SENCo Forum – 23rd/24th November, 2016

Recognising roles of accountability within a graduated response to support: a case study

Aims:

- To be familiar with one school's response to a graduated approach to support, including :
- Identification
- Provision
- Monitoring
- Accountability.

Context

SEND Review carried out in March 16 identified:

* Over identification of SEN (over 40% identified on the SEN Register)
* Approaches to support varied and not consistent
* Responsibility for SEN provision lying solely with the SENCo
* Support plans not matched to EHC Plans
* Lack of early intervention with no graduated response
* TA deployment not matched to need

Agreed action

A key action from the review with an urgent timescale:

* To establish consistently applied whole school policies, systems and processes to ensure that pupils with SEN are identified, receive appropriate provision and their progress is monitored and evaluated.

Starting point

1. *The new Code of Practice*
2. *SCC Guidance and Criteria for Educational Settings within Southampton to make provision for children and young people with SEN, April 2016*

Graduated Response to Support and Intervention Plan

This required identification of:

* Stages of provision
* What support and provision would look like at each stage
* Monitoring systems at each stage
* Persons responsible for monitoring

Graduated response to support and intervention for pupils with Additional Needs

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	**Universal provision**	• Personalised learning targets • Carefully planned differentiation, • Assessment for learning	• Reviewed at Pupil Progress and Phase Review meetings with Leadership Teams	Class Teacher Phase Leaders
2	**Early intervention support**	In addition to Stage 1: • Support within class through small groups and individual support (e.g. cut away, workshops)	• Reviewed at Pupil Progress and Phase Review meetings with Leadership Teams	Class Teacher Phase Leaders SLT
3	**Targeted, additional support**	In addition to Stages 1 - 2: • Additional group or individual programmes • Evidence based interventions • Concern Sheet completed	• SENCo/LSC made aware • Reviewed at Pupil Progress meetings with SENCo/LSC • Intervention records	Class Teacher SLT LSC SENCo
4	**Targeted, intensive additional support**	In addition to Stages 1 – 3: • Multi-professional support • Individual Education Plan • Identified on school provision map --- Consider request for EHC Plan.	• SEN Register • Pupil Passport • Individual Education Plan • IEP Progress Forms • SENCo monitoring provision	Class Teacher LSC SENCo
5	**Provision over and above Stage 4**	In addition to Stages 1 – 4: • Education, Health and Care Plan (EHCP) reviewed annually • Multi-professional support • Individual Education Plan • Identified on school provision map	• Annual Review Meeting and Report • Pupil Passport • Individual Education Plan • IEP Progress Forms • SENCo monitoring provision	Class Teacher SENCo

Further support mechanisms

The Graduated Response Plan was underpinned by:

* Systems for identification

* Record keeping (Pupil Passport and Individual Education Plan)

* Provision Map (Assess, Plan, Do and Review)

* SEND Policy

Identifying concerns Stage 3

Strategies/interventions tried	Dates/duration	Outcomes/impact

Need to demonstrate impact of support at Stage 2.

Pupil Passports
SEN Register, Stages 4 and 5

I am good at:	
Things I find difficult:	
How I can best be supported	
How I can help myself	
Other useful information	

Use first person, pupil voice.
This should be discussed with the child.

SIP

Individual Education Plans
SEN Register, Stages 4 and 5

Outcomes

Long term, forward looking, demonstrating benefit to pupil

e.g. develop/improve/increase

(So what?...)

Targets

Short term, SMART, NOT provision.

("Hey! Come and see me doing…")

SIP

Outcomes from SEND support

July 2016

The school has:

* An SEN Policy and SEN Information Report which provides clear information for staff and parents on SEN provision within the school and a transparent pathway for how it may be accessed.
* Clear criteria for identifying pupils with special educational needs which is understood by staff at all levels.
* A graduated approach to additional support with clear systems for early identification and intervention, monitoring, evaluation and review.
* A clear schedule in place for monitoring and tracking the progress of pupils with SEN.

Learning from the support

Challenges encountered	How they were dealt with
- Pace of change - Interpretation - Building in time for checks - Quality assurance	- Clear timescales and deadlines - Models and examples - Training for staff - Follow up by phase leaders and senior leaders

Moving forward

November 2016

* System development
* Quality assurance