



## **A Graduated Approach to SEN.**

**Best practice involves meeting pupils' SEN through implementing the graduated approach using the assess, plan, do, review cycle.**

All teachers are responsible and accountable for the progress of all learners in their class, including where they access support from teaching assistants or specialist staff.

Inclusive high-quality teaching is the first step in responding to those with SEN (or indeed those without)

### **What is high-quality teaching?**

- day-to-day interactions that take place in your classroom
- different pedagogical approaches you use to engage, motivate and challenge learners.
- assessment and feedback to identify gaps and help children to move on in their learning.
- It is about providing both support and challenge in order to enable them to achieve more.
- ensures that planning and implementation meets the needs of all
- high expectations for all
- range of strategies that are closely matched to the learning objectives of the lesson
- Evidence is - what the students achieve (i.e. the learning outcomes).

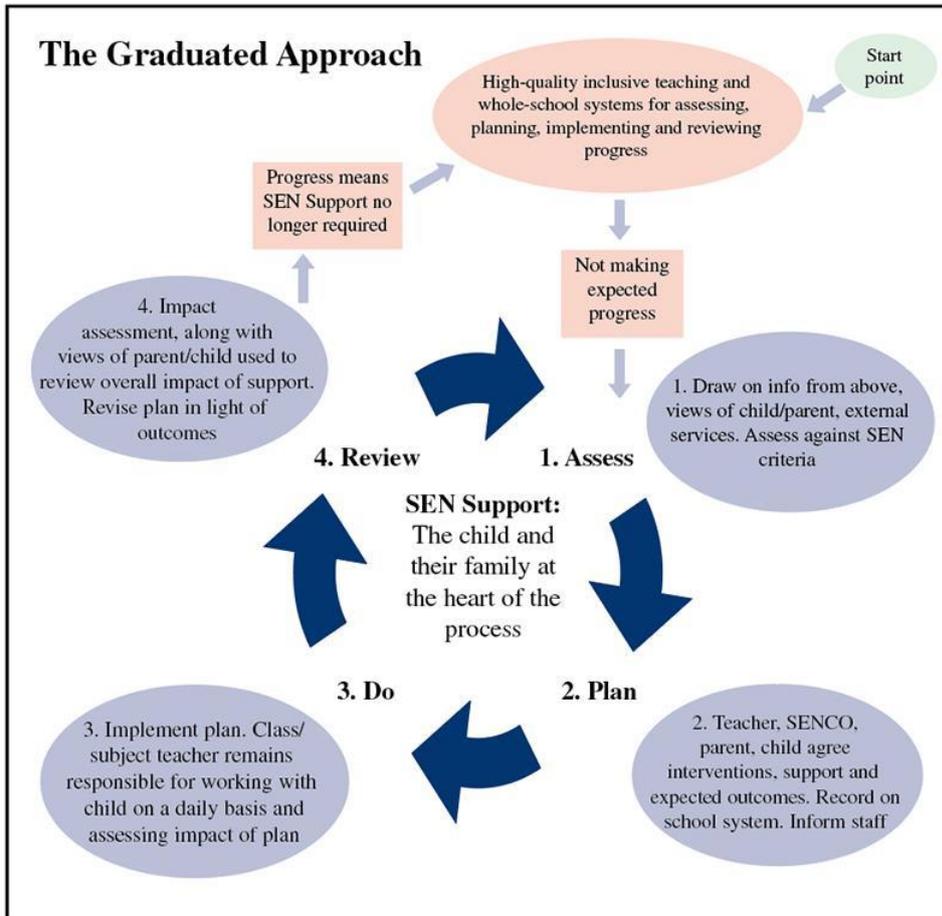
Strategies may include:

- 3 B4 me – brain, buddy, board (or classroom resource)
- Differentiation
- Getting to know them (pupil passport section on APDR, relationships)
- Being a reflective teacher – try out new things

As a result of inclusive high-quality teaching, students with SEN will:

- Be engaged and motivated to learn.
- Know where they are in their learning, where they need to go next and how to get there.
- Become independent and resilient (and rise to the challenge).
- Develop skills, knowledge and understanding across a range of areas.
- Recognise they have made progress with their learning from their own starting point.

However, even when you have all these elements of inclusive high-quality teaching in place there will still be some individuals who are struggling to make progress as a result of their additional needs. So what do you do next?



Note that the child and their family are right at the centre of the cycle. Starting with them and gathering their views is essential to ensuring the graduated approach works effectively.

This cycle is for teachers (The Code of Practice makes it clear that this is solely down to the SENCO) and that they have a key role to play in each of the stages.

## Assess

Initially, the graduated approach involves you using the information you gather from your on-going, day-to-day assessment to make judgements about the progress a child is making and to alert you to any barriers that may be getting in the way of them making comparable progress to their peers.

Where concerns about a child's progress continue, this is the time to have further discussions with the child, their parents and the SENCO. On occasions, a student may need to be assessed in more detail in order to explore the precise gaps in their learning or to move towards a formal diagnosis, if appropriate. This could include:

- Standardised reading, spelling or mathematics tests.
- Other diagnostic assessments such as cognitive abilities tests (CATs).
- Use of profiling tools to identify detailed needs, such as for speech, language and communication needs.
- Screening assessments, such as for dyslexia or dyspraxia.
- Request for advice from a specialist professional.

It is likely that the SENCO will arrange for any additional assessments to take place. However, it is important that your on-going assessment information is used to inform the overall picture of the student, and that following additional assessments, any information that could have an impact on your teaching is shared with you.

## Plan

This part of the cycle involves discussing, planning and agreeing what will be put in place as an outcome of the assessment information gathered. The planning should involve the child, parents and staff from the school who know the pupil well. Where other professionals are working with the child, they should also contribute to planning.

The initial step of the planning process includes agreeing targets for the child in order to focus attention on key areas and give them a clear idea of what they need to do to improve their work.

The targets should aim to support the child to work towards their long-term outcomes. Following this, additional or personalised support should be identified, along with any specific teaching strategies, approaches or resources to be used. This might include:

- Specialist programmes or a personalised curriculum.
- Additional resources.
- Working in a small group – e.g. for an intervention.
- Peer support or extra support from an adult.
- Physical or personal care support.

A timescale for reviewing the plan, and details of how progress will be monitored, also needs to be identified. Once the support has been agreed, it will be recorded and shared with everyone involved in the APDR SEN document.

If a child has complex needs, they may have an Education, Health and Care Plans (EHCPs). The information provided about these children is likely to be more detailed and targets will be aiming towards longer term goals set out on their EHCP.

## Do

The Code of Practice makes it clear that it is the responsibility of class teachers to implement the plan on a day-to-day basis. This might seem quite challenging, but don't forget that the SENCO is there to help.

In practice, implementing the support plan will mean:

- Delivering high-quality teaching to the student in every lesson.
- Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified in the APDR.
- Managing any teaching assistants who are supporting students with SEN in your lessons.
- Implementing any targeted interventions or specialist provision where this requires the involvement of the teacher.

- Continually assessing and monitoring the child's progress and making any necessary adjustments to planning and teaching as a result.
- Communicating regularly with the child, their parents, the SENCO and any other staff involved in order to establish how things are going and whether any changes are required.

If one of your students is involved in an intervention, make sure you know what the purpose of it is, what key skills are being taught, and how you can support the student to transfer these skills back in to the classroom.

## Review

The SEN review will provide an opportunity to formally evaluate how successfully the support is meeting the needs of the child.

The reviews may be incorporated as part of existing parents' meetings or progress days or may be arranged as dedicated meetings. Depending on your role, you may or may not be directly involved in the review meeting.

Even if you are not expected to attend the meeting, you should still be contributing to the review process. This means keeping evidence of how well the pupil is progressing within your class and how effectively the additional support strategies are working. Intervention logs should be maintained and kept up-to-date. Class SEN and PP folders have been set up and copies of APDRs are stored here as working documents. If assessment notes have been made (e.g. on post it notes during lessons or interventions) attach them as they may be helpful during the review.

When the review meeting between the child, parents and any relevant professionals takes place, it is helpful to consider the following questions:

- What progress has the student made? Have they achieved their agreed targets and what is the evidence for this?
- What impact has the support/intervention had on progress?
- What are the student's, parents' and professionals' views on the support/intervention?
- What changes need to be made to targets or provision next term?

A record of the outcomes of the review discussions should be kept and used to update and inform the child's subsequent APDR.

## A continual process

The assess, plan, do, review process is a cycle – the idea being that this process is continual. If the review shows a child has made really good progress, this may mean they no longer require the additional provision made through SEN support. If this is the case, the student is likely to be taken off the SEN record and, instead, will be monitored to ensure progress is sustained through inclusive high-quality teaching.

For others, the assess, plan, do, review cycle will continue and targets, strategies and provision will be revisited and refined.

In successive cycles, the process becomes increasingly personalised as everyone develops a growing understanding of the student's barriers to learning and the strategies needed to enable them to make progress.

*Evidence of at least 2 detailed APDR cycles would be needed in order to apply for EHCP assessment, along with evidence of working with outside agencies.*