

Ousedale School

Be Kind | Work Hard | Succeed Together

The Graduated Approach

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. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

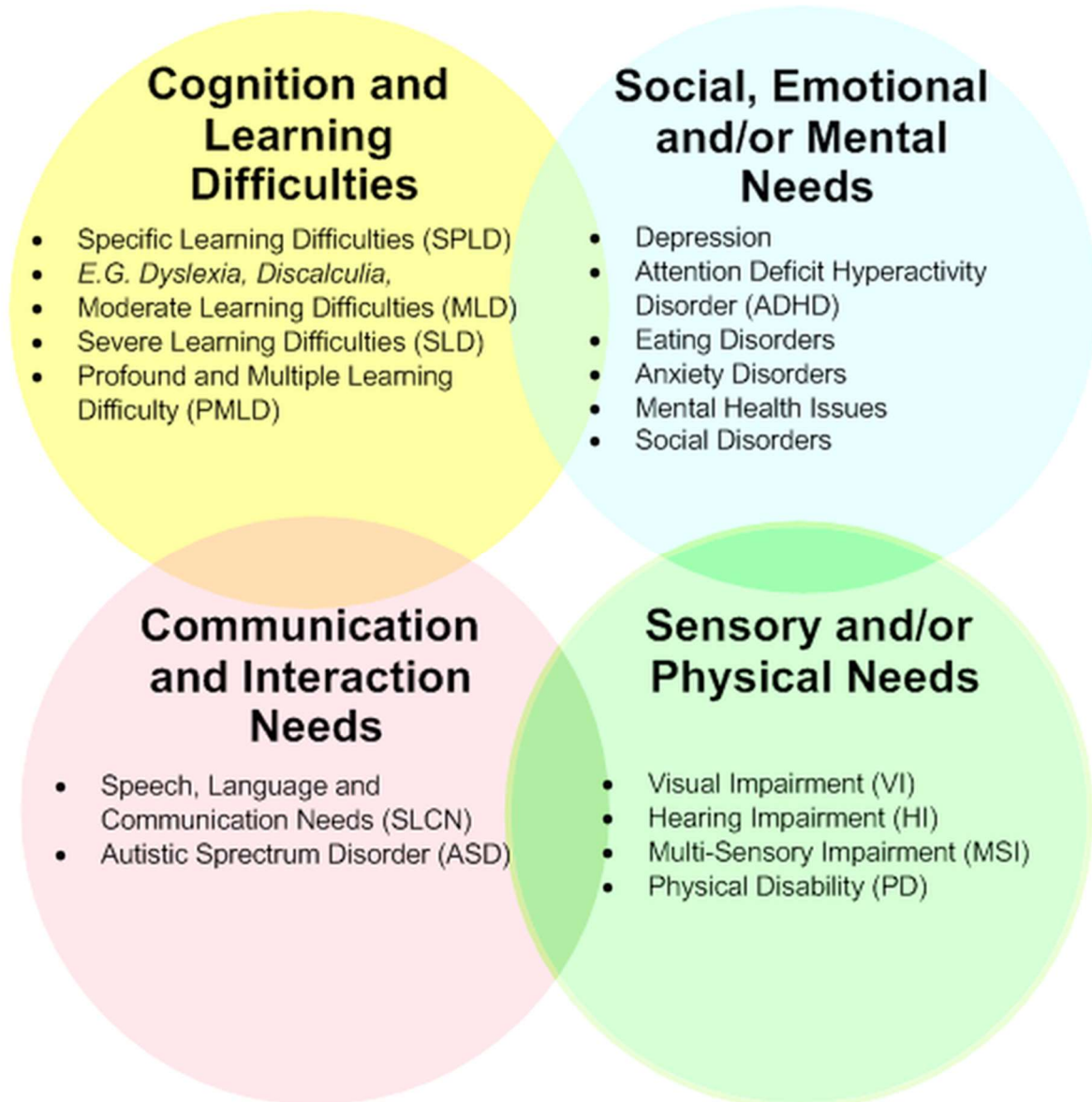
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Difficulties related solely to limitations in English as an additional language are not SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

(SEND Code of Practice, 2015)

Areas of Need

SEN is divided into 4 areas of need:



The Graduated Approach

Where a child or young person is identified as having SEN, educational settings should take action to remove barriers to learning and put effective special educational provision in place through the use of a Graduated Approach. The Universal level describes the support that is available to all children and young people, including those with and without SEN. At the Universal Level, identified with the Graduated Approach, needs are met through Quality First Teaching and Learning, along with universal health and care services that are available to all children and young people (e.g. GPs, dentists etc.).

Universal services such as Quality First Teaching are provided to all children and young people, and continue to be provided to children and young people with SEN who are also receiving additional support through other levels of the Graduated Approach. This means that all teachers are teachers of children and young people with special educational needs.

In some contexts, children and young people's needs will be more complex, and the Graduated Approach describes additional support to meet these needs.

SEN Monitor:

Universal Support – Inclusive Quality First Teaching For most children, settings and schools are able to support their needs through adjustments made to the quality first teaching. Many students with SEN can have their needs met in the classroom by Quality First Teaching and reasonable adjustments. These students are monitored by the SEN department but do not need to receive additional intervention. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEN; additional intervention and support cannot compensate for a lack of high quality teaching.

SEN Support:

Students requiring targeted or personalised support are 'SEN Support' and will receive additional support to most students. The school acts to remove barriers to learning and put effective special educational provision in place. SEN Support takes the form of a four-part cycle: Assess, Plan, Do, Review, through which earlier actions are revisited, refined and revised with a growing understanding of the student's needs and what supports the pupil in making good progress and securing good outcomes. Actions to secure better outcomes may include in-class support, small group work or personalised interventions. The school may seek advice from external agencies. The students will have a Pupil Passport to inform teachers of their needs and recommended strategies for Quality First Teaching. For the highest needs students, the school will start a SEN Support Plan, to gather the history, students and parental views and aspirations and the Assess, Plan, Do, Review process.