

3.1 What is the Graduated Approach?

Within Lancashire, we are meeting the different types and levels of needs of children and young people with SEN through the use of a ‘Graduated Approach’.

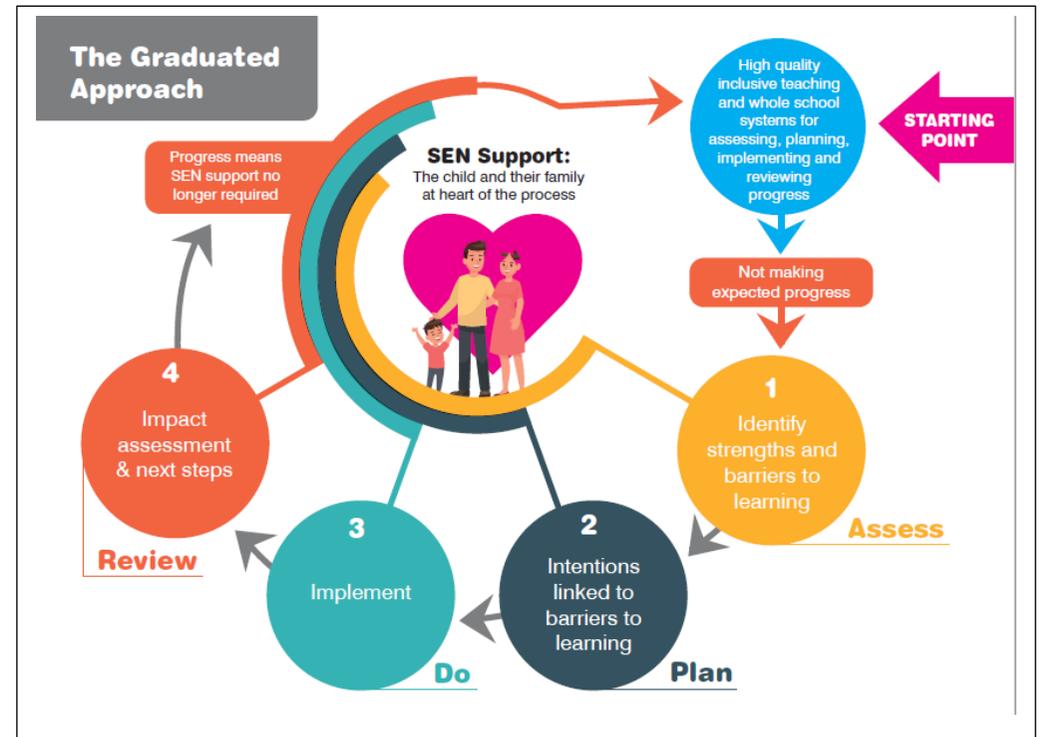
Where a child or young person is identified as having SEN, educational settings should take action to remove barriers to learning and put effective special educational provision in place through the use of a Graduated Approach.

The **Universal** level describes the support that is available to all Lancashire 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.

Support for children and young people at both Universal and SEN Support level is tailored to the needs of the individual child or young

person, and provided through a variety of means, for example: assistive technology, individual or small group teaching, or in-class support.



In some contexts, children and young people's needs will be more complex, and the Graduated Approach describes additional support to meet these needs. When external agency evidence from Lancashire specialists, such as Educational Psychologists, Specialist teachers and Speech and Language Therapists suggests that children and young people may require additional support over and above the '**SEN Support**' level provided by the educational setting, we conduct an Education, Health and Care needs assessment to determine what further support they may 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.

3.2 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 setting exactly

how they should spend this money - they can spend it in the way they think is best. But schools 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

3.3 Using the Graduated Approach:

The Graduated Approach is provided in this document as a series of tables which: -

- provides educational settings with advice on identifying different types and levels of need within the Continuum of Need for SEN through the use of 'impact on learning' or barriers to learning that would/could be observed by staff within the educational setting.

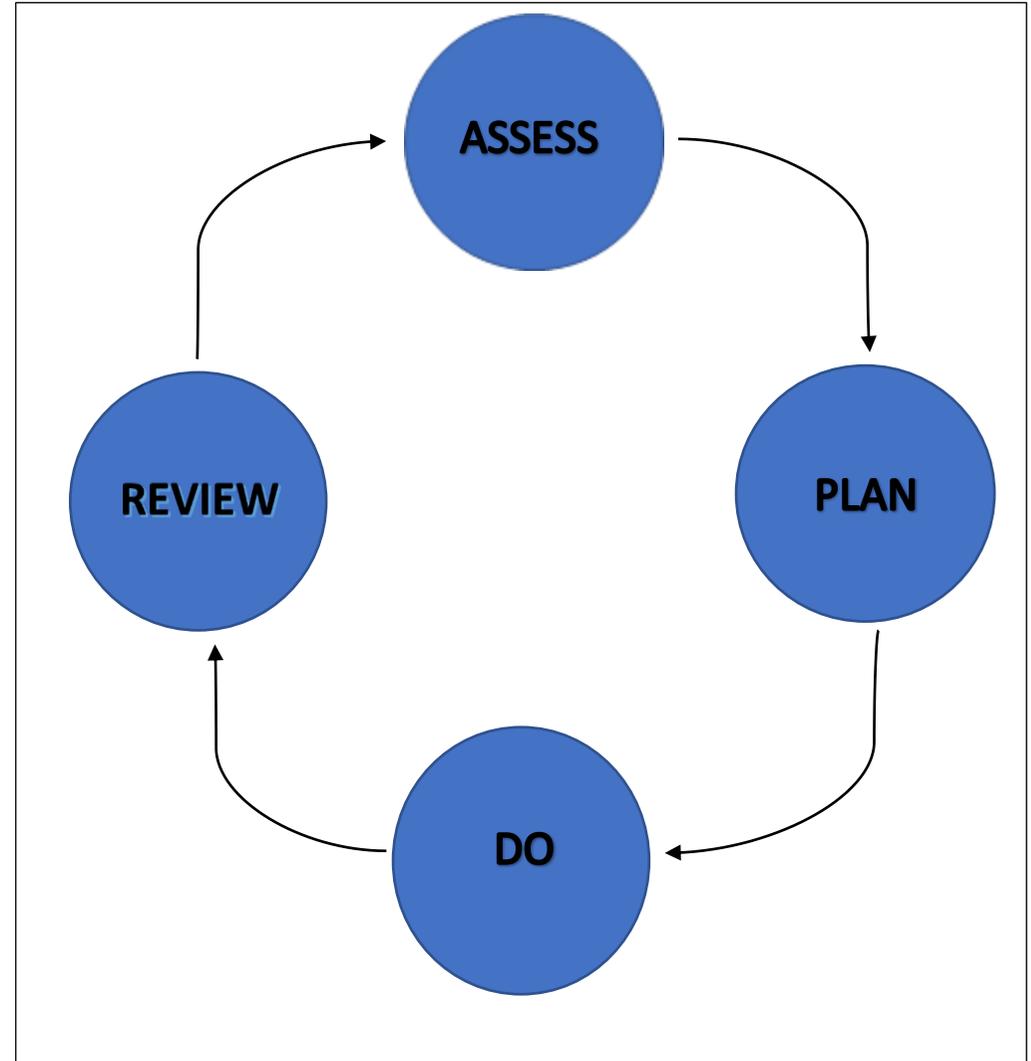
- describe the actions that professionals within educational settings could make to take to meet the needs of children and young people with SEN. This includes information and guidance relating to communicating with families and next steps, strategies to be implemented and the evidence that should be recorded.

The tables are organised via the broad areas of need outlined by the Department for Education in The SEND Code of Practice: 0-25 years, with some broad areas further split to provide more detailed information on specialist strategies.

For each area of need, there are individual tables for the different levels within the Lancashire Continuum of Need for SEND **(Universal SEND Support, Targeted SEND Support and Specialist SEND Support)**.

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. This document is intended to provide assistance for educational settings in supporting children and young people with SEND, and recognises that children and young people's needs must be considered individually. It is not to be viewed as a blanket policy.



3.4 Principles of the Graduated Approach

Assess Plan Do Review

3.4 Principles of the Graduated Approach

The principles identified below should be adopted at all stages of the Graduated Approach, not just for children and young people who are currently undergoing EHC needs assessments or have an EHC Plan in place.

Assess, Plan, Do and Review According to The SEND Code of Practice: 0-25 years (Sep 2014), supporting children and young people with SEND via the Graduated Approach and 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 following paragraphs provide a brief overview of the general principles for each stage of this cycle, based on The SEND Code of Practice: 0-25 years (Sep 2014):

Assess – a clear and detailed assessment of the child or young person's needs should be carried out by those teaching and supporting the child or young person – this includes the early years key person, the class teacher(s) or the tutor/lecturer in conjunction with the SENCO or additional learning support team. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child or young person's progress, more specialist assessment may be called for from specialist teachers or from health, social care or other agencies beyond the setting. In some cases, outside professionals from health or social care may already be involved with the child. These professionals should liaise with the educational setting to help inform the assessments. It is essential that parents and carers are informed at this stage within the Graduated Approach and their permission regarding external agency involvement gained before procedure further. Where relevant professionals are not already working with the educational setting, staff from the educational setting should make referrals to them (if parental/carer consent is agreed.)

Plan – Professionals within the educational setting (early years key person, the class teacher(s) or the tutor/lecturer in conjunction with the SENCO or additional learning support team) should work collaboratively with the child or young person and their parents to agree the outcomes, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the child or young person,

based on reliable evidence of their effectiveness. Any related staff development needs should also be identified and addressed.

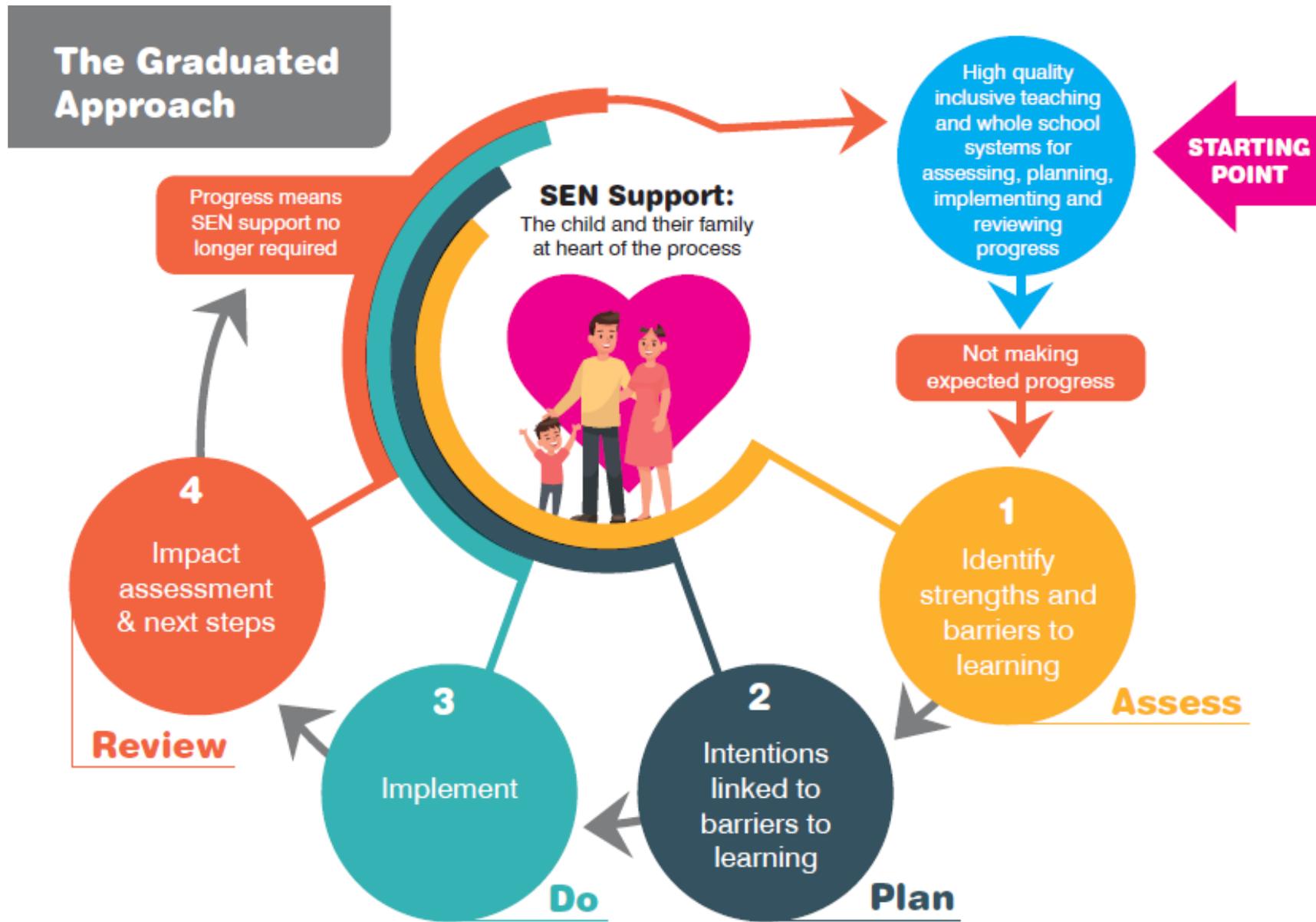
Do - The key person, class or subject teacher remains responsible for working with the child or young person on a daily basis (even where interventions involve group or one-to-one teaching). The SENCO/additional learning support team should support the key person, class or subject teacher or tutor/lecturer in the further assessment of the child or young person's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review - The effectiveness of the support and interventions, and their impact on the child or young person's progress, should be reviewed regularly and in line with any agreed dates. The child or young person's views should be established and taken into account during the evaluation of the quality and impact of the support provided.

Professionals within the setting should revise the support in light of the child or young person's progress and development, and decide on any changes to the support and outcomes in consultation with the child or young person and their parent(s).

Educational settings should revisit this cycle of action, and refine and revise their decisions about support as they gain a richer understanding of the child or young person and what is most effective in helping them secure good outcomes. Support for all children and young people with SEND should be kept under review, regardless of whether or not the child or young person has an EHC Plan.

For further SENDCO support and training on how to implement the graduated approach please refer to [Lancashire Specialist Teacher Traded Team](#).



3.5 A person-centred approach

An individual child or young person with SEND should always remain at the centre of any assessment or planning process that focuses on them. A person-centred approach is vital and should be used throughout the Graduated Approach. A person-centred approach aims to discover and act upon what is important to the child or young person, what is important for them and finding the balance between these. A person-centred approach reflects what a child or young person is able to do, what is important to them (now and in the future) and takes into consideration what support they might need in order to reach their potential. It is therefore a process of continual listening and learning.

Being person centred includes thinking about and problem solving how we, as professionals, can allocate the most appropriate support and resources in order to take effective steps towards achieving the CYP's aspirations. These resources may come from the child or young person's own network and/or available support within the local community; not just from specialist services.

The SEND Code of Practice: 0-25 years (January 2015) emphasises the importance of using a person-centred approach during assessment and planning processes for children and young people with SEN. It states that assessment and planning processes should:

- focus on the child or young person as an individual
- enable children and young people and their parents to express their views, wishes and feelings

- enable children and young people and their parents to be part of the decision-making process
- be easy for children, young people and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the child or young person's strengths and capabilities
- enable the child or young person, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach, and
- deliver an outcomes-focused and co-ordinated plan for the child or young person and their parents

