



EDUCATION

We see **genius** in every child

Students of Determination Graduated Approach 2022

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Date: 02/06/2022

Last reviewed on:02/06/2022

Next review due by:02/06/2023

Contents

Introduction 3

What are Special Educational Needs (SEN)?.....3

The Continuum of Need for Special Educational Needs.....4

Assess, Plan, Do and Review5

A person-centred approach7

The Graduated Approach.....8

Using the Graduated Approach10

Introduction

This document is intended to provide assistance for schools in supporting students with SEN and recognises that children and young people's needs must be considered individually. It is not to be viewed as a blanket policy and it's important that schools have their own Inclusion Policy.

The Graduated Approach Document for Students of Determination (SD) or Special Educational Needs (SEND) is aimed at all GEMS educational providers supporting students with Special Educational Needs and Disabilities (SEND).

The document outlines the provision and support that GEMS expects to be in place in all educational settings and forms part of the standardised service expected in all schools.

Its purpose is to provide detailed guidance on how educational settings can identify students with **diverse types** and **levels** of need, along with information on appropriate steps and strategies to support them.

What are Special Educational Needs (SEN)?

A special education need is a need which occurs when a student is identified with an impairment that requires the school to make specific modification or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers.

A child of school age has a special educational need or disability if he or she:

- has a significantly greater difficulty in learning than most others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind provided for others of the same age in school

A child under school age has special educational needs if he or she has a learning difficulty or disability and will require special educational provision upon entering school.

The Continuum of Need for Special Educational Needs

The term Special Educational Needs covers a broad range of diverse types and levels of need, and special educational provision that is provided for a child or young person should match their special educational need. There are four broad areas of need; these are outlined in this document.

The purpose of identification of need is to identify what action the school needs to take, not to fit a child or young person into a category or give a diagnosis. In practice, individual students often have needs that cut across more than one area and their needs **may change over time, in terms of both type and level**. The support provided to an individual students should always be based on a full understanding of their strengths and needs.

Communication and Interaction

This includes:

- **Speech, language and communication needs** (SLCN). Children and young people with SLCN have difficulty in communicating with others; this may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication.
- **Autistic Spectrum Disorder** (ASD), including Asperger's Syndrome is a communication difficulty.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:

- **Moderate learning difficulties** (MLD) where children and young people are likely to need low levels of support in all areas of the curriculum and associated difficulties with mobility and communication.
- **Severe learning difficulties** (SLD) where children and young people are likely to need significant support in all areas of the curriculum and associated difficulties with mobility and communication.

- **Profound and multiple learning difficulties** (PMLD) where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- **Specific learning difficulties** (SpLD) affects one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as **attention deficit disorder**, **attention deficit hyperactive disorder** or **attachment disorder**.

Sensory and/or Physical and Medical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. This includes children and young people with:

- **Visual impairment** (VI)
- **Hearing impairment** (HI)
- **Multi-sensory impairment** (MSI) (a combination of vision and hearing difficulties)
- **Physical disability** (PD)
- **Medical needs**

Assess, Plan, Do and Review

All teachers are teachers of students with Special Educational Needs and as such they continue to remain responsible for the teaching and learning for their students. All teachers are responsible for identifying students who are experiencing challenges with learning, and in collaboration with the Inclusion team, will ensure that those students requiring different or additional support are identified at an early stage.

The inclusion action cycle, as known as the, Assess, Plan, Do and Review (APDR) process should be used to identify a students' barriers to learning and support a response to reducing these barriers.



Assess – a clear analysis of the student’s needs should be carried out by those teaching and supporting the student – this includes the Parent, Class teacher, Inclusion Team and Specialists. This may result in the student being placed on a level of support.

This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the students’ progress, the student may move to a higher level of support and/or more specialist assessment may be called for from specialist teachers or from health or other agencies outside of the school.

Plan – Professionals within the school should work with the student and their parents to agree the outcomes they are seeking, the level of support and interventions to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. The level of support and intervention provided should be selected to meet the outcomes identified for the student, based on reliable evidence of their effectiveness. Any related staff development needs should also be identified and addressed.

Do - The key person, class or subject teacher remains responsible for working with the student daily (even where interventions involve group or one-to-one teaching). The Inclusion Team should support the key person, class, or subject teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review - The effectiveness of the level of support and interventions, and their impact on the student's progress, should be reviewed regularly and in line with any agreed dates. The students' views should be considered during the evaluation of the quality and impact of the support provided. Professionals within the school should revise the support considering the students' progress and development and decide on any changes to the level of support and outcomes in consultation with the student and their parent(s).

Schools should revisit this cycle of action and refine and revise their decisions about support as they gain a richer understanding of the student and what is most effective in helping them secure good outcomes. Support for all students with SEN should be kept under continuous review.

A person-centred approach

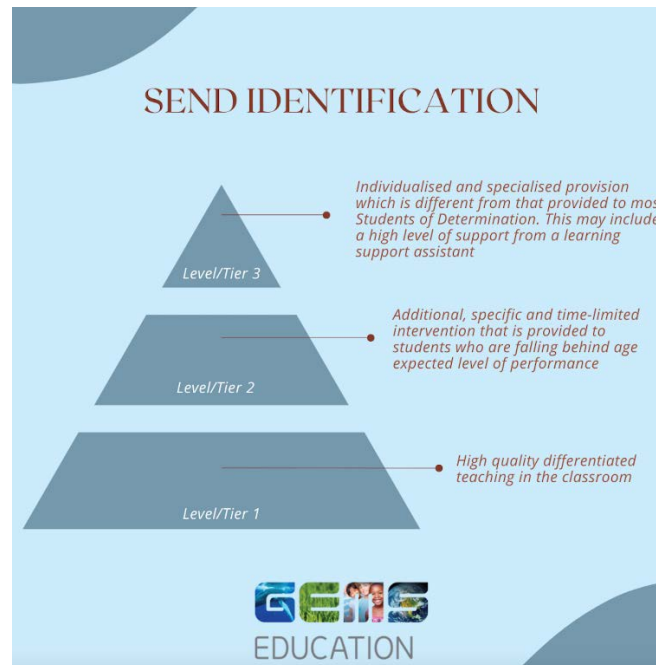
As part of any assessment of need it is important to take a personalised approach to meeting their needs, the assessment should focus on:

- the student as an individual
- enable the student and their parents to express their views, wishes and feelings
- enable the student and their parents to be part of the decision-making process
- be easy for the student and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the student's strengths and capabilities
- enable the students, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach, and deliver an outcomes-focused and co-ordinated plan for the student and their parents

The Graduated Approach

The Graduated Approach is a model of action and intervention in schools to help students who have special educational needs. The approach recognises that there is a **continuum** of special educational needs and that, where necessary, increasing specialist expertise should be used to remove or mitigate barriers to learning that a students may be experiencing.

The graduated approach triangle is often used to help schools identify the type and nature of Level or Tier of support the student receives. There are 3 levels or tiers and are described in the diagram below.



Graduated Approach Level 1 or Tier 1: General Service of Support

This level describes the support that is available to all students, including those with and without SEN. Within the Graduated Approach, at the first Level, needs are met through High Quality Teaching or Quality First Teaching.

Support for students at level one is tailored to the needs of the individual student, this is seen as differentiated teaching and learning. This is provided by the class teacher and some examples could be, the use of; reasonable adjustment changes to the lesson and curriculum content, assistive technology, individual or small group teaching, or in-class support.

Most students with SEN will have their needs met though additional support within the classroom environment provided by the class teacher. Students at level one may include those who require Exam Access Arrangement modifications.

Graduated Approach Level 2 or Tier 2: Targeted Services of Support

This level describes the support that is available in addition to the support at Level 1 or Tier 1 and goes beyond the usual differentiated curriculum. Students at this level require personalised support and/or curriculum modifications that are specific and time-limited, these can be small group activities or short-term programmes of support. It is expected that a minority of students will require access to this level of support services. **Some** students accessing this level may require enhanced support through an Individual Education Plan.

Graduated Approach Level 3 or Tier 3: Individualised Services of Support

This level describes the support that is available in addition to the support at Level 2 or Tier 2 and involves individualised and specialised provision. Students at this level require individualised and specialised provision, which is 'additional to' and 'different from' that provided to most other students. This may include full time support by a learning support assistant and or long-term programmes of support. It is expected that only few students will require access to level 3 support service.

Using the Graduated Approach

The Graduated Approach is provided in an appended document as a **series of tables** which:

- Provide advice on **identifying** diverse types and levels of need within the Continuum of Need for SEN using 'impact on learning' indicators that would be observed by staff within school. Students are not expected to have every indicator at a certain level but must have more than one.
- Describe the **actions** that professionals within schools are expected to take to **meet the needs** of students with SEN. This includes information relating to communicating with families and next steps, strategies to be implemented and the evidence that should be recorded.

The tables are organised via the four broad areas of need, with some broad areas further split to provide more detailed information on specialist strategies. For each area of need, there are individual tables for the diverse levels within the Continuum of Need for SEN (First Concerns; SEN Support; Complex and Specialist).

By using the Graduated Approach, we expect reasonable adjustments to be made to ensure that most students with SEN can access and have their needs met within normal school provision, so that they enjoy the same opportunities as their peers wherever possible and are fully included within their communities.