



Special Educational Needs and The Graduated Approach

For children identified as having Special Educational Needs, or a Disability (SEND), staff aim to identify and remove barriers to learning through a Graduated Approach. The [SEND Code of Practice](#) states that, "Once a child has been identified as having SEN, all settings should adopt a graduated approach to meeting that child's needs; this child will now be referred to as needing 'SEN Support'".

Staff at Wolviston Primary will aim to provide high quality SEN Support under the four areas of need, as identified by the Code of Practice. It is important to recognise that some children can have more than one area of need. Staff will endeavour, with the support of parents/carers, external agencies and professionals, to identify and support the needs of all pupils.

- **Cognition and Learning** e.g. a specific learning difficulty such as dyslexia, dyscalculia and dyspraxia
- **Communication and Interaction** e.g. autism, speech and language difficulties
- **Social, Emotional and Mental Health** e.g. attention deficit hyperactivity difficulties (ADHD), extreme anxiety
- **Sensory and Physical** e.g. visual impairments, hearing impairments, processing difficulties

We describe the intervention and support we deliver in three different waves:

Wave 1: Inclusive quality first teaching for all

Wave 2: Additional interventions to enable children to work at age-related expectations or above.

Wave 3: Additional highly personalised interventions (For a child with an Educational Health Care Plan (EHCP) in place)

A Graduated Approach is a four-step cycle, which enables parents/carer and staff, as partners, to understand an individual's need/s and allows support to be put in place to ensure progress no matter how small is made.

There are four-parts to the Graduated Approach cycle: **Assess, Plan, Do, Review.**

Assess

The first stage of the cycle is to assess. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

Plan

An Individual Support Plan (ISP) is written with clear targets and timeline of the expected progress for the child to make.

Do

In order for the child's needs to be met consistently, it is important to share information. This will ensure that everyone, staff, parent/carers are able to meet the needs of the child and support his or her learning in an appropriate way. In school, support is given to the child under the close supervision of the class teacher/SENDCo.

Review

As part of our high-quality day-to-day practice, teachers regularly reflect on what is making a difference for individual children and adapt provision accordingly. Changes and small adaptations to ISPs will be made continually throughout the year to ensure individual children maximise their potential. However, and in line with the SEN Code of Practice, we formally review ISPs at certain points during the year.

At the end of Autumn term, after a term in the child's new year group, the class teacher and SENDCo will meet to review how the child has settled, evaluate progress, discuss if further intervention is needed and will set new targets for the term ahead. During our Spring term parent consultations, parents will meet with their child's class teacher to celebrate success, discuss how their child is progressing and to set new targets. In Summer term, in preparation for transition to the next year group staff will review the ISP again. New targets will be shared with new year group staff, where appropriate.