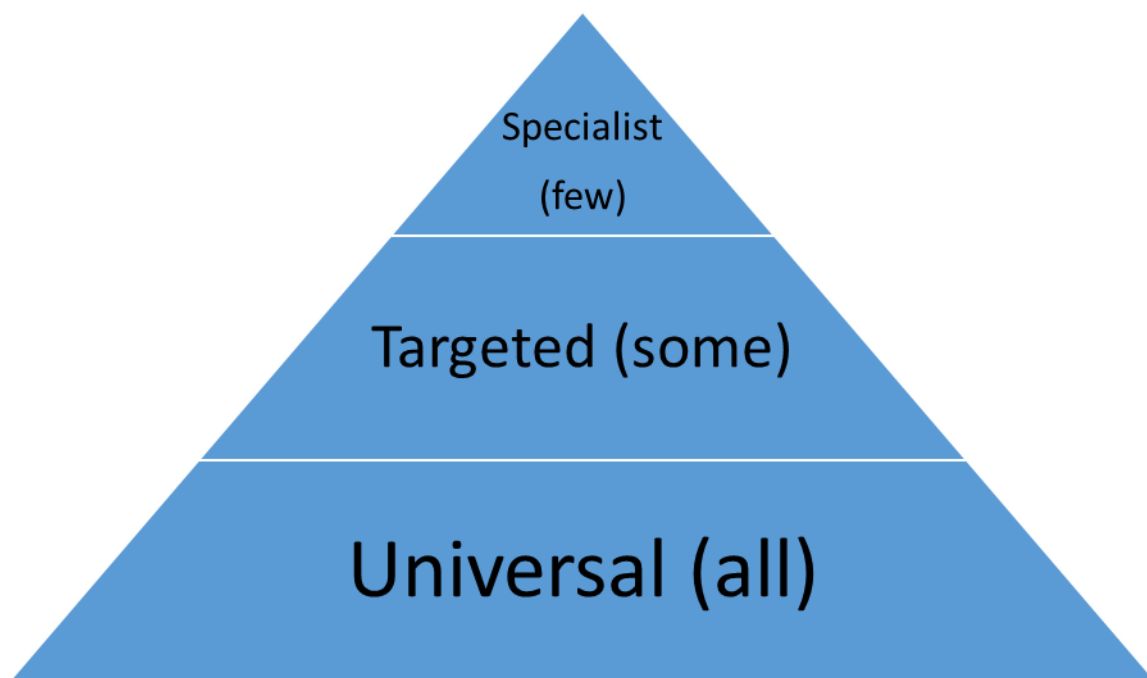


Section ②



Meeting the Needs of Children and Young People with SEND
(The Graduated Approach)

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



At each stage of the graduated response, schools will consider a range of support options suitable to that level of need thus enabling teachers and schools to develop a continuum of provision. Sections 2.5-2.8 of the South Glos Inclusion Toolkit set out the minimum standards for Children and Young People (CYP) across South Glos ensuring consistent practice throughout schools and settings, enabling a provision guarantee for CYP and their families.

Most CYP with special educational needs will have their needs met at SEN support and where their needs are more complex, schools and settings will be supported through South Glos SEND Clusters. A few CYP may need a EHCna which may lead to an Education Health Care Plan.

Universal: all

Universal provision to support all CYP in schools/settings which includes school systems and culture that:

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- Has a culture of high aspiration for all children, including those with SEND.
- Promotes inclusive practices across all areas.
- Promotes quality inclusive teaching for all CYP.
- Monitors and routinely reviews CYP's progress and plans additional support where needed.
- Seeks the views of CYP and their family about their strengths as learners and their barriers.
- Ensures staff have effective continuing professional development (CPD) so that all staff have the appropriate skills and knowledge to meet the needs of learners in their class.
- Promotes effective communication and joint working between schools and other agencies.
- Ensures school leaders are knowledgeable on SEND policy and practice.
- Ensures schools and settings are implementing and embedding the SEND reforms and the Equality Act effectively.
- Ensures risk assessments are undertaken as appropriate.
- Routinely audits classroom environments ensuring they are enabling – this links to schools' accessibility policy.
- Has clear policy and practice for CYP with medical needs and medical health plans.

Targeted: some

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

- Robust systems in place to **assess** areas of need and the impact of interventions.
- Engages CYP 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, medical professionals, CAMHS, Inclusion Support Service, Behaviour Support Services, alternative providers, ASC advisory service.
- Support as appropriate from South Glos SEND Clusters.

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- Liaison and consultation, if appropriate, with external professionals and support services to identify strategies and **plan** a cycle of intervention.
- Adjustments to classroom practice which enables increased access to the curriculum.
- Using a range of strategies and evidenced based interventions, that are additional to and different from that routinely available in school.
- **Do** – carry out cycle/s of interventions, ensuring all staff know the needs of the CYP and strategies to support them.
- **Review** provision with parents and professionals. This could include Team Around the Child (TAC) meetings where appropriate.
- School staff understanding their responsibilities in relation to the Equality Act (2010) and reasonable adjustments are made as necessary.
- School leaders continuing 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 whole school universal, and additional targeted support, a few CYP will require specialist personalised support and provision which include:

- Support from SEND Clusters and external support services which may enable a CYP with more complex needs to continue to receive SEN support appropriately throughout their school career.
- Use of specialist support agencies, professionals or external providers.
- An EHC needs assessment which may lead to a EHC plan 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.
- Access to a South Glos specialist provision such as a resource base, alternative provision (PLC), access centre or Special School.
- For a very small number of cases, specialist support may be required from out of authority specialist provision, such as residential settings, medical provision or secure placements. However, this must only be considered after all LA options have been explored.

The following sections of the handbook provide a framework to help schools identify the type and level of need, strategies to support and how to review provision – the graduated response ‘assess, plan, do, review’. The following sections also provide

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baselines against which South Glos Local Authority can carry out its strategic duty to monitor provision for CYP with SEND.