

SUPPORTING PUPILS
WITH SPECIAL EDUCATIONAL
NEEDS

The CAD Team

Advisory Teacher Team

- Liz Dunnett
- Advisory teachers, Communication and Interaction Education Advisors, Specialist teachers, Specialist Assistants

Behaviour Support Team

- Vikki Hartstean
- Behaviour Outreach Officers, Behaviour Support officers

0-5 Team

- Natalie Brown
- Advisory Teachers, Area SENDCos, Early Support Keyworkers, Assistant EP

Educational Psychologist Team

- Marcus Bennett
- Senior EPs, EPs, Trainee EPs



WHAT IS
A GRADUATED
APPROACH?

A model of support outlined in the SEND
Code of Practice (2015)

Guides schools in supporting pupils
with special educational needs

Recognises that there is a range in the type
and level of support required for individual
pupils

Highlights that schools should seek
additional specialist advice when necessary

KEY POINTS

High quality adaptive teaching is always the first stage in supporting pupils

Class teachers are responsible for the provision of all learners, including those pupils with SEND

Additional support should follow an assess, plan, do, review cycle as outlined in the SEND Code of Practice

Person-centred approaches are used and include the voice and views of the child/ young person and their families

Pupils may move up or down through the stages over time and approaches should be responsive to individual needs

HAVERING'S GRADUATED APPROACH AND CAD TEAM OFFER

- Outlines school provision at each stage
- Supports schools to carry out early intervention to meet pupil needs
- Provide schools with guidance on how, when and where to seek additional support. Including the CAD Team offer and other external sources of information
- Support available does not provide a checklist but options that may be appropriate based on individual needs

STAGE 1 – UNIVERSAL SUPPORT

Stage	What school provision looks like	Support/ resources available
<p style="text-align: center;">1</p> <p style="text-align: center;">Universal</p>	<p><u>Quality First Teaching (QFT) – to engage and support the learning and development of all pupils</u></p> <ul style="list-style-type: none"> ➤ Ensure QFT and reasonable adjustments in place - additional intervention and support cannot compensate for a lack of good quality teaching (SEND Code of Practice, 2015, 6.37) ➤ Use of assessment to inform day-to-day teaching ➤ Track and evidence progress against targets ➤ Ordinarily available provision e.g. booster groups and catch up programmes ➤ SENCO observation and consultation with class staff <ul style="list-style-type: none"> ⇓ <u>When to move to next stage</u> Class teacher to identify pupils who are not making expected progress and discuss with SENCO to evaluate whether targeted support is required <p><u>Monitored by</u></p> <ul style="list-style-type: none"> ➤ Class Teacher, Senior Leadership Team 	<p><i>* This can be arranged by the SENCO during the school's planning/caseload meetings with CAD teams</i></p> <ul style="list-style-type: none"> ➤ Inclusive Provision in the Early Years (Ordinarily Available Provision) ➤ Whole school SEND resources and training ➤ Whole school training sessions with CAD 5-19 team* ➤ The Havering SEND Training offer - This includes video trainings and resource packs ➤ LEANS – Learning About Neurodiversity in Schools ➤ Education Endowment Foundation (EEF) ➤ Havering SEND Local Offer ➤ Family Information Services Directory ➤ Mental Health Training and Support

** This can be arranged by the SENCO during the school's planning/caseload meetings with CAD teams*

STAGE 2 – TARGETED SUPPORT

Stage	What school provision looks like	Support/ resources available
<p style="text-align: center;">2 Targeted</p>	<p><i>In addition to stage 1</i></p> <ul style="list-style-type: none"> ➤ Assess, Plan, Do, Review cycle: assess – baseline, plan – intervention and outcomes identified, do – implementation, review – progress check (SEND Code of Practice, 2015, 6.44 – 6.56) ➤ School staff to undertake an assessment of individual pupil's needs <u>in order to provide a baseline for targeted interventions with a clear purpose, specific outcomes and timescales</u> ➤ Ensure all staff are aware of pupil needs and take action to remove any barriers to learning and generalise skills learnt within interventions ➤ School to produce a costed provision map ➤ Gain pupil and family views on their provision and progress within school (One-Page or individual profile to be completed at this stage) <p>⇄ <u>When to move to next stage</u> If after a minimum of 2 cycles of 'assess, plan, do, review', there has been no significant change or progress, move to stage 3</p> <p>Monitored by</p> <ul style="list-style-type: none"> ➤ Class Teacher is responsible for planning and monitoring impact of interventions with support from SENCO and support staff 	<ul style="list-style-type: none"> ➤ Stage 1 support ➤ Systemic level work – SEND Audits and work looking at provision on offer in the school.* ➤ Training for staff on specific areas of need or interventions (<i>details of training available via Havering Education Services portal</i>). ➤ Pupil highlighted at caseload meetings if there are concerns to identify next steps and appropriate actions ➤ Corbets Tey Resource Library ➤ Group level consultation for areas of need (i.e memory and retention) or groups of students (Year 9 boys)* ➤ Consultation for an un-named child/young person or staff 'drop-in'* ➤ Modelling of strategies and interventions and staff coaching * ➤ Pupil participation link ➤ Havering SEN tracker

* This can be arranged by the SENCO during the school's planning/caseload meetings with CAD teams

STAGE 3 – COLLABORATION

Stage	What school provision looks like	Support/ resources available
<p style="text-align: center;">3 Collaboration</p>	<p><i>In addition to stage 1-2</i></p> <ul style="list-style-type: none"> ➤ Ensuring strategies and interventions have been distributed and put in place by staff and skills generalised from interventions within class ➤ Ongoing Assess, Plan, Do, Review (including IEPs/ Pupil passports) ➤ Formal tracking of progress through interventions and adaptations made where necessary ➤ Evidence of at least one additional cycle of 'assess, plan, do review' showing implementation of specialist advice from link EP/ Advisory teacher/ other external professionals (in most cases) <p>⇕ <u>When to move to next stage</u></p> <p>If interventions requiring resources beyond the school's delegated SEND budget appear likely to be needed in the long term, SENCO to hold discussions with parents and professionals regarding an EHC Needs Assessment application</p> <p>Monitored by</p> <ul style="list-style-type: none"> ➤ Class Teacher, SENCO and Senior Leadership Team 	<ul style="list-style-type: none"> ➤ Stage 1-2 support ➤ Individual level work (consultation/ assessment/observation/ bespoke training) between school staff and the CAD Team regarding individual pupils* ➤ Reviews of provision in place which could include observations of intervention delivery and other practice ➤ Person Centred Reviews ➤ Inclusion Consultation** ➤ Joint Observation with SENCOs* ➤ Supportive reintegration meetings ➤ Transition meetings <p><i>** Booking/ requests via inclusion gateway referral form returned to</i> inclusions@havering.gov.uk</p>

* This can be arranged by the SENCO during the school's planning/caseload meetings with CAD teams

STAGE 4 – EHC NEEDS ASSESSMENT AND INDIVIDUALISED PROVISION

Stage	What school provision looks like	Support/ resources available
<p style="text-align: center;">4 EHC Needs Assessment and individualised provision</p>	<p><i>In addition to stage 1-3</i></p> <ul style="list-style-type: none"> ➤ If schools require additional provision beyond their own resources in the long term, there should be clear evidence that appropriate intervention has been implemented as outlined in the graduated approach ➤ An application for an EHC needs assessment can be made using evidence collated throughout stages 1-3 to demonstrate that the school has taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person (SEND Code of Practice, 2015, 9.14) ➤ Evidence of advice given at stages 2 and 3 (including external involvement) should be submitted alongside evidence of how this has been implemented and evaluated (SEND Code of Practice, 2015, 6.63) <p>Monitored by</p> <ul style="list-style-type: none"> ➤ Class Teacher, SENCO, Senior Leadership Team and CAD Assessment and Placement team 	<ul style="list-style-type: none"> ➤ Stage 1-3 support ➤ Advice on submission of EHC needs assessment ➤ Commencement of EHC needs assessment ➤ Reviews of needs and provision*

* This can be arranged by the SENCO during the school's planning/caseload meetings with CAD teams

Exceptional circumstances

- Pupils with profound and multiple learning difficulties, which are obvious from birth or soon afterwards, who require long term help and support from more than one agency.
- A learner has moved in from another authority and/ or their former school has provided evidence of needs and professional input.
- There is clear evidence that the learner has severe, complex and enduring difficulties but it has not been possible to make a graduated response as they have moved into the borough from abroad, or have attended several different schools, or are not attending school.
- A learner's ability has been suddenly and significantly changed by major illness or injury and the impact is long-lasting.

Assess, Plan, Do, Review

Assess

- Schools are required to carry out a clear analysis of the pupil's needs, based on assessment and experience of the pupil, progress, attainment, and their behaviour (where relevant) in comparison to their peers and national data.
- The views of the pupil, their parents and information from external services including health and care professionals should also be taken into account.
- Referrals may be required to relevant services with parental consent.
- Any assessment should be reviewed regularly to ensure that interventions are matched to pupil needs and are effective.

Plan

- Parents must be formally notified if their child is to receive SEN support, they should in conjunction with the school agree the support and intervention in place.
- All staff who work with the child should be made aware of their needs and any key teaching strategies and approaches.
- Those working closest with the child e.g. Teachers/ TAs should be aware of outcomes set and all support provided, which should all be recorded and monitored regularly.
- Interventions provided should be evidence based and provided by staff with sufficient skills and knowledge.

Do

- The class or subject teacher remains responsible for the pupil, even when working away from the main class, they should plan support and ensure that it is linked to classroom teaching and objectives wherever possible.
- The class teacher should work closely with other staff to monitor the impact of support provided with the support of the SENCO.

Review

- Regular reviews should take place between all relevant staff and parents.
- Pupil views should be included.
- The impact and quality of support should be evaluated and feed back in to the analysis of needs and revision of support where appropriate. Therefore, beginning the cycle again.

EP Ways of working

Examples of different work

1 Visit

Individual Casework

This would consist of a psychological assessment, which could include:

- Parent Meeting
- Staff Meeting
- Observation
- Individual assessment work



1 Visit

Consultation with written record

Consultation with written record

Consultation with written record

A consultation is a collaborative problem solving, solution focussed discussion. This could consist of a meeting with one or more of the following: parents, members of staff and the school SENCO. This would be written up as consultation record (2 to 5 pages) with the child being named, but members of staff can also make their own notes so they can implement strategies straight away. For a named child, a request for involvement form would be required.



1 Visit

Teacher drop in

Teacher drop in

Teacher drop in

Teacher drop in

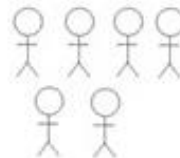
Drop-ins are informal meetings with staff (where children are not named) to talk about something they would like some support with. Members of staff can take their own notes from these meetings and action them immediately.

Staff support sessions

Such as Solution Circles, PATHs, MAPs, Circle of Adults... These group problem-solving exercises are facilitated by the EP and typically include members of staff, but could also include parents and young people.

Training

Training can be delivered to all staff, certain groups and based on anything you would like support in.



Other types of work:

• Parent Support sessions

This could consist of training sessions to parents, for example 'Supporting your child's reading at home', or other forms of support like coffee mornings.

Systemic Work

Systemic work typically consists of a series of meeting with members of staff looking at processes in place in the school. For example, looking at how children with SEMH needs are identified and supported.

- Monitoring
- Participation in multiagency meetings
- Supervision
- Observations
- Research and Projects
- And much more...

Parent helpline

How does the helpline work?

- Available to Havering families every other Thursday morning
- Call last 40 minutes
- All discussions are confidential and based around children's needs in the home
- It is a one-off consultation service that does not result in any follow up work and your child does not need to be present during the call

What can I talk to the EP about?

Topics or areas that you may wish to discuss could include:

- Supporting your child to maintain positive mental well-being.
- Supporting your child's engagement with learning.
- Concerns about friendships, emotional needs, daily structure and routines.
- Managing behaviours that are challenging.
- Ongoing concerns regarding your child's development.



Havering Educational
Psychology Service

**Parent/carer
Support Helpline**

*available for Havering families
Autumn 2022 – Summer 2023*



Useful websites/ contact details

[Local Offer – SEND information](#)

[Havering SEND training offer](#)

[Havering Graduated Approach](#)

[Educational Psychologist Parent Helpline](#)

[Havering SENDIASS](#)

[AddUp](#)

[Sycamore Trust](#)