

SEND Support and A Graduated Response to Need

First steps when a child or young person isn't making progress or is displaying indicators of need?

The first step when a pupil is making less progress than expected, should be high quality teaching targeted at their areas of weakness or difficulty. The code of practice (2014) makes it clear that nurseries/schools/colleges should regularly review the quality of teaching for all students, including those at risk of underachievement.

What is Ordinarily Available Provision?

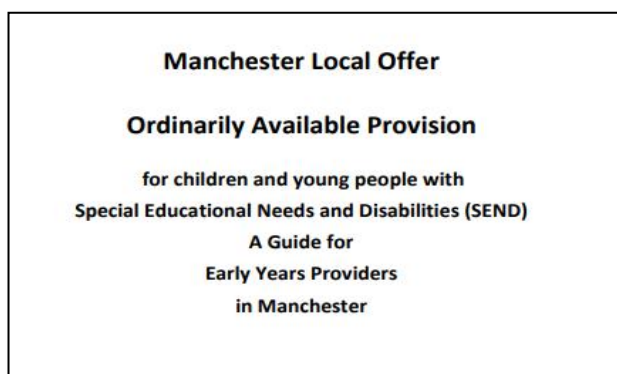
The term 'ordinarily available provision' comes from the SEN Code of Practice and refers to the range of activities, opportunities and strategies that are offered as basic good practice to meet a range of additional needs without the need for a formal diagnosis or specialist support

To help schools and settings to understand the types of everyday support and adaptations that can be made as part of normal teaching practice or through this 'ordinarily available provision', Manchester is developing Ordinarily Available Provision (OAP) Guidance documents.

Early Years

The guidance document is available here:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=Fzzl8TageoQ>



Primary School

This document will be available to schools in September 2023 via the Manchester Directory (as above)

It is anticipated that a document for secondary schools will be available in 202

'Ordinarily Available Inclusive Practice' guide has been produced.

Ordinarily Available Provision is the range of activities, opportunities and strategies that are offered as basic good practice to meet a range of additional needs without the need for a formal diagnosis or specialist support.

Next Steps

If concerns persist, the next step is for action planning to take place.

Information sharing and joint planning should also take place involving the class teacher, the SENDCo ¹, the pupil's parents and, wherever possible, the pupil themselves. The aim is to identify the pupils' strengths and areas of need and to decide if more targeted SEN support is required to meet the pupil's needs.

Definition of SEN

"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."

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

What are considered special educational needs?

There are four broad areas of need and a child/young person may have needs across one, some or all of these areas. Their needs can change over time and should inform the level of support they require.

Communication and Interaction

Difficulty with speech and language development and/or social communication and interaction. This means the child or young person may have difficulty saying what they want, understanding others and developing relationships.

Cognition and Learning

Children or young people have difficulty learning or remembering basic skills. They learn differently from others and may have difficulty with literacy or numeracy or learn at a slower pace.

¹ SENDCo – Special educational needs and disability coordinator.

Social, Emotional and Mental Health

Children and young people may have difficulties managing their emotions and/or their social interactions. They may have difficulty making friends or relating to adults. They may be withdrawn, isolated or find controlling their behaviour difficult. They may be experiencing mental health problems such as low mood or anxiety or have a diagnosed mental health condition such as ADHD.

Sensory and Physical

Children or young people with visual or hearing impairments or who have physical difficulties or medical conditions which affect their learning.

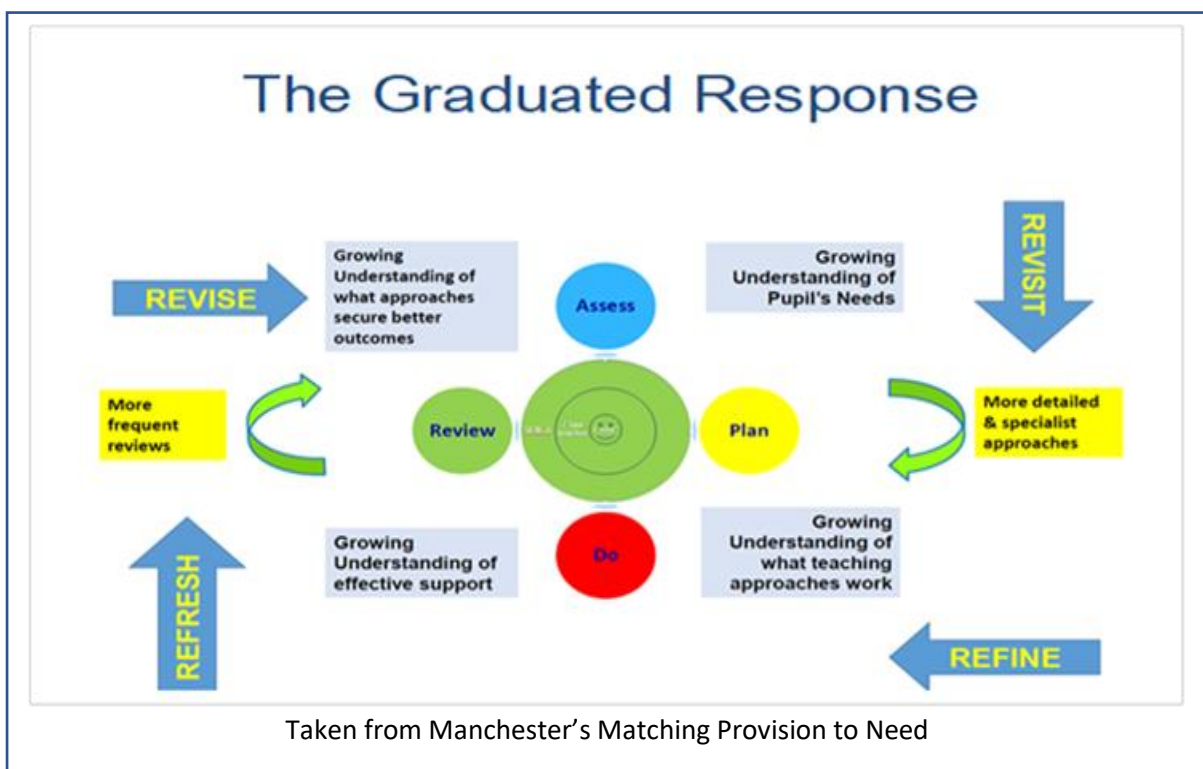
What is the graduated response to SEN?

The graduated response recognises that there is a “*continuum of special educational needs.*” The SEND Code of Practice says...

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

SEND support should take the form of a four-part cycle – Assess, Plan, Do, Review. This is referred to as the ‘graduated response’.

Additional needs become more individualised along the continuum as a more personalised response is required. The graduated response also recognises that increasing specialist expertise should be accessed to assist the child/young person with the difficulties they are experiencing if progress is not made.



ASSESS

Teachers should gain a secure understanding of a child or young person's needs by accurately identifying strengths, gaps and barriers to learning. The SEND Code of Practice suggests a range of sources of information that teachers can draw on:

- Teacher assessment and knowledge of the pupil.
- Data on the pupil's progress, attainment, attendance and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents and families.
- The pupil's own views.
- Advice from external support services and specialist assessments if required.

It is important that the teachers (not just the SENCO) know and understand the outcomes of these assessments and use them to inform adjustments to their day-to-day teaching or to targeted interventions.

PLAN

Two areas need to be considered when planning provision:

- High-quality class and/or subject teaching
- Targeted provision

Once a thorough assessment of a pupil's needs has been completed, the SENCO might support the teacher in determining what changes, adaptations and adjustments to day to-day class/subject teaching they need to make.

SEN Support could include, for example:

- additional materials and/or equipment.
- interventions or programmes for the individual child.
- interventions in small groups.
- focused work with the class teacher, SENCO or other school staff.
- help for a child to join in class activities or interact with other pupils.
- advice and support from other professionals for the school staff, this could be a specialist teacher, an educational psychologist or a speech and language therapist.

The SENCO should ensure that the views of the pupil and their parents/carers should be sought and considered when planning provision. A plan of action should be co-produced and shared to ensure that all teachers and support staff who work with the pupil are made aware of their needs, the support provided and any teaching strategies or approaches that are required to help the pupil make expected progress.

DO

The 'do' stage of the graduated response enables teachers to gain a growing understanding of what effective support looks like for the pupil and what teaching approaches will be successful. Teachers will work closely with teaching assistants or other specialist staff to plan, implement and assess the impact of targeted interventions. The role of the SENCO in enabling professionals to reflect together on what is going well is essential, and can be both supportive and developmental.

REVIEW

The impact and quality of the support and interventions is evaluated and the views of the pupil and their parents listened to. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, can then revise the support provided in light of the pupil's progress and development. Decisions about changes to the support and outcomes will be made in consultation with the parent and pupil.

This first cycle of Assess-Plan-Do-Review (APDR) will, therefore, inform the next.

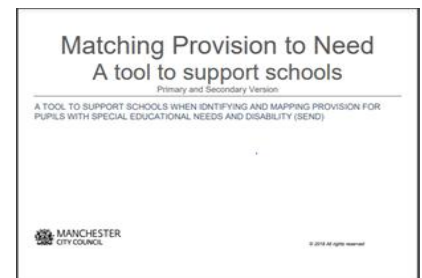
Some children and young people may only need one cycle of APDR in order to meet their educational needs. Other children and young people may need APDR cycles completing three or more times a year over a number of years.

For the vast majority of pupils, the process of undertaking regular APDR cycles which support the effective delivery of SEN Support will be sufficient in meeting their educational needs. For a small number of pupils, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs, they may still not make expected progress and the school or parents should consider requesting an Education, Health and Care needs assessment.

Supporting the Graduated Response – Manchester's Matching Provision to Need Tool (MPTN).

The Matching Provision to Need Tool has been developed to:

- Support schools by setting out the levels of need and provision they are responsible for which is funded from their notional SEND budget,
- Support colleges by setting out the levels of need and provision they are responsible for which is funded from the 'disadvantage' component of programme funding
- Set out the level of need and provision that the Local Authority is responsible for and which is funded from a centrally retained budget out of which comes Element 3 funding and all agreements for temporary Element 3 funding.



It can be found on Manchester's School Hub.

https://www.manchester.gov.uk/schoolhub/downloads/download/243/matching_provision_to_need_tools

There is one MPNT tool for children and young people aged between 0 and 25 years but this is separated into three separate suites:

- 0 - 5 years
- 5 - 14 years
- 14 – 25 years

Description of the Matching Provision to Need Tool

The tool provides a set of descriptors which are divided into two sections:

- descriptions of things which a child/young person may find difficult;
- descriptions of the things which a child/young person may need to help with to overcome their difficulties.

In each of the four areas there is a description of the levels of need found across the whole mainstream school population. They set out expectations of what effective universal provision should be and how the notional SEND budget should be used by schools to provide a graduated response across the continuum of provision. It also suggests at which points on the continuum, schools/colleges should be seeking specialist advice and/or support for individual children/young people. Within each section, descriptors are mapped along a continuum of graduated response. The points on this continuum are:

Universal provision – the descriptors identify the things that all children/young people may experience from time to time and set out aspects of effective quality first teaching provision which all students should have access to.

Catch up/Wave 2 – the descriptors identify things which some children/young people may find difficult and outline some of the learning opportunities to help the student which are 'additional to and different from' the good quality universal provision. Element 2 funding can be utilised here by the school.

SEND Support – these descriptors identify the things that a few children and young people will find difficult and outline the graduated response schools should adopt when planning provision for these students. This still includes good quality universal provision plus other services schools may need to involve for support and advice. Element 2 funding can be utilised here by the school.

Statutory assessment/EHC plans - At the high end of the matrices, the school /college can request a statutory assessment to identify whether an EHC plan is needed. In very exceptional circumstances a school can request some time limited temporary element 3 funding.

The Inclusion Toolkit does not seek to replace Manchester's MPTNs document. Where there are concerns about a child/young person's inclusion, it is important education settings follow a graduated response and use Manchester's MPTN document as a framework for assessing need and intervening. The Inclusion Toolkit sits alongside Manchester's SEN documentation and offers suggestions for effective approaches with regards to both setting-wide and more individualised interventions and/or support.