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Graduated Approach to Provision and SEND processes

Parent information session

Autumn 2025

Aims of the session

- ▶ Introduce and explain the ‘graduated approach’ to provision
- ▶ Introduce the ‘school offer’
- ▶ Provide information about systems to identify Special Educational Needs

Weald Federation's vision

What we do as a Federation: With God's love we grow and learn together to inspire every child and adult to flourish within our community. Through our Christian ethos, excellent teaching and shared learning, we aim to encourage everyone to discover who they are in relation to God, the world and others. This is in order to prepare for, and positively contribute to, our ever changing and diverse world.

How we achieve our Federation Vision:

- ▶ Ensuring everyone is safe and feels secure.
- ▶ Establishing an inclusive and equitable approach with mutual respect and a sense of belonging for all.
- ▶ Creating a nurturing environment, enabling all to flourish.
- ▶ Supporting everyone to value themselves, develop confidence and resilience.
- ▶ Fostering positive health and wellbeing.
- ▶ Developing and maintaining positive relationships.
- ▶ Providing an ambitious, engaging and inspiring curriculum that is adapted to meet the needs of our pupils.
- ▶ Creating a collaborative learning culture, sharing best practice.
- ▶ Providing a wealth of enrichment opportunities and experiences.
- ▶ Investing in training for our staff to ensure they are equipped to deliver an inspiring education.
- ▶ Facilitating the spiritual development of all children and adults.
- ▶ Providing a daily Collective Worship and opportunity for prayer, reflection and praise.
- ▶ Fostering strong partnerships with our parents, Churches, and our communities.
- ▶ Always encouraging creativity, curiosity and enquiry.

With God's love, we learn and grow together

The Weald Federation comprises of four Church of England village primary schools, Frant, Mark Cross, Mayfield and Five Ashes. We are committed to providing the best possible education and environment, guided by a strong ethos and values, and striving for the best possible outcomes for every child. Our long-standing Federation and experienced and enthusiastic leaders provide a stable foundation from which our schools, each of which have a distinct character, draw strength.

All children are unique and develop in different ways.

It is normal for parents and carers to have concerns that their child:

- ▶ is falling behind in a particular area, or
- ▶ their child does things in a different way to other children.

Sometimes this will resolve itself and sometimes this can impact a child and their education.

Inclusion Team within the Weald Federation

Executive Headteacher - Mrs Challis

Inclusion Leads (1 day per school):

- ▶ Five Ashes & Mayfield - Mrs Thomas
- ▶ Frant and Mark Cross - Mrs Thomson

Inclusion Assistants (10 hours per school):

- ▶ Five Ashes- Mrs O' Connell
- ▶ Frant - Mrs Comeau
- ▶ Mark Cross- Mrs Smith
- ▶ Mayfield - Mrs Chrusciel

How does the school meet the needs of children?

Through a whole school approach to the 'assess, plan, do, review' cycle to identify needs, plan timely provision and adapt provision based on regular reviews of progress towards agreed outcomes.

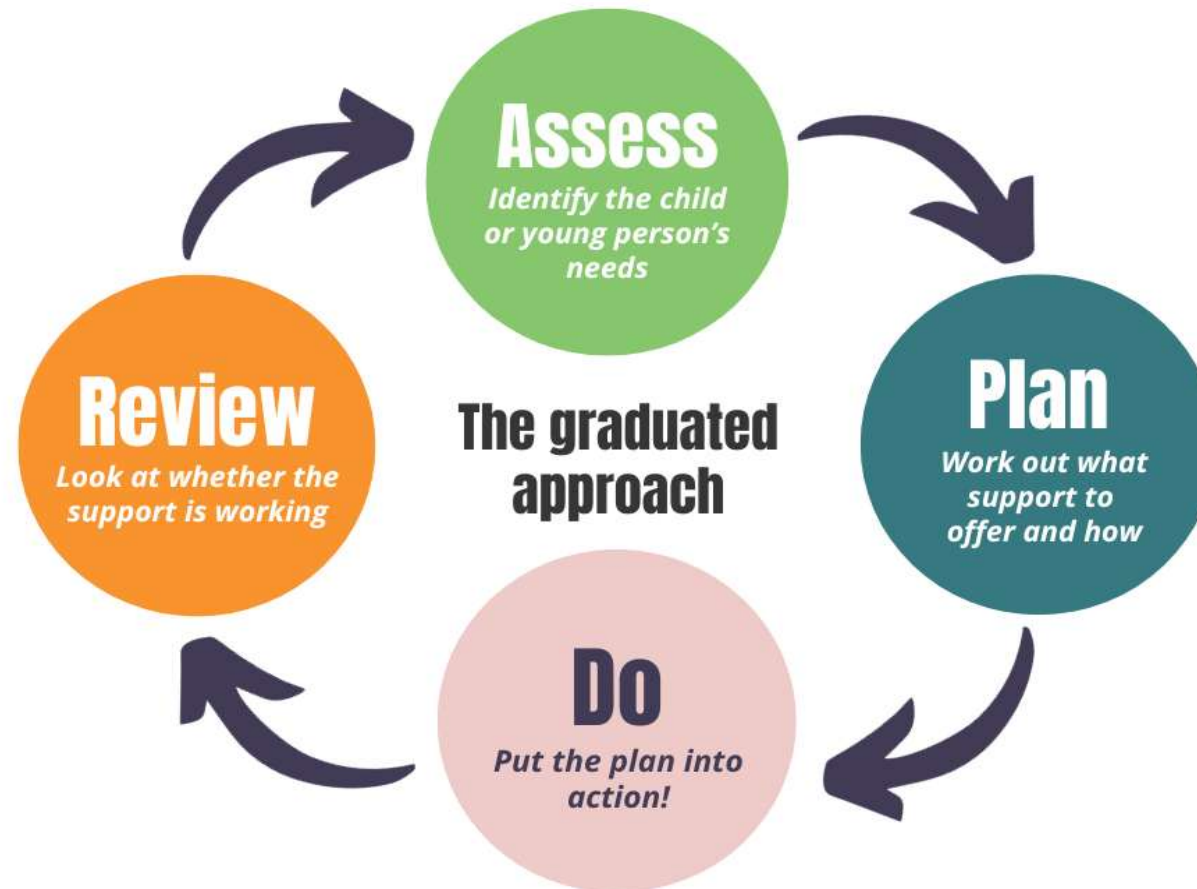
We do this using a 'graduated approach.'

What is the Graduated Approach?

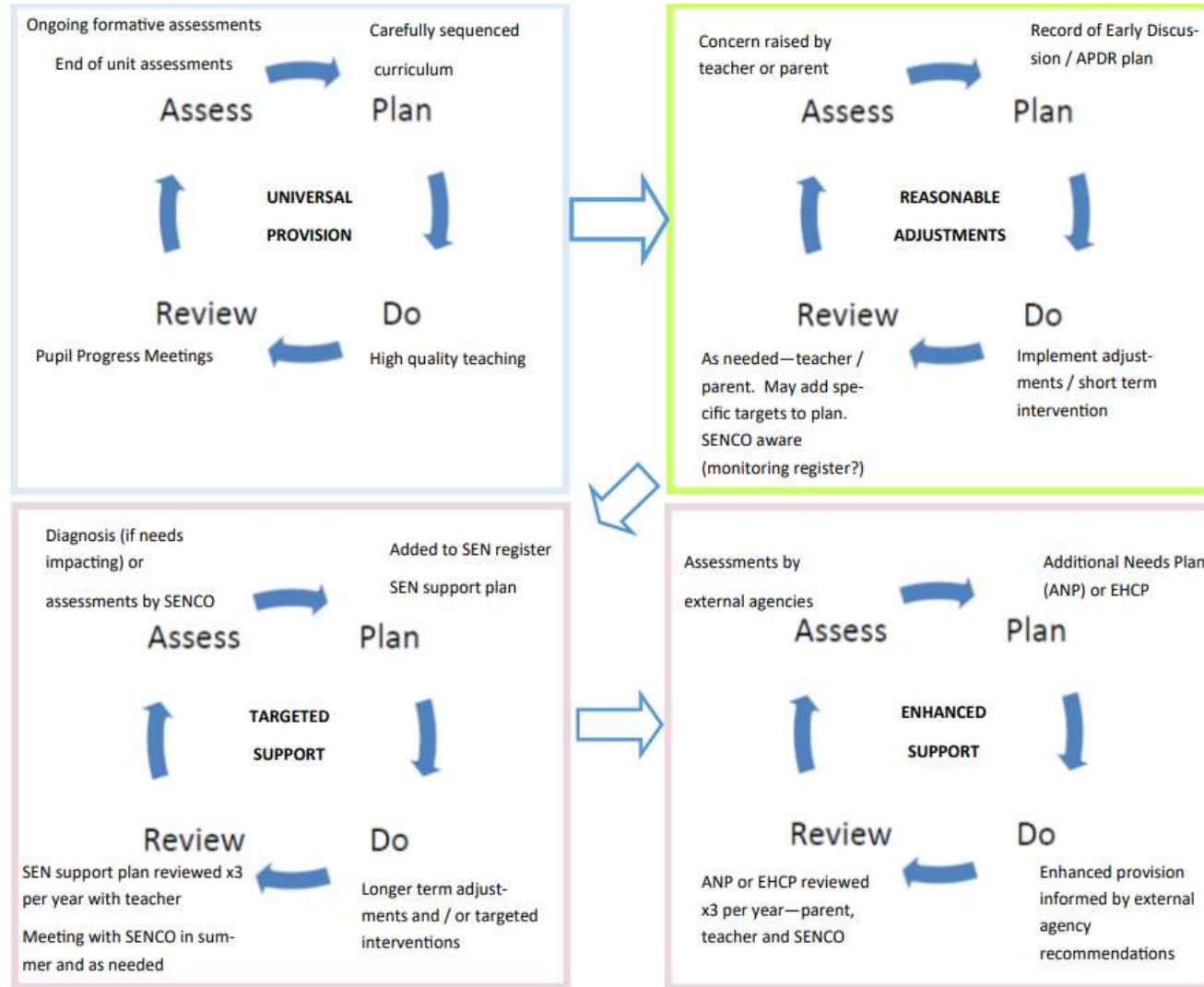
The Graduated Approach determines what level of support a child or young person needs.

A picture of a child's needs is built through cycles of the 'assess, plan, do, review' process.

Graduated Approach - assess, plan, do, review cycles



Graduated Approach - assess, plan, do, review cycles



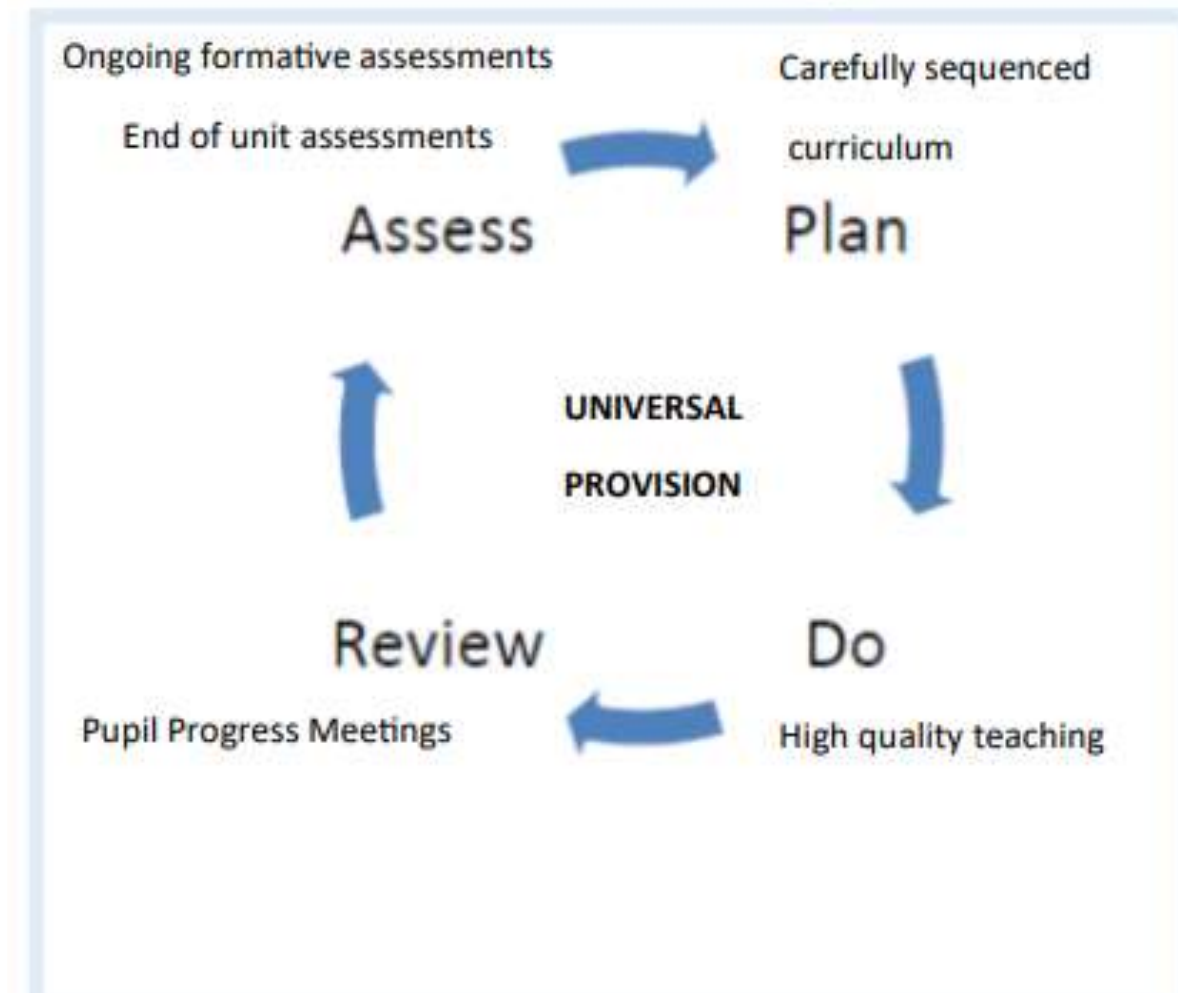
Different levels of support in school

- ▶ **Universal** - This is good, inclusive, high-quality teaching and learning can meet the needs of the child. The child needs minimal adjustments to the learning experience.
- ▶ **Targeted** - The support needs of a child requires specific adjustments. This will include the involvement of the Inclusion Lead. This may also include further supporting professionals, such as Educational Psychology. Health services may assess a child for specific conditions or needs.
- ▶ **Enhanced** - The support needs of a child are significant and need a co-ordinated approach. This will involve school staff and supporting professionals. This can include an Education, Health and Care Plan (EHCP) It may also include special provision or a special school placement.

Universal provision

- ▶ The majority of pupils' needs are met through 'universal provision'
- ▶ High quality teaching is delivered based on our 'principles of great teaching'.

Universal Provision



Pupil Progress Meetings

- ▶ These are meetings that take place six times a year in school .
- ▶ Following assessments, class teachers meet with senior leaders (Heads of school and Inclusion leads) to discuss the progress of pupils in the class.
- ▶ Any concerns around progress or engagement are discussed and noted.
- ▶ Any adjustments to universal provision to address pupil needs are agreed.
- ▶ Short term interventions may be set up to support groups of children.

Examples of universal provision

Universal Provision	
Communication and Interaction	• Visual Timetables • Warnings of change • Visual learning environment • Allow processing time
Social, Emotional, Mental Health	• Clear agreed expectations • PSHE curriculum • Restorative conversations • Check ins with staff • Assessment • Celebrations of success
Sensory and Physical	• Power People • Learning/brain breaks • Sensory circuits
Attendance	• Attendance conversations at the gate • Follow up calls/ meetings • Positive communication with parents
Cognition and Learning	• Carefully sequenced plans linked to prior learning • Modelling • Scaffolding • Instructions broken down

Universal provision with reasonable adjustments

- ▶ Some children may benefit from some 'reasonable adjustments' alongside the universal provision in place.
- ▶ A parent or member of staff may have a concern about a child and note that particular approaches work well for them.
- ▶ In discussion with the inclusion team reasonable adjustments may be put in place.
- ▶ The child may be added to the Monitoring /vulnerable list

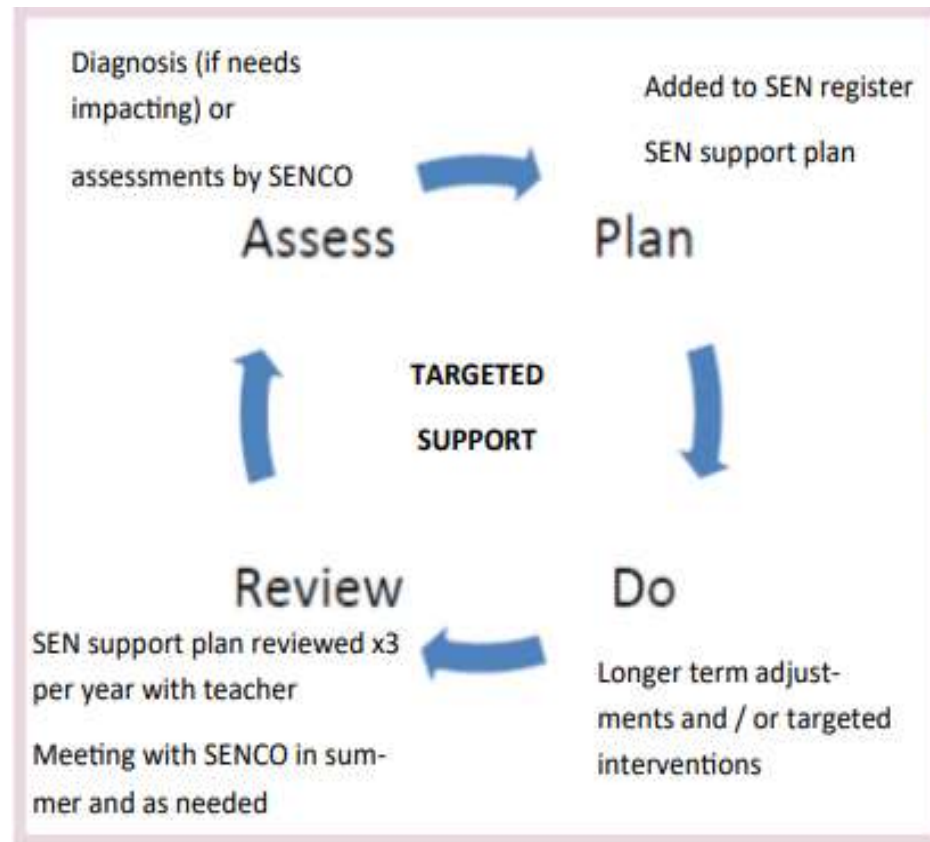
Examples of reasonable adjustments

Reasonable adjustments	
Communication and Interaction	• Feelings cards • Social stories • Now and next boards • Visual breakdown of routines • Short term speech/ language group • Assess using language or speech link
Social, Emotional, Mental Health	• Adult check in • Signposting for parents
Sensory and Physical	• Agreed uniform adjustments • Ear defenders • Jump ahead group • Sensory circuits
Attendance	• Parents signposting • Attendance plan if appropriate • Informing/ warning letters • Attendance tracking meetings
Cognition and Learning	Scaffolding: • Visuals- task board, vocabulary visuals/ modelled examples • Verbal- check understanding, re teach, address misconceptions • Written – word mats writing frames • Pre teach/ follow up group • Attention based activities/ sensory circuits COLIN assessments: Phonetic awareness, auditory memory, understanding of print, visual discrimination

Targeted Support

- ▶ If the provisions put in place to date, have not had the intended outcomes and progress continues to be a concern, it is likely that a child may require a more targeted level of support over a longer time period.
- ▶ A child is likely to have been identified as having ‘special educational needs’ (SEN) at this point. This is always something that is discussed with parents and children are only added to the SEN register if parents are in agreement with this.
- ▶ An **SEN support plan called an Additional Needs Plan (ANP)** will be put in place for the child at this stage.

Targeted Support (SEN support level)



What is SEND?

SEND is a shortened way of saying Special Educational Needs and Disabilities.

A child or young person of compulsory school age is said to have SEN if they:

- ▶ Have a significantly greater difficulty in learning than the majority of others of the same age.
- ▶ Have a disability which prevents or hinders them from making use of educational facilities.

You can find out more by reading the SEND Code of Practice

Different types of SEND

It is important to remember that all children develop at different times. Your child may be assessed to have SEND if over time and compared to other children of the same age, your child appears to:

- ▶ have greater difficulty in areas of their learning
- ▶ have greater difficulty in areas of their social and emotional development,
- ▶ have greater difficulty in areas of communicating and interacting
- ▶ or have some specific difficulties. For example, physical difficulties or with their hearing or vision.

Four Areas of Need

- ▶ Communication and Interaction
- ▶ Cognition and Learning
- ▶ Social, Emotional and Mental Health (SEMH)
- ▶ Physical and / or Sensory

Four Areas of Need

Communication and Interaction (C&I)	Cognition and Learning (C&L)	Sensory and/or physical needs (SPN)	Social, emotional and mental health difficulties (SEMH)
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives, Children and young people with ASD (autistic Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children 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 encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia."	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. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References' section under Chapter 6 for a link). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers."	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. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References' section under Chapter 6 for a link."

Examples of targeted support

Targeted support		
Communication and Interaction	• Language/ speech groups or 1:1 • Individual visual timetable • Pre teaching vocabulary • Signposting to CLASS+/ Spectrum • DST assessment	• ENHANCED: • Refer to CITES/ CLASS
Social, Emotional, Mental Health	• Social skills group/lego therapy • ELSA/ 1:1 Nurture • Behaviour policy steps • Boxhall assessment • Pupil voice	• ENHANCED: • Counselling • Refer to CAMHS • Discussion with TASS • Refer to Early Help
Sensory and Physical	• Handwriting intervention • Sensory circuits / jump ahead • Planned sensory breaks	• ENHANCED: • Refer to OT • OT programme
Attendance	• EBSA toolkit • Regular meetings with parents • Attendance ADPR set up (targets and support) • Fines (where appropriate)	ENHANCED: • Refer to TASS (TEAM around the school & setting) attendance link advisor
Cognition and Learning	• Colourful semantics • Nessy (phonics/spelling programme) • Maths intervention • Frequent 1:1 reading • Comprehension group • DST assessment	ENHANCED: • Referral to CLASS

SEN support plans / Additional Needs Plans (ANP's)

- ▶ Will include specific small step targets and detail the additional provision that is place for the child.
- ▶ This can include a range of supports in the classroom and specific interventions on a group or 1:1 basis
- ▶ Class teachers are responsible for the day-to-day implementation of SEN support plans and should be the first point of contact for parents.

Example of an ANP

Weald Additional Needs Plan			XXX Primary School		
Name:		Date of Birth:		Review Period:	Terms:
Class (year group):		Category of Provision:	SEN Support	Category of Need:	Highlight key area

Review date:

SECTION 1

Strengths		Interests	
Any other key information:			
•			
Outside Agency Support	Referrals	Assessments	
•		•	
Parent / carer views (add date gathered):			

Example of an ANP

Learner's views T2		
I need you to know:	How can you help me:	How can I help myself:
I'm getting on quite well, I sometimes need a break as my hand hurts too much, when my hand aches I put it on the table and Mrs xxx knows I'm resting"	Remind me to take regular breaks. Give me <u>theraputty</u> (and exercises) to help strengthen my hands.	Try to 'catch the feeling' before it becomes too achy. When resting my hand, re-read through my work.
"I sometimes worry that I'm missing my writing time because of my <u>break</u> and I forget to tell Mrs xxx at playtime, please can you tell her"	Know that it is OK to have a break and reassure you that you won't get into trouble. Give you work that is achievable, allowing for breaks.	Make good use of 'resting' time by making it 'thinking time' Tell the teacher if feeling worried so that we can reassure you.
Learner's views T4		
I need you to know:	How can you help me:	How can I help myself:
Learner's views T6		
I need you to know:	How can you help me:	How can I help myself:

Example of an ANP

SECTION 2

Highlight and/or add any support provided referring to [The Universally Available Provision](#)

Immediate feedback	Focused adult support	Movement breaks	Individualised learning mat	Larger print/enlarged images	Additional processing time
Adapted Learning Objectives	Written feedback read to learner	Vocab or Phonics mat	Writing Slope	Consistent talk partner	Coloured paper /backgrounds
Individualised Visual Timetable	Now & Next board	<u>Ipad</u> /laptop for written work	Visual reminders	Pencil grips/ergonomic pens	Targeted Questioning
Adapted seating	Wobble cushion	Fiddle toy	Calm box	Timers	Task card/jig
Learning break	Heavy lifting activity	Access Quiet/safe space	Exam Access Arrangements	Visual Instructions	Ear defenders
Individual workstation	<u>Flexiband</u> on chair	Post it notes	Visual task planner	Paper / exercise book for notes / mind maps	Spell checker

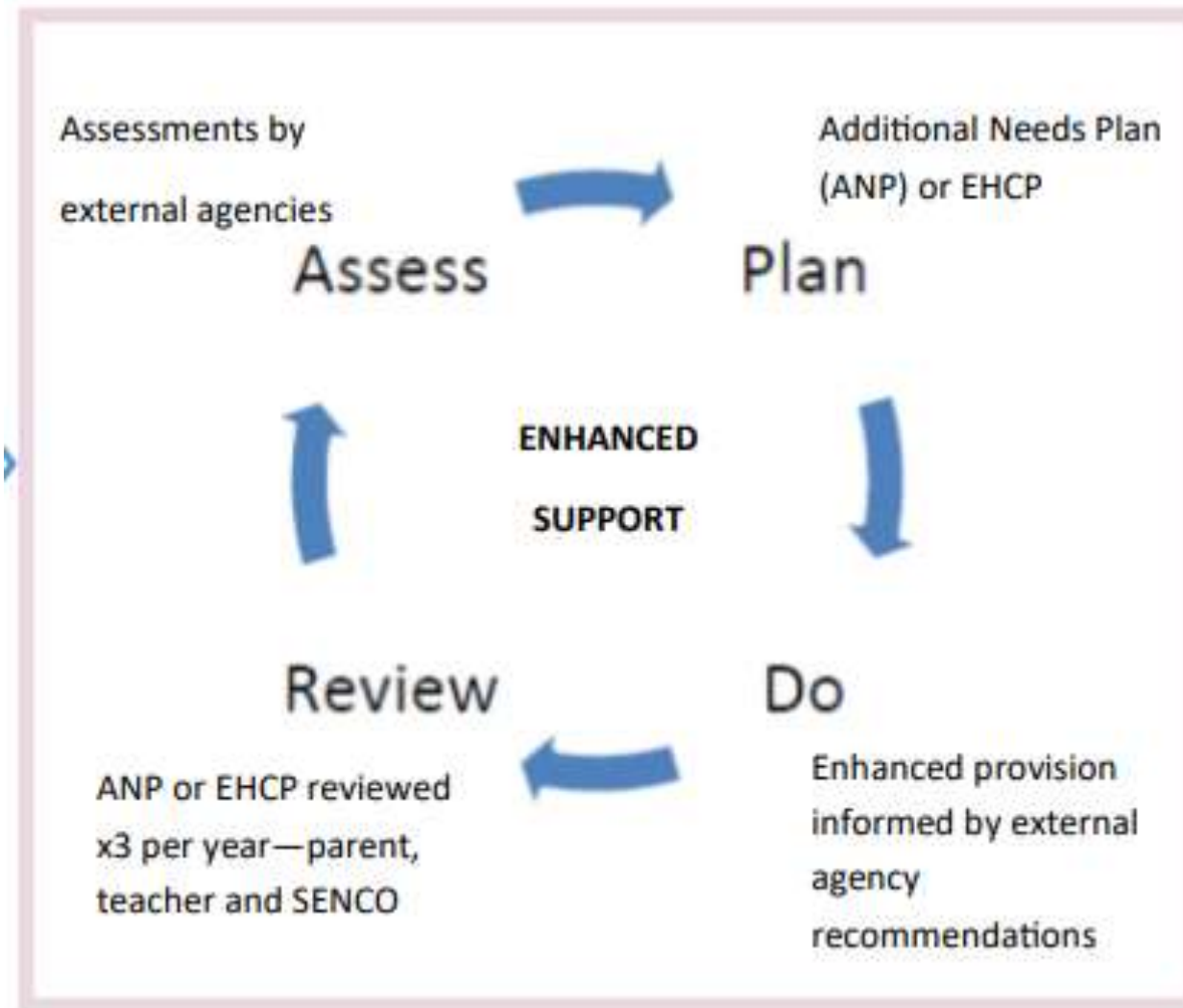
Example of an ANP

Review (previous)	ASSESS	PLAN	DO	REVIEW
Notes / Next Steps / Evaluation	What can the child do now? <i>Specific to the small step target</i>	What does the child need to do next? <i>Small Steps – RAG (continuous assessment)</i>	Who will help the child and how? <i>What? ... Who? ... When? ... How?</i>	Notes / Next Steps
T1: x has not written his name in full independently. This will need to continue to next term. T2: x tries really hard to write his name, can write E and T but not consistently. He is also able to form the letters l and S.	T2 Writing his name: - Can create marks on a page. - Can write E for x & t and will attempt to write his name at times but not in the correct order. Sizing erratic – often large. T3 Can recognise satpin and write the individual sounds.	T3 - Write his name in full correctly 60% of the time - Form some of the letters of his name correctly (S/T letters) T4 To write letters in the correct order e.g. His name & CVC words using known sounds: satpin	Predson teach 4x 5 mins per week with TA - Write name in sand - Write name in chalk - Write name on whiteboard-over and over - Trace name - Copy name - Have a card with his name on whenever he is at a table - Practice using handwriting patterns with different types of pens etc - Teach for 4 minutes - Test 1 minute - Chart or encouragement for 1 minute - Strategy-See to write - Correct pencil grip - Correct starting point - Encourage not too big/small (size / proportion) - Follow handwriting scheme (stage not age) – print not cursive Focus writing intervention- 4x 5 mins per week with TA Use sounds he is secure with- satpin Use writing frames (phoneme) Cut up letters Magnetic letters Using different mediums e.g. sand tray and different utensils – e.g. pencil, felt tips, chalk 1 word and his name per intervention Encourage him to segment and blend identifying initial sound / end sound	T3 x can write his name but inconsistent Struggles with E T4 Finds letter formation tricky. Still mark making
	Visual motor integration. Can trace with 40% accuracy	Trace letters and shapes accurately 50% of the time	3 x per week within class time Trace letters Trace shapes	can do this independently

ANP reviews

- ▶ SEN support plans are reviewed three times a year, in line with the SEN code of practice.
- ▶ At the end of all Terms the class teachers will meet with the TA's to discuss progress made and review the ANP. The class teachers will then meet with the Inclusion Lead to discuss the progress made.
- ▶ At the end of Terms 2,4 & 6 a reviewed copy of the ANP will be shared with parents by the Inclusion Lead and where possible the class teacher.
- ▶ Additional meetings with the Class teacher and / or Inclusion Lead can be arranged as needed on request, across the year.

Enhanced provision



Enhanced provision

- ▶ The vast majority of needs of children with SEND can be met at SEN support level, with targeted support or reasonable adjustments in place.
- ▶ In cases where there are ongoing concerns about progress, the SENCO will meet with parents to discuss enhanced support.
- ▶ This is likely to involve input or assessment from external agencies
- ▶ For some children with provision at an Enhanced level, it may be appropriate to explore whether or not an Education Health Care Needs Assessment (EHCNA) should take place to determine whether an Education, Health, Care Plan (EHCP) is needed.

Education Health Care Plans (EHCPs)

- ▶ The vast majority of children's needs can be met without an EHCP
- ▶ Parents can request an 'Statutory Assessment' to consider whether an EHCP may be needed at any time.
- ▶ The Local Authority will look at the evidence provided (including the school's evidence) and decide whether to commence with an EHCNA (Educational, Health, Care Needs Assessment)
- ▶ There is a statutory timeframe for the assessment and sharing of outcomes.
- ▶ Parents can appeal if they don't agree with the decision.

EHCPs - school requests

- ▶ School's can also submit requests for a Statutory Assessment (with parental consent)
- ▶ This may be appropriate for some children where there is evidence of the graduated approach being used over time and where enhanced levels of provision are in place and where there is clear evidence that the school cannot meet the child's needs from within the school's allocated 'SEN notional budget'.
- ▶ EHCPs are usually only issued for children with a significant level of need requiring a co-ordinated approach.
- ▶ An EHCNA will consider whether or not a specialist setting may be required, but the majority of children with an EHCP continue in mainstream.

Funding

The school receive an 'SEN notional budget'. This is a proportion of the general budget and is to enable the school to put the universal and targeted provisions in place to meet the majority of children's needs. It is not allocated to specific pupils.

The school do not automatically receive any additional funding based on the number of children on the SEN register.

Being on the SEN register does not mean a child will have access to 1:1 support.

Having an EHCP does not mean that a child will have access to 1:1 support.

Further information

- ▶ School Information report (school website)
- ▶ East Sussex Local Offer <https://localoffer.eastsussex.gov.uk/>
- ▶ East Sussex 'SEN Matrix' (this is a tool used by schools, particularly where a request for a statutory assessment is being made, and provides a detailed breakdown of the kinds of provisions / levels of need defined at each level of the graduated approach)
<https://www.eastsussexmatrix.co.uk/>