

The SEND Graduated Response at Swinton Academy

The graduated approach, also known as 'SEND Support' is a way of helping to identify the needs of children and young people with Special Educational Needs and Disabilities (SEND).

1. Teacher / staff / parent/carer or external professionals may identify concerns. This may come from progress data, social skills, changes in mood/behaviour or attendance.

2. Teacher / staff / parent/carer seeks advice from Year Team alongside Inclusion staff:

- R. Gibson (Associate inclusion lead),
- P. Latham (Assistant SENDCo and Thrive practitioner),
- S. Huddleston (Inclusion Manager),
- L. Tierney (Assistant resource manager)
- (C. Crookes (Inclusion Team Leader ACET Integrated Resource & Autism Inclusion Lead) S Huddleston (Inclusion Manager).

3. Following this, advice is sought, teacher implements new strategies to address concerns. This should be tracked and reviewed. Ideally, this should run for half a term or six weeks before being reviewed.

4. When the strategies are reviewed, are the concerns still there? Does additional advice or intervention need to be sought to ensure progress is made? Does it need to change and progress to the next level? Can it be removed and progress be made with Quality First Teaching?

5. If progress still isn't being made, it may be that the child needs an SEN Support Plan putting in place. This would measure progress, strengths and weaknesses while tracking specific targets. Support plans should be reviewed three times in the academic year with the student, parents/carers, the inclusion team and any external agencies.

6. When reviewing the first SEND support plan, if no progress has been made despite of the interventions or strategies, it may be that we should seek advice from ACET or other professionals. We have access to the following agencies through an internal referral system:

Specialist Inclusion Team (SIT): may do specific additional assessments regarding the children's reading, writing and numeracy skills.

Aspire Outreach Team: The Aspire Outreach Team provide bespoke support for students in schools with an identified Social, Emotional, Mental Health (SEMH) need. This comes in the form of an initial referral that links the observation, assessment,

intervention and in-school adaptations.

The aim is to support students with an evidenced graduated response to SEMH; as a guide there should be 10 weeks (1 complete cycle of 'Plan, Do, Review') of evidenced support on the school's SEN register.

Educational Psychologist (EPS): may do assessments around the children's thought processes, logical and reasoning levels, resilience and social, emotional and mental health.

We have access to the following agencies through an external referral process:

Speech and Language Therapy (SALT): will provide advice for children who are displaying speech or pronunciation difficulties.

Children and Adolescence Mental Health Services (CAMHs): to refer to CAMHs we discuss with locality worker and complete forms with parents, who will then meet with parents to discuss next steps. If the concerns are around behaviours that present as ADHD/ASD then a formal referral can be put in without consultation. The waiting list for neurodevelopmental assessment is very long and may take up to three years.

Early Help: may offer support to the family and child around strategies at home.

Special Educational Needs and Disability Information, Advice and Support Service

(SENDIASS): are an impartial advice service who support parents / carers of children with Special Educational Needs. If parents felt appropriate, SENDIASS may attend SEND meetings in school.

Rotherham Parent Carers Forum: Rotherham Parent Carers Forum is a charity run by families of children and young people (aged 0-25) who have Special educational Needs and/or Disabilities. Rotherham Parent Carer Forum work in partnership with service commissioners and providers, sharing knowledge and experiences to plan and develop the quality, range and accessibility of provision, creating better outcomes for families.

7. The SEND Support plan should then continue to run and be reviewed regularly (at least every term) with parents and external agencies as appropriate. At support plan reviews, a provision map should be completed by the teacher to show how much support, and when, the child is having – this is essential if applying for an EHCP assessment. When reviewed at least twice, if we feel that the support still isn't having an impact, we may have to consider an Educational, Health and Care Plan (EHCP), which would legally set out the child's needs and how they can be met.

Waves of Intervention Model

Wave One

Quality First Teaching for all students. This inclusion adaptive practice to differentiate to each student.

Wave Two

Additional interventions with inclusion specialists to enable children to work at age-related expectations or above and actively close gaps between themselves and peers.

Wave Three

Additional highly personalised interventions.

Working with external professionals to support the emerging needs of the student.