

SEN Support at St Anne's Catholic Primary School

The Graduated Approach to SEND Provision

What are Special Educational Needs?

As defined by the [Cheshire East Toolkit for SEND](#), Cheshire East County Council, 2017, special educational needs are:

A child or young person has **SEN** if they have a **learning difficulty or disability which calls for special educational provision to be made for him or her.**

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**

A child under compulsory 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.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is: **“a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”**

Children and young people with such conditions do not necessarily have SEN, but a disabled child or young person may be deemed to have SEN if they require special educational provision.

Although the term “Special Educational Needs” covers a broad range of different types and levels of need, and special educational provision that is provided for a child or young person should match their particular special educational need, [The SEND Code of Practice: 0-25 years \(January 2015\)](#) describes four broad areas of need as outlined below:

Types of Need

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 Condition (ASC),** including Asperger’s Syndrome

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)**
- **Severe learning difficulties (SLD)** where children and young people are likely to need 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)** affect 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 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 generally 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)**

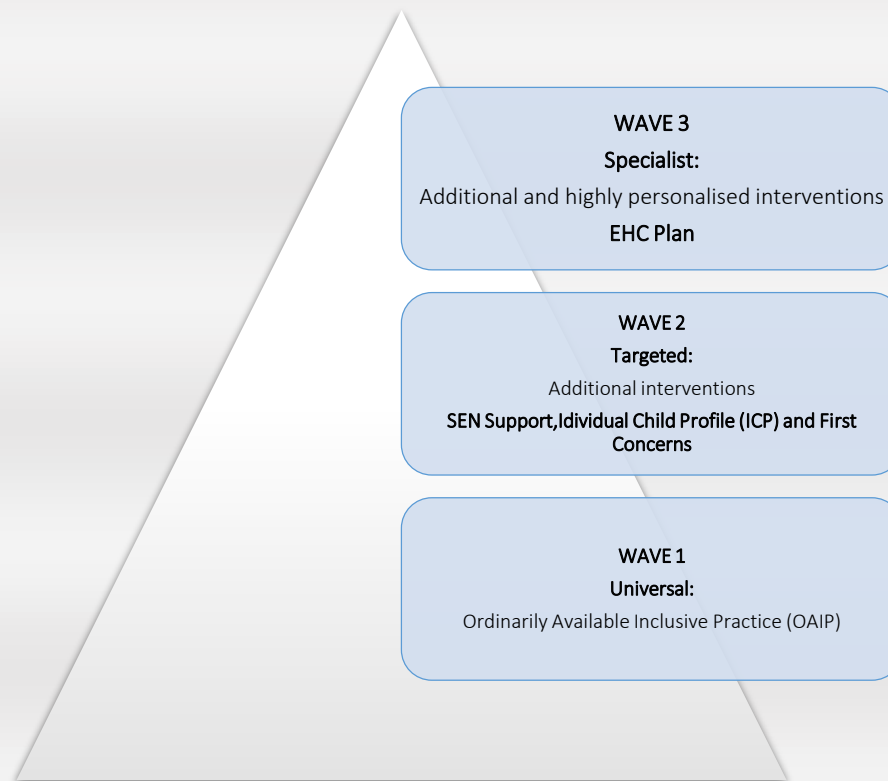
What is SEN Support?

SEN Support- a graduated approach

According to The SEND Code of Practice:0-25 years (January 2015), the Graduated Approach can be described as

“A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasingly specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing”

There are 3 successive stages known as ‘waves’ that outline the provision that we provide for our pupils

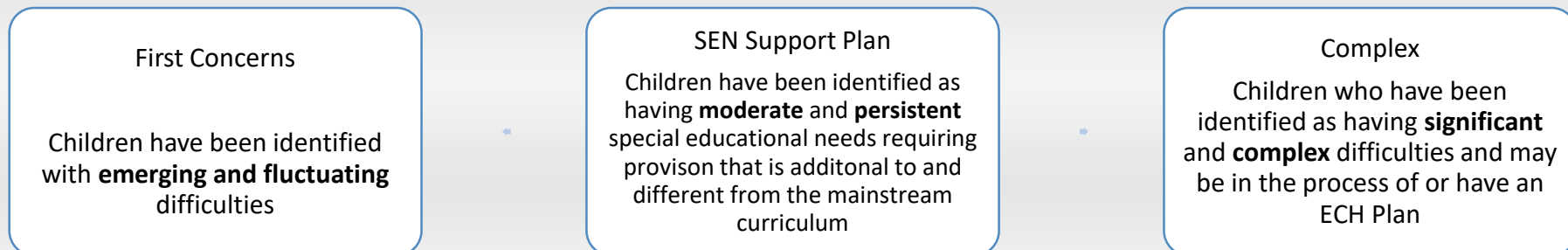


The SEND Code of Practice is clear that special educational provision is underpinned by a high quality adaptive teaching approach. This adaptive approach, which is referred to as **Ordinarily Available Inclusive Practice (OAIP)** benefits all children and young persons as well as those with special educational needs. Within the Cheshire East Graduated Approach, at the **Universal** Level, needs are met through **OAIP** and Learning along with universal health and care services that are available to all children and young people. This is **WAVE 1**.

Some children and young people will require support that is **additional to or different from** OAIP. For these learners, a more focused intervention and support will be required in the form of **targeted interventions**. Furthermore, a few children may also require specialist interventions in addition to and alongside targeted interventions and **OAIP**. These children are at **First Concerns** and **SEN Support Plan** level. Support for children and young people at both First Concerns and SEN Support levels is tailored to the needs of the individual child or young person, and provided through a variety of means, on an individual or small group basis, or in-class support. Alternatively, some children may be better supported through the use of an **Individual Child Profile** which identifies a child's specific traits and behaviours and the strategies to be used to support overall academic and/or social, emotional and mental well-being. This is **WAVE 2**.

Some children and young people's needs will be more **complex** in some contexts. When external agency evidence from Cheshire East specialists suggests that children and young people may require additional support over and above the 'SEN Support' level provided by the educational setting, Cheshire East conducts a multi-agency assessment (**Education, Health and Care needs assessment**) to determine what additional support they need. If, following assessment, it is found that a child or young person will require provision in accordance with an **Education, Health and Care (EHC) Plan**, an EHC Plan will be written. This is **WAVE 3**.

Children will only move to the next level of support should no progress be made and the gap continues to widen within the level of support they are currently at.

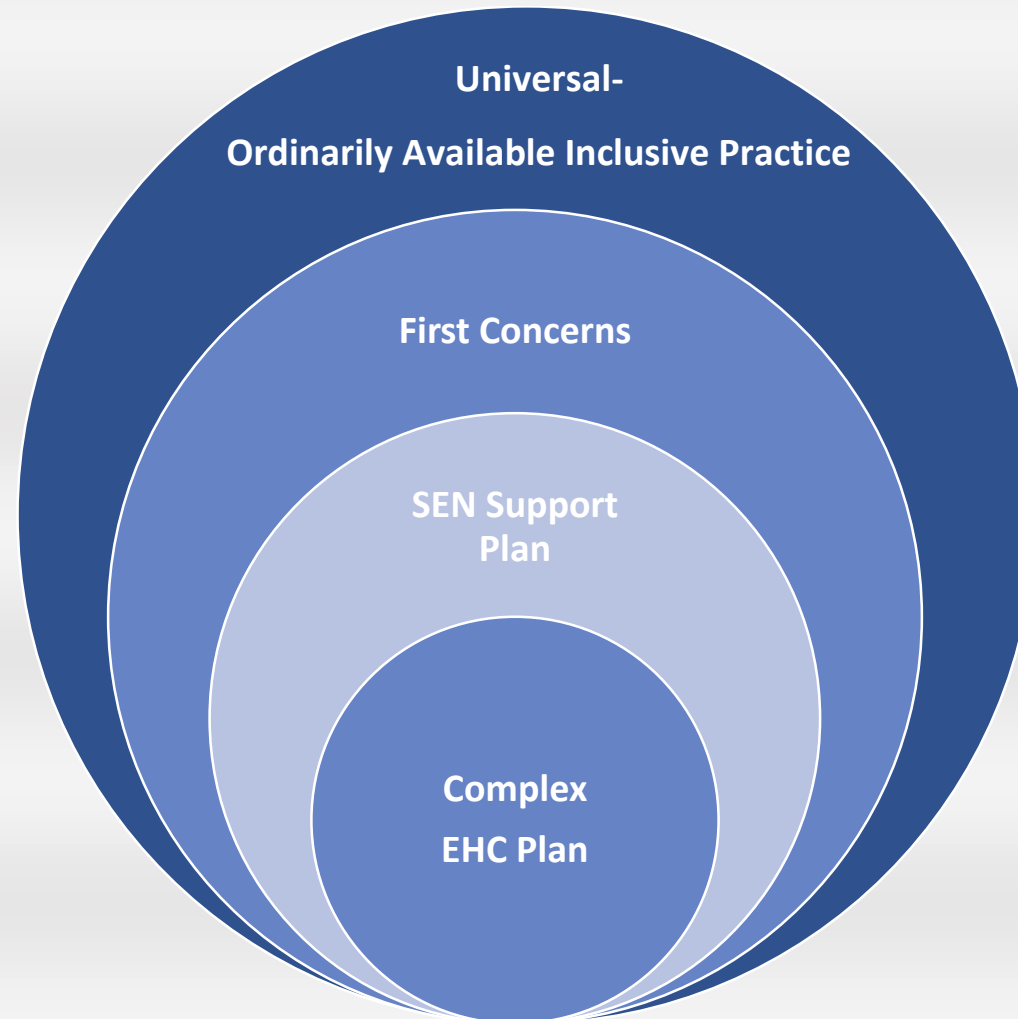


Regardless of need, all pupils will be provided with Ordinarily Available Inclusive Practice (OAIP) that is adapted to meet the diverse needs of all learners.

The SEND Code of Practice (2015) says...

“Every teacher is a teacher of pupils with Special Educational Needs”

Universal Services are involved at *all* levels of need



Ordinarily Available Inclusive Practice (OAIP)

What does Ordinarily Available Inclusive Practice (OAIP) look like?

As a simple overview, OAIP involves the following:

- Well organized classroom with labels and/or picture symbols
- Clear lesson structure with objectives presented orally and visually
 - Instructions given in small chunks with visual cues
- Checking understanding by asking children or young people to explain what they have to do
 - Understanding is demonstrated in a variety of ways
 - A range of groupings including some random pairing activities
- Activities and listening broken up to allow for more 'kinaesthetic' activities
 - Praise is specific and named
- Memory supported by explicit demonstration and modelling and scaffolding resources
 - Classroom support planned for and used to maximise learning
- Children or young people are clear what is expected and good examples are used when necessary
 - Support resources clearly identified, labelled and available to all

There are many more specific strategies employed as part of OAIP, **distinct but not exclusive** to all four areas of need, as outlined by the SEND Code of Practice, 2015.

How is need identified and defined?

“A child or young person has SEN if they have a **learning difficulty or disability which calls for special educational provision to be made for him or her**”

(The SEND Code of Practice: 0-25 years)

The purpose of identification is to work out what action the educational setting needs to take, not to fit a child or young person into a category.

In practice, individual children or young people often have needs that cut across all four areas and their **needs may change over time**, in terms of both type and level. The support provided to an individual child or young person should always be based on a full understanding of their particular strengths and needs at that time.

To achieve this, we use the **Cheshire East Toolkit for SEND** as a practical tool to help identify need, alongside a range of collated assessment data, observations, and discussions with both parents and the child.

The toolkit is used to help identify specific needs within the **Continuum of Need for SEN**, the suggested response to such needs and the strategies to be put in place.

The SEN Support System

The system should follow four stages: **Assess, Plan, Do, Review**

(For further information about this cycle, see Chapter 6 of the SEND Code of Practice 2015)

Assess

The class teacher, working with the SENCo, will discuss the child's needs and creates a baseline assessment by which progress will be measured.

Plan

A plan of additional support is drawn up for a pupil, a record is kept and this is shared with parents of carers.

Do

The pupil is given additional support, undertaken under the supervision of the class teacher, although this may include additional adults in the classroom and beyond.

Review

The SEND Code of Practice is not specific about the frequency of reviews, but termly supports the requirement to meet parents **three** times per year. At St Anne's this is encompassed in SEN Review meetings.

SEN Funding

Funding for SEN provision is from three sources (“elements”)

Element 1

Schools get money for each pupil, based on actual pupil numbers. This is called the **Age Weighted Pupil Unit (AWPU)** and it is part of schools’ delegated funding. Some of this money is for general SEN provision. This might, for example, include the cost of providing the Special Educational Needs and Disability Coordinator (SENDCo) and some other resources.

Element 2

Element 2 funding is SEN-specific, and is to provide SEN support for children who need it. This is support that is additional to or different from the support that most other children get. This is called a **'Notional SEND Budget'**. It is called 'notional' because **no-one tells the setting exactly how they should spend this money - they can spend it in the way they think is best**. But, schools do have a duty to identify, assess and make special educational provision for all children with SEND; The Education Funding Agency provides this funding for academies and free schools. Element 2 funding is also part of schools’ delegated budget. Government guidance says schools should provide up to the first £6,000 (on top of the AWPU) of additional or different support for those children who need it, including those with an Education, Health and Care Plan (EHCP). **This does not mean that the school will spend £6,000 on every child with SEN**. Sometimes schools use funds to help groups of children. Some children will need less help – and some children may need more.

Element 3

Where a school has children needing very expensive provision which might absorb a lot of the SEN support funding, **the school can request additional funding**. The local authority is responsible for managing Element 3 funding (sometimes called the ‘high needs block’), which can be used to make specific provision for an individual child or a group of children, if the school or academy can show it is necessary. The law says that the local authority must find out via an **EHC needs assessment** whether an EHC plan is needed when a child or young person may have SEND that may need the local authority to secure provision.