

AHAB Consortia



The Graduated Approach – A Guide for Parents



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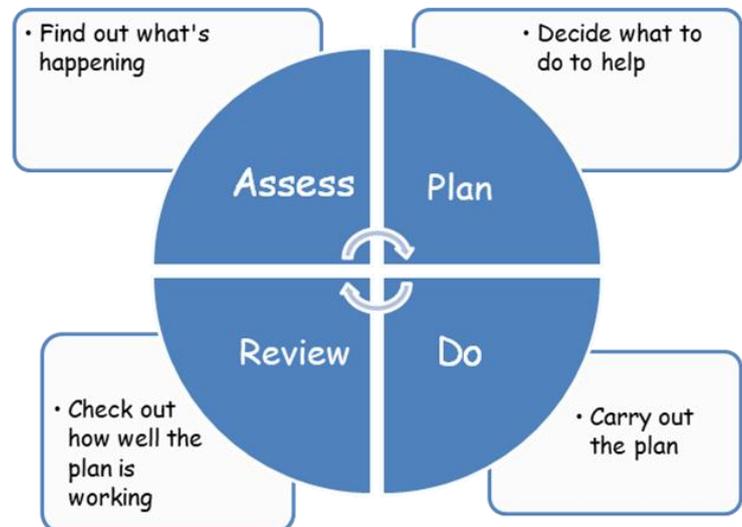
Introduction

This booklet is to provide families with information to understand the processes schools may use to support children with additional needs.

The information included within this booklet is to support families as first educators of their children. Professionals across all schools strive to work in partnership with families to ensure that all children thrive to achieve their potential through enjoyment, engagement and the removal of barriers to learning such as emotional stress, learning difficulties and/or low school attendance.

The intention of this booklet is to clearly outline some of the procedures, pathways and language involved in your child's SEND journey – this is often referred to as the graduated approach. Every Local Authority has a legal responsibility to publish their local offer for SEND which explains the graduated approach in detail. Wigan's local offer can be found here: www.wigan.gov.uk/sendlocaloffer

All schools work with a continuous cycle when identifying and addressing children's needs.



The Graduated Approach

The graduated approach will be followed by all schools and underpins the approaches to inclusion across all settings. Primary schools liaise closely with high schools to ensure a successful transition and continuity of support for children. All aspects of SEND require schools to follow a process based on an assessment of need and intervention over time so that information and evidence can be gathered.

All learners will access inclusive teaching which takes into account individual learning needs. This is known as the universal offer. Most children's needs will be met through the universal offer. The curriculum is adapted for all children regardless of a child having an identified SEND need.

Some learners need additional support which can be provided by the school using their own resources:

- Class provision
- Opportunities to overlearn
- Pre-teaching
- Adapted teaching including use of additional resources
- Intervention activities within the classroom environment and/or withdrawn as part of a small group/or 1-1 specific intervention

A few learners need further support and school will often seek advice and guidance from other support services. This is a process over time (time lengths are dependent upon the child's specific need or the specialised support required) and involves the recommendations of a range of professionals alongside family views.

In a small minority of cases a child may have such severe and complex needs the school might need to request additional resources. This could result in the Local Authority initiating an EHC (Education, Health and Care) needs assessment.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan. It is important to acknowledge that a diagnosis of a medical condition or a learning need does not automatically mean that a child meets the criteria for an EHC plan.

Applying for an Education Health Care needs assessment

The Department for Education clearly states that a range of people can ask the Local Authority to conduct an EHC needs assessment in the SEN code of practice:

'The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- *the child's parent*
- *a young person over the age of 16 but under the age of 25, and*
- *a person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible)*

Anyone else can bring a child or young person who has (or may have) SEN to the attention of the Local Authority, particularly where they think an EHC needs assessment may be necessary. This could include, for example, foster carers, health and social care professionals, early years practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff or a family friend. Bringing a child or young person to the attention of the Local Authority will be undertaken on an individual basis where there are specific concerns. This should be done with the knowledge and, where possible, agreement of the child's parent or the young person'

DFE and department of health (SEN Code of practice) 2015

Support services available

There are a range of support services that can be accessed by parents/carers and/or schools. Further information can be found on the local offer -

www.wigan.gov.uk/sendlocaloffer

Listed below are examples of some support services available to schools and is not an exhaustive list.

Educational Services

Early Learning and Child Care Team (Nursery & Reception)

Targeted Education Support Service (TESS)

Ethnic Minority & Traveller Achievement Service (EMTAS)

Educational Psychology (EP)

Schools Outreach Service - to support inclusion in mainstream

Health Services can be found via:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/Parent/Health/Health-services/Index.aspx>

Occupational Therapy (OT)

Speech and Language Therapy (SALT)

Physiotherapy

Child and Adolescent Mental Health Service / School Link Service (CAMHS)

School Nurses

Specialist Sensory Education Team (for hearing and vision impairments)

Early Intervention and Social Care Services:

Startwell

<https://www.wigan.gov.uk/Resident/Health-Social-Care/index.aspx>

Voluntary Organisations:

Wigan Family Welfare

<https://familywelfare.co.uk/>

Wigan and Leigh Embrace <https://www.embracewiganandleigh.org.uk/>

Areas of need

Cognition and Learning

All children learn at different paces. Children may be identified as having a cognition and learning need if they have difficulties with the key skills within literacy and/or numeracy (which may then impact on a child's ability to access other areas of the curriculum) or if attainment is significantly below age related expectations (ARE). Support for learning needs may be required when concerns are raised by professionals regarding the progress of learning of children and young people, even with appropriate adaptations.

Communication and Interaction

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. Every child with SLCN is different and their needs may change over time.

Physical and Sensory

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. Reasonable adjustments will always be made to accommodate a child with a physical disability.

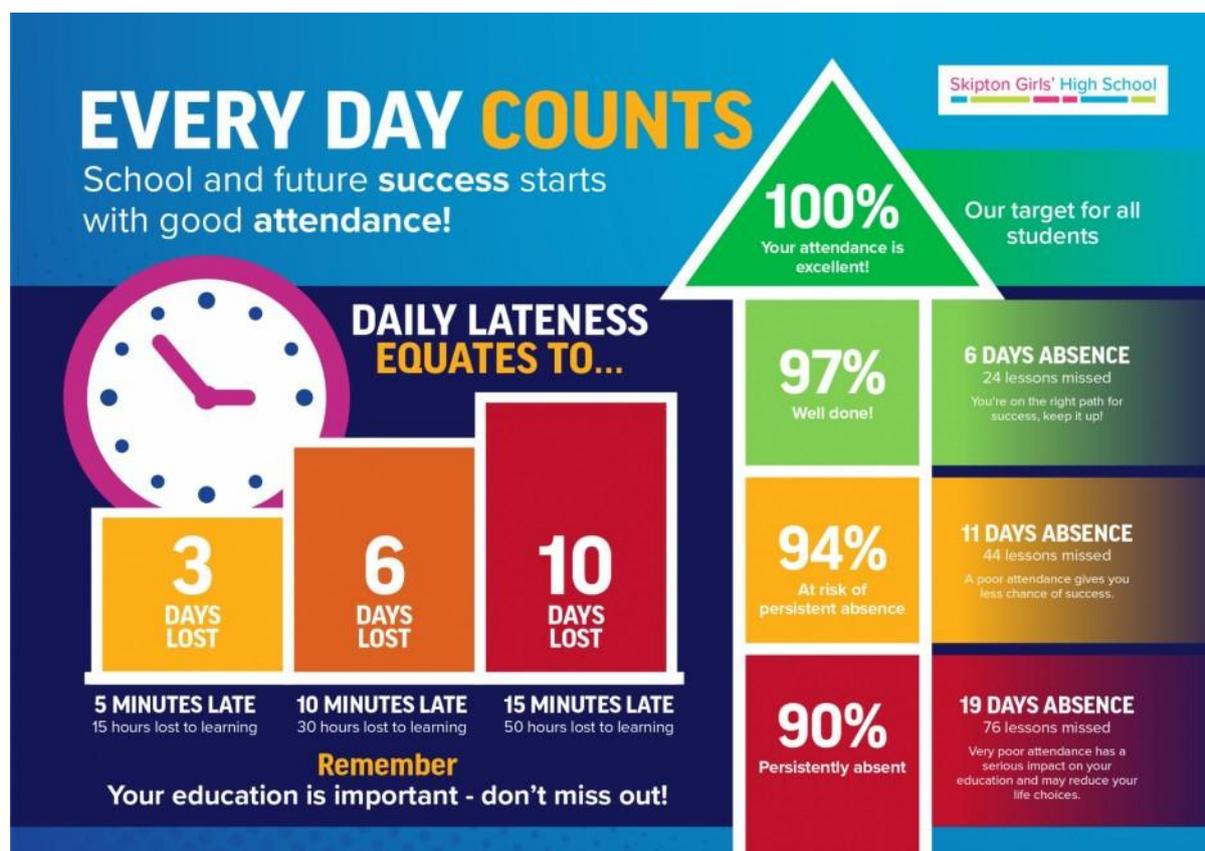
Social, emotional and mental health (SEMH)

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 distressing 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 (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

What can you do as parents to support your child's education?

Attendance

Children's learning is significantly impacted by attendance. Most children learn better in a productive learning environment with their peers and with a trained professional delivering exciting, engaging and appropriate material. It is parental responsibility to ensure maximum attendance for their child. Support services involved with your child will take into account attendance and punctuality. Children's progress will be affected if they are not in school to access education.



Attend appointments

If your child is accessing specialised support services please ensure you attend these very important appointments and keep school informed with regards to updates and outcomes.

Home activities

As a team we want your child to achieve their best. Please follow recommendations from specialised services and education providers to help your child to make progress.

Working together

Children achieve better when a productive home-school relationship is nurtured. Children love to see their teacher parent/carer having a good working relationship. It is important that we work together to understand your child's individual needs and how they may present in different settings. This understanding will help your child to flourish and achieve in line with their potential on their learning journey.

Castle Hill St. Philip's C.E. Primary School is dedicated to providing the best education possible for all our children. We are committed to following the guidelines and statutory processes within this booklet.

We hope you find the information within this booklet useful and it supports you as first educators of your child.