



The Graduated Approach to SEND

SEND since 2014

A national and local update

*‘Working together, ensuring
the needs of children and
young people with SEND in
Lincolnshire are met’.*



The Children and Families Act 2014

Implemented 1st September 2014 with some sections implemented 1st April 2015 to coincide with the Care Act

Includes changes to health, education, social care and special educational needs/disability

‘Biggest reform to child welfare legislation in 30 years!’

The special educational needs and disability (SEND) reforms came into force 1 September 2014. The changes were designed to improve outcomes of children and young people with SEND. **The reforms require a whole school approach to SEND. It is essential that the whole school community, governors, teaching and non-teaching staff, young people and parents, understand what the reforms mean for them.** The vision of the reforms was for the SEND system to be clearer, more joined-up, with a sharper focus on outcomes and better relationships with parents and improved transition to adulthood.

Key Principles of the SEND Reforms

- Early identification of needs and early intervention;
- Participation of children, young people and their parents in decision making process;
- Collaboration between education, health and social care services;
- High quality provision;
- Successful preparation for adulthood, including independent living and employment.

What are SEN?

The SEN Code of Practice states that:

“Children have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them.”

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”



Reasonable Adjustments

What is the Reasonable Adjustments Duty?

The reasonable adjustments duty is owed to disabled pupils, as defined in the Equality Act 2010.

The duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010 as a whole, there are **three elements** to the reasonable adjustments duty that relate to:

- Provisions, criteria and practices
- Auxiliary aids and services
- Physical features



What is 'Substantial Disadvantage'?

The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. 'Substantial' is defined as being anything more than minor or trivial. Whether a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

Example — A disabled pupil with severe manual dexterity difficulties finds it difficult to write large amounts of text by hand and so this takes him considerably longer than other pupils. In a lesson in which large amounts of text are being copied from the board, he would be at a substantial disadvantage. However, in a lesson in which there is no handwriting required, he would not be at a substantial disadvantage in relation to his difficulties with handwriting.

What is a Reasonable Step?

The crux of the reasonable adjustments duty is not whether something is an auxiliary aid or whether it is an adjustment to a practice, but whether it is something that is reasonable for the school to have to do. It is not possible for a school to justify a failure to make a reasonable adjustment; the question is only whether or not the adjustment is reasonable.

These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

SEND Code of Practice 2015



What could also be a Reasonable Adjustment?

- The creation of calm environments
- Making sure multi-sensory approaches are always adopted
- Being mindful of how language is being used in instruction and interactions
- Providing a quiet corner or workstation in the classroom
- Providing visual timetables
- Being given 'special errands'
- Regular reassurance and check ins
- PowerPoints being sent in advance of the lesson
- Providing time out cards and creating secret signs
- Moving a class to a downstairs room

- visual aids and prompts,
- extra time
- planners/checklists
- chunking information
- talking through homework tasks
- providing technological support (e.g, laptops, reading pens and iPads)
- pre-teaching
- incorporating interests
- working within a small group or targeted small group teaching.

Reasonable Adjustments and the Graduated Approach

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Can some pupil's needs be met with reasonable adjustments rather than different from or additional to provision?





The Graduated Approach

The Graduated Approach

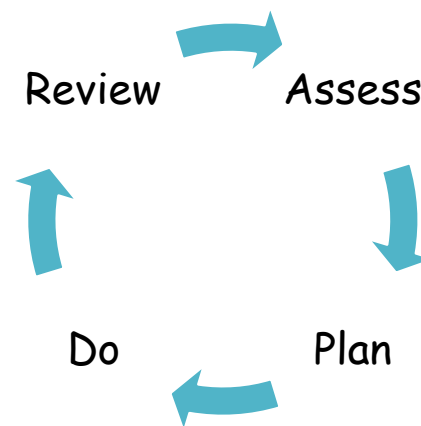


Principles of the Graduated Approach

According to The SEND Code of Practice: 0- 25 years (Sep 2014), supporting children and young people with SEND via the Graduated Approach includes the use of a four-part cycle of 'Assess, Plan, Do and Review'. Through this cycle, earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person's needs and what supports the child or young person in making good progress and securing good outcomes. An effective Graduated Approach draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to an individual child or young person's needs.

The Graduated Approach

Given differentiated work they fall behind – give extra support to make up progress
Still failure to make progress – assess for SEN and agree support
Take an 'assess – plan – do – review' cycle approach



By using the Graduated Approach, we expect reasonable adjustments to be made to ensure that the majority of children and young people with SEN are able to access and have their needs met within mainstream provision, so that they enjoy the same opportunities as their peers wherever possible and are fully included within their communities.

The first stage of the SEN Code of Practice is SEN support
In 2022/ 23 the average % of pupils identified at SEN Support was 13%

SEN Categories

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health (note – not Behaviour)
- Sensory and/or Physical

Speech, Language and Communication needs is the most common type of need for SEN support. This is followed by Social, Emotional and Mental Health needs.



Considering SEN Support?

- The school's SENCo should discuss putting the child on the SEN register
 - Inform parents


“Schools must inform parents when they are making special educational provision for a child.” (SEN Code of Practice 2015)
- The school should record reasons for identification according to their school's SEN policy
 - The school should plan for the child's needs. This may take the form of a Support Plan, Individual Education Plan (IEP), Pupil Passport or Provision Map etc. This should show the assess, plan, do review cycle.

Planning for SEN Support



My Support Plan

Name:	Date of Birth:	Yr Gp:
Main Concerns:	SENCO:	Stage:
Teacher:	Review date:	Date of first Plan:
Start Date:		

What I find difficult	My target	Who will help me and when	Adult Review notes	Child views
				

Planning for SEN Support - Who else can Support?

Who are Outside Agencies?

These could include:

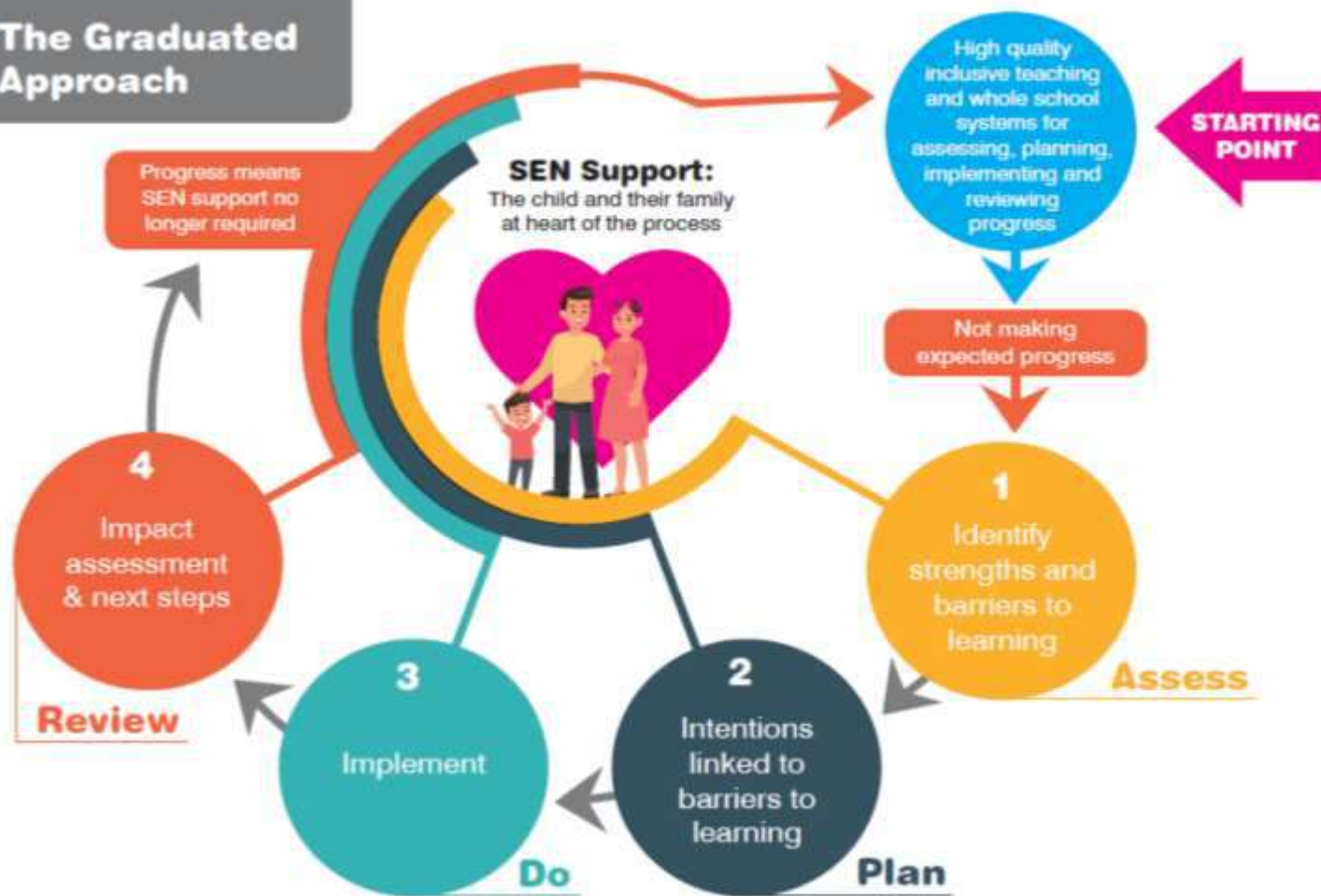
- Educational Psychology
- Speech and Language Therapy
- Specialist Teacher
- Physiotherapist
- Paediatrician
- Community Paediatrician
- Specialist Nurses
- Behaviour Outreach Support Services

..... and many, many more

How can they help?

- Support and advice
- Assessment
- Diagnosis
- Supporting parents
- Specialist programmes

The Graduated Approach



Useful information/documents

The SEND Code of Practice 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The Children and Families ACT/Regulations 2014

http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

The Disability Discrimination Act 2005

https://www.legislation.gov.uk/ukpga/2005/13/pdfs/ukpga_20050013_en.pdf

The Equality Act 2010

https://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

Useful information/documents

Reasonable Adjustments for disabled children in school

https://www.equalityhumanrights.com/sites/default/files/reasonable_adjustments_for_disabled_pupils1.doc

https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EEF_SEND_Evidence_Review.pdf?v=1709021222

Supporting pupils at school with medical needs

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf

Preparing for Adulthood

<https://www.preparingforadulthood.org.uk>

