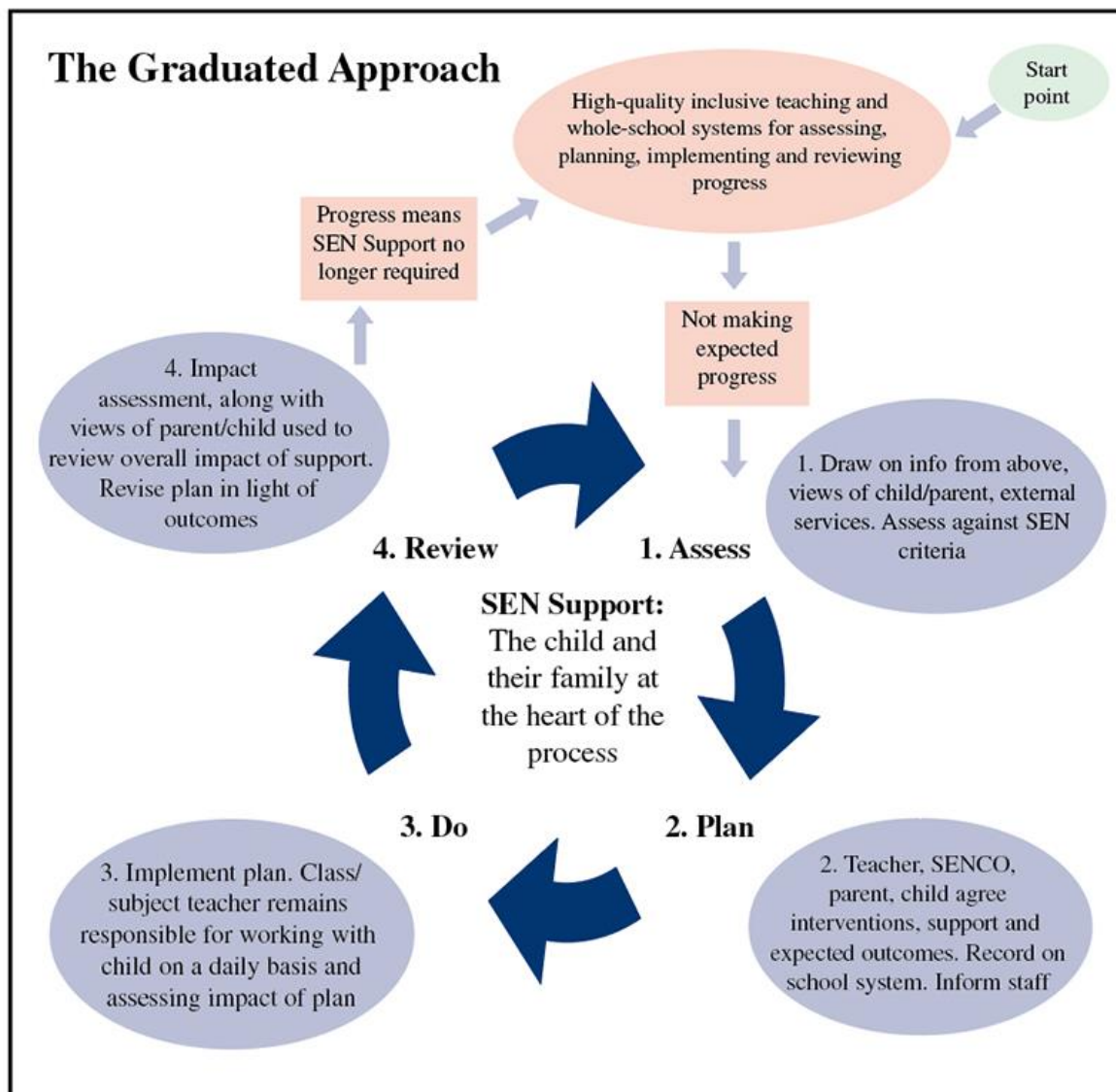


Core Standards for SEND for Swindon

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Section 2: The Graduated Approach



The 'assess – plan – do – review' approach known as the graduated response (illustration above taken from The Teacher's Guide to SEN by Natalie Packer) is the expected response to the identification of SEN, as outlined in the SEND Code of Practice 0-25 (2015). The Swindon Core Standards documents for education settings provide a framework, including guidance and templates for education settings to use to follow this approach. The Swindon Core Standards for SEND are the preferred method through which education settings can demonstrate that they have implemented a graduated response to need. However, if education settings are already using templates that do the equivalent job of the templates within the Core Standards, they can continue to use these. The same level of evidencing impact will be expected.

The Core Standards materials are designed to gather evidence through everyday practice so that this builds and can be used to access support services and support the work of the SEND Team. The Core Standards materials for education settings contains the detail about provision, identification, and assessment for each area of SEND need.

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Parents and Carers play an important part at every stage of the process in relation to SEND. They should be fully involved with the process within the universal provision 'assess, plan do review' process, if there are concerns around area of need, through to identification and the 'assess-plan-do-review' process at SEN Support. It is important that the parent-carer views are sought at each stage. There is a template provided within the Core Standards documents to do this, which have been co-produced with parents and carers. The parent/carer views document can be used to capture the views of the parents/carers for a range of different purposes.

It is also important that processes in relation to SEND are always child/young person centred. The views of the child/young person need to be captured and listened to. There is a pupil voice template (This is Me – younger and This is Me - older) within the Core Standards documents that is designed for this purpose. This has been co-produced with children and young people.

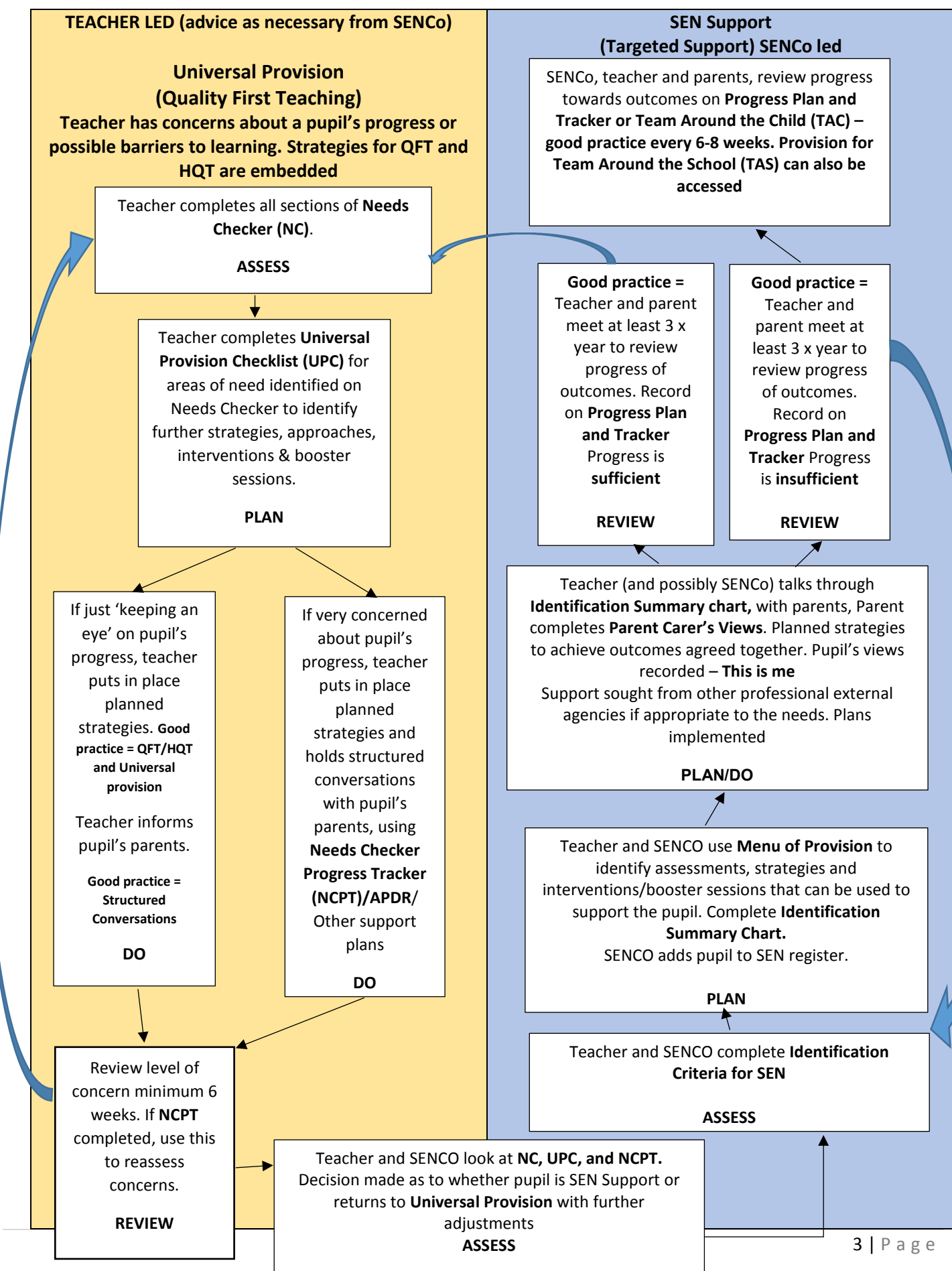
The identification of SEND and provision for SEND is always most successful when all those involved work in partnership. The Core Standards documents are designed to create a shared understanding and to support open and transparent conversations between all partners.

The flowchart on the next page outlines how the Core Standards should be used.

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SBC Graduated Response to SEN and Core Standards Flow Chart



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SEN – Early Help Assessment Very complex needs, involving multi-agencies, where pupil is at risk of exclusion or where social, health or family factors contribute to difficulties. SENCo sets up **EHA** and meetings. Outcomes recorded in a plan.

REMEMBER: it is essential to keep parents and carers informed, updated and involved at each step of the graduated response when a concern is raised about a pupil's progress.

Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools....must... inform parents when they are making special educational provision for a child. SEND Code of practice Para 6.2 p92

Explanatory notes:-

1. Universal provision: classroom provision (planned and delivered by the class teacher/subject teacher or tutor) that supports every child to access the curriculum through the school making reasonable adjustments. Details of some of these are included in the **Universal Provision Checklist (UPC)**. This includes differentiation, modified resources, modified environment, access to specific services. Further support at universal provision stage can be sought from the **Menu of Provision**, which also details agencies and many various resources for adaptations, assessment and measuring progress of all children but also specialist resources for specific areas of need.
2. Examples of **Quality First Teaching (QFT)** and **High Quality Teaching (HQT)** strategies are given in the appendix. They complement the Universal Provision Checklist and Menu of Provision
3. **Assess Plan Do Review (APDR)** is the preferred method of recording evidence of provision and progress but any documentation that fulfils the same role is acceptable to use including the progress tracker. **APDR exemplars** are available within the Core Standards documents on the local offer as are the examples of good practice demonstrating provision and progress for example the one page profile for Early Years and the Pupil Profile documents.
4. The flow chart seeks to demonstrate that the process of the graduated approach is flexible and children and young people can move from SEN support back into the universal provision, likewise a child can move from universal provision straight to **Team Around the Child/Team Around the School** where extra advice or guidance is needed and universal provision is embedded but may not be effective.