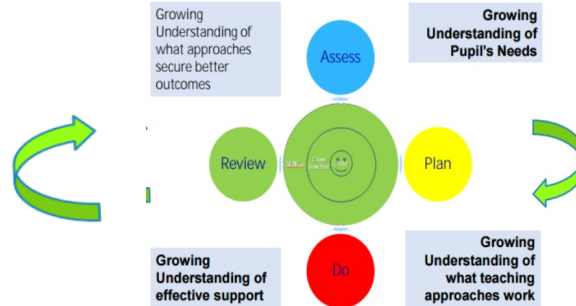
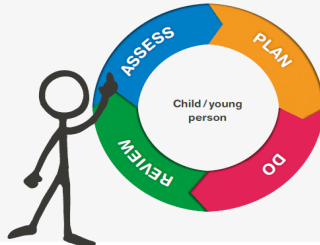




## The Graduated Approach

The link between assessment & teaching



The type of SEN support that is provided at St.Helen's CE is known as the '**Graduated Approach**'. This follows the advice set out in the 2014 SEN Code of Practice about providing the most effective support for SEN/D.

The four stages of SEN support are:

- Assess
- Plan
- Do
- Review.



Your child's difficulties will be assessed so that the right support can be provided. This should include, for example, asking you what you think, talking to professionals who work with your child (such as their teacher), and looking at records, assessments and other information. This needs to be reviewed regularly so that the support provided continues to meet your child's needs. That might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.



Your school or other setting needs to agree, with your involvement, the outcomes that the SEN support is intended to achieve – in other words, how your child will benefit from any support they get – and you need to be involved with that. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working



The setting will put the planned support into place. The teacher remains responsible for working with your child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support should work closely to track your child's progress and check that the support is being effective.



The support your child receives should be reviewed at the time agreed in the plan. You can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made



**What are the different types of support available for children with SEN/D at St. Helen's ?**

First and foremost the class-teacher is responsible for the provision and support for your child, through the process of **quality first wave teaching**. For your child this may see:

- That the teacher has the highest possible expectations of all children, including those with SEN/D
- That different ways of teaching are in place so that your child is fully involved in learning in class through differentiated activities.
- That specific strategies (which may have been suggested by outside agencies) are in place to support your child to learn.
- That your child's class teacher carefully tracks the progress of your child and provide extra support to help them make the best possible progress, including providing intervention groups.

**My child's teacher said he/she will receive intervention provision- what does this mean by intervention provision?**

If your child has a particular SEN need, sometimes small group intervention or one to one intervention is provided for your child. This may involve working with a **TA (Teaching Assistant)** or the class teacher on a specific learning programme or looking at a specific area of the curriculum. This will be as part of the Do phase of the graduated approach.

**Please note:** Sometimes some children receive help in small groups or in a one to one situations with a TA or class teacher. This does not automatically mean that they are classed as SEN/D. Sometimes small group work or a quick intervention programme might be used to follow up a particular problem a child has encountered in a subject, or to check a child's conceptual understanding.



**What is meant by external agencies? My child's teacher and the SENCo said we may have to make a referral to an external agency.**

Sometimes the school may seek external advice for help and support, to help a child's progress and for them to develop further. At St.Helen's we have worked hard to forge different positive links with outside external agencies which helps support the learning and development of the pupils in care.

Additionally should a parent/carer need further support and advice on an area of need, then the SENCo Helen Hardy, can make a referral to an external agency. These services include for example:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Sensory Support Services (Hearing and Vision Impairment)
- Inclusion Support
- Behaviour support.
- Physiotherapy Services
- Occupational Therapy
- Social Services
- Play Therapist
- School Health Nurse
- Educational Psychology Service
- Visual Impairment team
- The Supportive Parents Team
- CAMHS ( Child Adolescent Mental Health Service)



**If I need to, what alternative support services can be accessed for my child with SEND?**

Sometimes you may feel that you may want to engage the services of other alternative support groups relevant to the need of your particular child with SEND. At St.Helen's we are happy to work alongside you to access any extra support that you may feel will be beneficial.



[Home](#) [SEND](#) [About us](#) [Our Service](#) [Support groups](#) [News](#) [Useful Links](#) [Publications](#) [Contact](#)

Please use the link below to access the charity, Supportive Parents which provides information, advice and support to parents, children and young people about any type of special educational need or disability from 0 -25 years who live in Bristol, North Somerset or South Gloucestershire.

<http://www.supportiveparents.org.uk/>

A further link gives you an appendix list of groups that the organisation has links with:

<http://www.supportiveparents.org.uk/services-in-s-gloucestershire/>



Ofsted Report February 2015:

- Pupils with special educational needs make good progress relative to their starting points due to the carefully planned provision and the support they receive in class.

**If my child has special educational needs how will the curriculum be matched to my child's needs?**

At St. Helen's if your child has SEN/D, we will use our best endeavours – that means to do our very best – to give your child the support they need. That could include getting advice and support from specialists outside the school or by providing intervention provision which is **'different from or additional to that normally available to pupils of the same age.'**

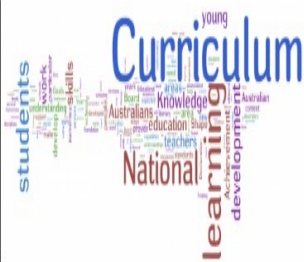
As discussed earlier first and foremost the class teacher, through **quality first wave teaching**, will ensure that the needs of all learners within one class are appropriately catered for including children with SEN/D and that lessons provide enough challenge for all groups of learners through differentiated activities.

Where it has been decided that the needs of an individual requires extra SEN/D support, the child may take part in extra intervention sessions as part of a small group in the first instance. This could be to target specific areas of difficulty such as spelling, reading, and comprehension, certain areas of maths or speech and language activities.

In these instances Teaching Assistants (TAs) may be allocated to work with the pupil in a 1:1 situation or small focus group to target more specific needs.



Appropriate specialist equipment may also be given to the child to help access the academic curriculum e.g. writing slopes, cushions, pen/pencils grips or easy to use scissors.

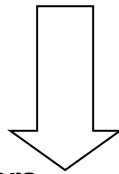




## Overview of St.Helen's CE SEN/D Provision: The Graduated Approach:

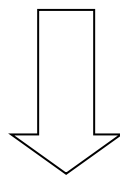
### **Quality First Wave Teaching: What we offer every child at St. Helen's.**

**QFWT:** is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles and also make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour .



### **School Based Support: Teachers**

Following quality first wave teaching, class teachers constantly review the progress of children in their class and then may plan, targeted support to help specific children make more progress in a particular area. This may involve small group interventions on a specific area of need or may sometimes involve one to one work with the TA or Teacher.



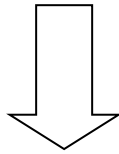
### **School Based SEN/D Support: Teachers and SENCO**

Following quality first wave teaching, and by monitoring very closely any initial support, class teachers review the progress of children who have been receiving any school based support interventions. If it is felt that the child is not making expected progress despite QFWT and School based support. A child may be assessed as having a Special Educational Need and will require provision that is **'additional to and different from that which is provided for most children.'** They will then be added to the school's SEN register. The SENCO may then seek support from different external agencies. At this point a SEN support plan will be put in place in consultation with the child and parent/carers.



## Overview of St.Helen's CE SEN/D Provision: The Graduated Approach.

**EHCP (Educational Health Care Plan) Assessments:** If it is felt that despite receiving rigorous intervention provision, and where the school has taken relevant and purposeful action to identify, assess and meet the needs of an SEN/D child, that the child is still not making expected progress, the school or parents could make a request to make an EHCP needs assessment. An assessment takes place over a twenty week period.



### **EHCP (Educational Health Care Plan)**

Following a needs assessment and consultation between the Local authority, the school and parents, a plan may be given to a child that can run from anytime between 0– 25. This will ensure that long term support is provided and provision given to support the child into adulthood. All agencies including education, health and social services are involved to work together for the best of the child,



**What intervention provision is available at St.Helen's?  
What will my child receive to help accelerate progress?**

At St.Helen's we provide a range of different intervention provision to help children with special educational needs. Some of the intervention provision that has been provided over the last year includes:



Numicon-Maths



Power of 2- Times Tables and Number



Phonics Support



Handwriting sessions



Big Maths



Priority Reading



Social Skills Groups



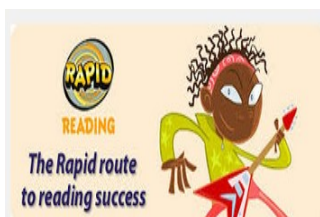
Nessy Online Reading and Spelling





**What training has the SENCO staff at St Helen's supporting children and young people with SEND had or are they having?**

Kelvin Chappell, Head of school, has achieved the National Award in Special Educational Needs Coordination. As part of her role as SENCO, Helen Hardy attends any annual SEN conference to keep abreast of the latest developments, and also local cluster meetings with other local SENCOs. Through these meetings he has developed a list of contacts we can seek advice from. As part of her role he is also supported by the South Gloucestershire SEN/D Support Team.



The TAs (Teacher Assistants) at St.Helen's in liaison with the class teachers and SENCO run a variety of different intervention programmes designed to help SEND children's schooling. Over the last few years training has been given in areas, such as Numicon (a Mathematics programme) and Rapid Reading. Depending on the need of particular child/ren, other training programmes are available- these will be updated as and when, and the training needs of the staff are developed depending on the needs of the children at St. Helen's.

