



Introduction

Warrington Graduated Response



WARRINGTON
Borough Council

Introduction

This resource was developed by Warrington Borough Council officers in consultation with schools, settings and support services. The resource aims to provide a tool to support the excellent practice across Special Educational Needs and Disability (SEND) provision in educational settings and schools in Warrington, and promote positive outcomes for pupils' with SEND. The tool is reflective of the Warrington Graduated Response to SEND and embodies the [Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

We aspired to develop a resource which will continue to raise the standard of education and support for SEND pupils and share best practice and known evidence-based interventions to all professionals working in Warrington settings and schools. Headteachers, Special Educational Needs and Disabilities Coordinators (SENDCos) and professionals have contributed ways of working that are effective in their schools and settings (evidence based practice) and we would like to thank them for their continued commitment to promoting the very highest standards for pupils' with SEND. The THRIVE model has been referenced throughout this document because it brings together the SEND and mental health agendas with a view to promoting a needs led system which delivers the very best outcomes for pupils. The THRIVE framework is detailed on the Anna Freud website [THRIVE Framework \(annafreud.org\)](https://www.annafreud.org).



Parents have told us that they experience the most difficulties with the SEND processes at the early stages of identification of needs and that practice is inconsistent between schools. The aspiration behind this document is that pupils, families and schools feel confident that needs can be met in all of our local setting and schools, at all levels of need.

This document provides practical guidance and information for schools, educational establishments and other professionals who work and support for pupils' with SEND.

Information for parents can be found on the SEND Support page on the on [Warrington's Local Offer | Ask Ollie \(mylifewarrington.co.uk\)](https://www.mylifewarrington.co.uk).

A. SEND Code of Practice 2015

Under the [SEND Code of Practice 2014 \(gov.uk\)](https://www.gov.uk), a child or young person is considered to have a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, namely **provision which is “additional to or different from” the usual provision available to other children and young people of a similar age.**

Every school is required to identify and address the additional needs of the pupils that they support. Mainstream schools (including maintained and academy schools, maintained nursery schools, Pupil Referral Units (PRUs) alternative-provision academies) **must:**

- Use their best endeavours to make sure that a pupil with SEND gets the support they need.
- Ensure that pupils with SEND engage in the activities of the school alongside others who do not have any additional needs.
- Schools, who teach pupils up to the age of 16 years, must designate a teacher to be responsible for the coordination of SEND provision. They are usually called the SENDCo. It is a statutory obligation for the designated teacher to complete the National Award for Special Educational Needs Coordination within three years of taking up the post. This qualification must meet the National Standards and be a postgraduate level 7 qualification.
- Inform the parents/carers when they are making special education provision for a pupil.
- Prepare a SEND information report and their arrangements for admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than others, the facilities provided to enable access to the school for disabled pupils and their accessibility plan showing how they plan to improve access progressively over time.

B. Types of Need

Communication and Interaction

Speech, language and communication needs (SLCN)

Pupils with SLCN have difficulty in communicating with others; this may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication.

Autistic Spectrum Disorder (ASD)

Pupils with ASD, 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.

Cognition and Learning

Support for learning difficulties may be required when pupils learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:

- **Moderate Learning Difficulties (MLD).**
- **Severe Learning Difficulties (SLD)** where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- **Profound and Multiple Learning Difficulties (PMLD)** where pupils 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 includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Pupils 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 pupils may have disorders such as **attention deficit disorder, attention deficit hyperactive disorder or attachment disorder**.

Sensory and/or Physical Needs

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes pupils with:

- **Visual impairment (VI)**
- **Hearing impairment (HI)**
- **Multi-sensory impairment (MSI) (a combination of vision and hearing difficulties)**
- **Physical disability (PD).**

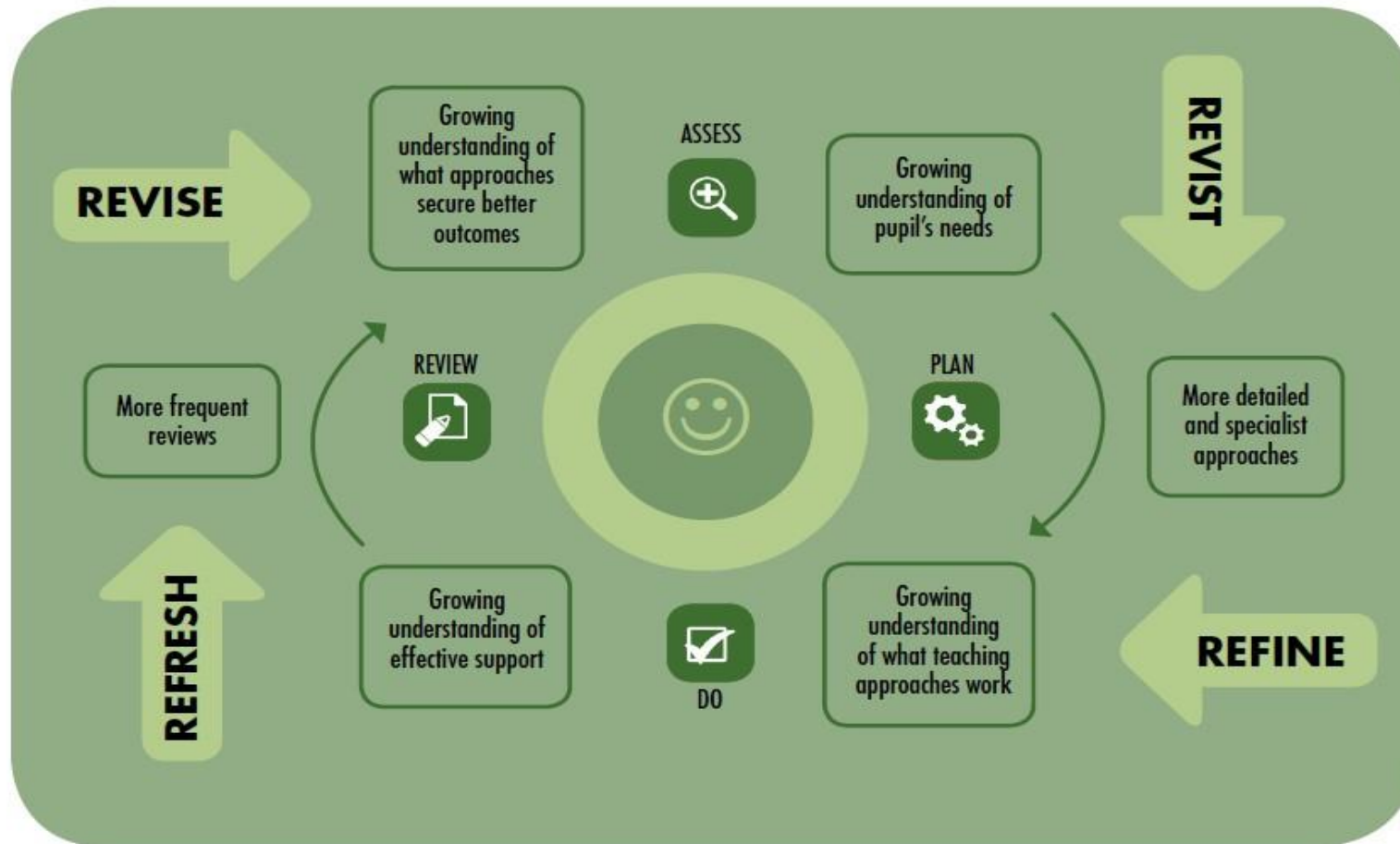
C. The Graduated Response

The Graduated Response, outlined on the next page, encourages practitioners to revisit, refine and revise decisions and actions that have been made in order to grow their understanding of the child's needs and support requirements. The SEND Code of Practice (DfE, 2015 pg100) encourages us to provide the right support at the right time.

It is graduated in that for some pupils they will require small adjustments within the setting to be successful, whereas for others they will need a highly personalised plan of support and intervention in order to make progress and be included. The Code highlights:

- Where a pupil is identified as having SEND, the setting should take action to remove barriers to learning and put effective special educational provision in place.
- Once a pupil is identified as having SEND their family must be informed. The setting must work with parents/carers, listening to their views and involving them in any decision making and planning.
- The provision in place must be reviewed termly and involve the pupil and their family.

This **SEND support** should take the form of Assess-Plan-Do-Review cycles, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs, alongside what supports them to make good progress and secure good outcomes.



NASEN (2014)

D. Assess, Plan, Do, Review Cycle

Assess

Clear and comprehensive assessment of the pupil's needs by key educational professionals, SENDCo, parents/carers and pupil, based on a combination of:

- Discussions to gather the views and aspirations of the pupil and their family.
- Universal and targeted in-house assessments and observations carried out by a range of school staff.
- The pupil's current attainment and progress.
- The pupil's previous attainment and progress.
- Tracking of data and comparisons with national data.
- Any relevant assessment information provided by external agencies e.g. Health, Educational Psychology and Social Care.

Plan

Following the assessment phase, key educational professionals, SENDCo, parents/carers and pupil, meet and agree a plan of action. This plan should be outcome focussed (e.g. improve, develop, and achieve) and should include:

- SMART (specific, measurable, achievable, relevant, time-bound) targets
- Details of the adjustments, equipment, support, and interventions that need to be put into place to fulfil the plan.
- Details of who will be running the programme and when
- Details of success criteria, including how progress will be measured, when and by whom
- A date for review, typically 6-8 weeks.

The plan should be recorded and circulated to all relevant parties before it begins. Any training needs should be identified and addressed prior to the start of the 'do' phase.

Do

In this phase the plan is put into action. The SEND Code of Practice makes it clear that it is the responsibility of class/subject teachers to implement the plan on a day-to-day basis. This should be supported by the SENDCo. The 'do' phase should involve teachers:

- Delivering 'Quality First Teaching' to all pupils.
- Implementing any adjustments, specific strategies, interventions, or approaches to teaching that have been identified as teacher-led within the 'plan' phase.
- Managing any teaching assistants (TAs) who are supporting pupils with SEND within the class.
- Continually assessing and monitoring the pupil's progress and making any necessary adjustments.
- Communicating with TAs and any other teachers providing interventions to pupils and making plans for them to generalise their skills within lessons.
- Communicating how things are going with the pupil, their family and the SENDCo.
- Robust information should be gathered during this phase so that at review a discussion can be had around how the intervention/adjustment has been implemented e.g. whether there have been any absences or delays.

Review

- Following the plan phase, key educational professionals, SENDCo, parents/carers should meet to review the plan. The review should include:
- Evidence of the impact of the plan, both in terms of the desired outcomes and the success criteria.
- Everyone's views on progress and impact, including the pupil themselves.
- A plan for next steps. Does there need to be another cycle of 'assess-plan-do-review' or can the pupil's needs now be met through 'Quality First Teaching'? Does a referral need to be made to another service?
- A written record.

If it is agreed that the pupil would benefit from further support, then a second round of 'assess-plan-do- review' should begin.

Learn

At the end of each cycle there should be an explicit pause built into the process within which, professionals, the family and the pupil reflect on what has been learnt (e.g. regarding their learning preferences, motivation, approach, strategies that support and those which do not). This learning should be explicitly incorporated into any subsequent cycles of 'assess-plan-do-review' and into all 'Quality First Teaching' that the pupil receives.

In this way there should be a clear thread linking subsequent plans and approaches.

E. Warrington Graduated Response Toolkit

This is designed to support professionals to improve access and remove barriers to learning and through adaptations using reasonable adjustments, High Quality First Teaching and targeted support.

Guidance is divided into three sections as follows:

- Early years
- School years
- Post 16.

Quality First Teaching and the progress made by pupils, should be a core part of the education and learning setting performance management and its approach to professional development for all teaching and learning staff.

A pupil who needs to be supported through the graduated response process may be presenting characteristics relating to their progress as highlighted below:

- The pupil is significantly lower than that of their peers starting from the same baseline (low levels of ability are not necessarily SEND).
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.

- Widens the gap.

It should also include progress in areas other than attainment, for example a pupil may need to make additional progress with wider developmental social needs in order for them to make a successful transition into adult life.

Quality First Teaching

The first response to a pupil not making expected progress should be Quality First Teaching targeted at their area of need. Additional intervention and support cannot compensate for a lack of good quality teaching. The Quality First Teaching should include appropriate adapted work planned by the classroom teacher and should cover four areas of provision:

- Curriculum and teaching methods.
- Routines for culture policy and practices (otherwise known as behaviour policy).
- Interval and lunchtime practices.
- Managing key transition points.

Further examples of Quality First Teaching are detailed in the Graduated Response Toolkit under each broad area of need. Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at school. [EEF SEN in Mainstream Schools Guidance Report.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.eef.org.uk/media/1026/EEF_SEN_in_Mainstream_Schools_Guidance_Report.pdf)

Getting More Help – Working at SEN Support

Children working at SEN Support are identified as having SEND requiring provision that is additional to and different from the mainstream curriculum. Warrington Borough Council has provided schools with funding from **the High Needs Block to meet children and young people who require additional support in line with regulation 11(3) of the [School and Early Years Finance \(England\) Regulations 2022 \(Legislation.gov.uk\)](https://www.legislation.gov.uk/ukreg/2022/111/sch-1/pt-1/1-3), known as the notional budget which is calculated using a threshold sum of £6,000 per pupil to meet the additional costs of pupils with special educational needs from its annual budget.** Examples of SEN Support strategies are detailed in the Graduated Response Toolkit -‘Getting More Help’.

Education, Health and Care (EHC) Plans

Schools and settings have a duty to meet the needs of all their pupils and to follow a graduated response to identify and meet needs. Most pupils will access help in their educational placement through the level known as SEN Support as documented in our Warrington Toolkit under 'Quality First Teaching' or 'Getting More Help.' A very small number of pupils with complex and severe needs will require very high levels of individualised support and will be considered for an EHC Plan and strategies are outlined in this document under 'complex / specialist support.'

In these cases, the school have a duty of care to apply for an EHC assessment and the Council has a duty to respond within the statutory timeframes. The EHC Plan is a legal document which sets out a description of the special educational, health and care needs and what provision is required (what will be done) to meet the identified needs and enable the pupil to make progress. It is crucial that the pupil and their family are fully informed of the EHC needs assessment process and supported through it. It is the duty of all SEND professionals to have a robust and working knowledge of the process so that the pupil and parents/carers can be supported through the process.

Further information about the EHC process and how to request an EHC Plan can be found here:

By using the Warrington Graduated Approach, reasonable adjustments can be made to ensure that the majority of pupils with SEND are able to access and have their needs met within mainstream provision, so that they enjoy the same opportunities as their peers wherever possible and are part of their communities.

This document is intended to provide assistance for educational settings and schools in supporting pupils with SEND, and recognises that their needs must be considered individually. It is not to be viewed as a blanket policy.



The Warrington Committed to Inclusion Mark was launched with the aim to continually improve the quality of provision for pupils with SEND across Warrington schools and to capture and celebrate this work so that everyone can learn from it. In 2021/22 95% of our schools in Warrington signed up to the Inclusion Mark, committing to a SEND peer to peer review and submitting evidence towards improved SEND provision in their school. The Warrington Committed to Inclusion Mark is used as a key driver in improving SEND provision and practice for pupils in our area **and sets out a school's intention around inclusive practice.**

Warrington SEMH / ASD Lead Teachers

Warrington Lead Teachers model excellent practice, sharing their skills and experience with other teachers to support strategies for pupils with Autism or Social, Emotional and Mental Health (SEMH) needs. They provide guidance and mentorship to schools and take a leadership role in developing, implementing and evaluating policies and practice that contribute to SEND improvement this can include:

- Curriculum area teaching and learning support for a whole team or an individual basis
- Support in the implementation of whole-school initiatives
- Individual staff support/coaching including that of trainee and newly qualified teachers
- Whole school INSET planning and delivery
- Coordinating the learning and teaching network for SEND.

