

Information for Parents and Carers about: The Graduated Approach

What Support is Available in Settings and Schools for Children and Young People with Special Educational Needs and Disabilities?



All children have the right to access an education that supports their needs and helps them to meet their potential. This information is to help parents and carers understand how children and young people with Special Educational Needs and Disabilities (SEND) are supported in settings and schools through The Graduated Approach.

What do we mean by SEND?

SEND stands for **Special Educational Needs and Disabilities**. A child or young person with **SEND** is likely to need extra help that is additional to or different from their peers. This extra or different help is known as **special educational provision**.

[The SEND Code of Practice 2015](#) gives a legal definition of Special Educational Needs, and the definition can be found at the bottom of page 15.

Who will help if my child needs extra support?

Settings and schools have a person who is responsible for making sure children or young people with SEND get the right support. This person is called a **Special Educational Needs Coordinator**, or **SENCo**. A SENCo will work with a child or young person's class teacher to give advice and support.

If you think your child might need more support with their learning, speak to your child's class teacher or SENCo.

Schools publish a [SEND information report](#) on their website, which will tell you how they aim to support children and young people with SEND.

Areas of Need

Children will have different types of SEND. The type of support that children might need will depend on their main area of need. These are generally talked about as four broad areas of need:

Communication and Interaction

How children communicate, understand and play with others around them. This will also include children with speech, language and communication needs.

Cognition and Learning

This includes difficulty with learning or remembering basic skills. They may have difficulty with literacy or numeracy, or learn at a slower pace than others.

Social, Emotional and Mental Health

Factors which impact a child's overall wellbeing, such as: emotions, social interactions, and relationships with others which may result in behaviours of concern.

Sensory and/or Physical Needs

This includes vision, hearing or multi-sensory impairments, physical disabilities or sensitivities to aspects of the environment.

Good Practice Guidance for supporting Children with SEND

The **SEND Code of Practice** is a legal document which provides more information on what settings and schools **should** and **must** do to support children with SEND. Here are some key messages from the Code of Practice:

Children, young people and their parents should be asked about their views, wishes and feelings about their needs

Children, young people and their parents should be involved in any decisions being made about them

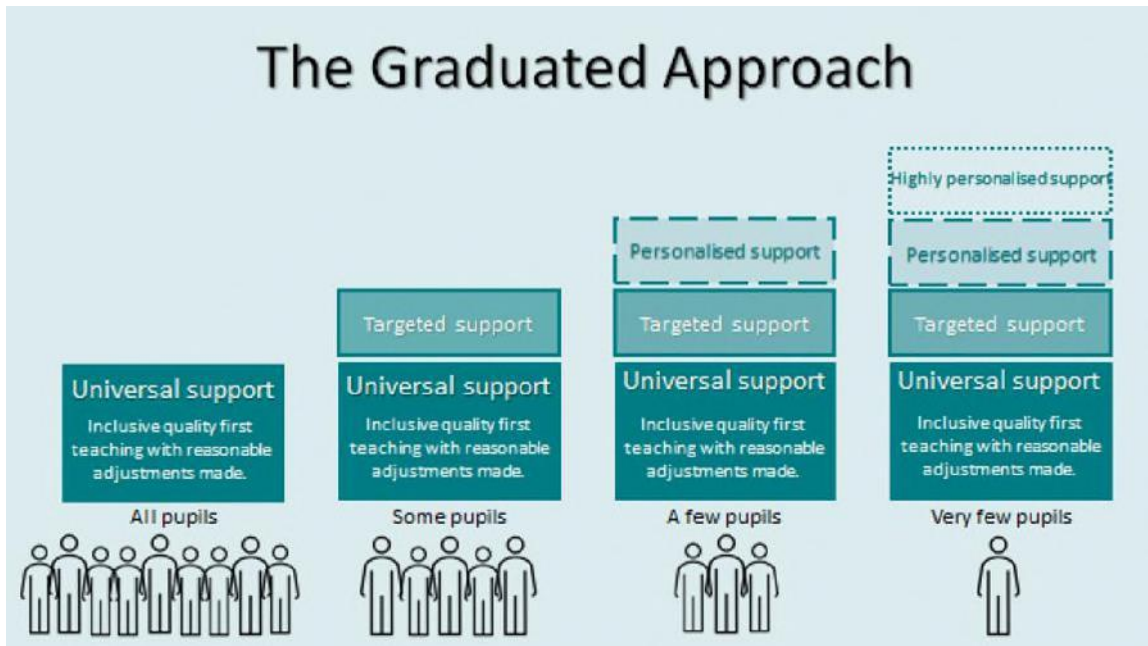
The aim is to understand early on what children and young people need, and to put in strategies to support as soon as possible

The Graduated Approach

The Graduated Approach expects settings and schools to make full use of all their resources and expertise before accessing increasingly personalised support. By continually monitoring all children, settings and schools can decide on the most appropriate level of support for all children, including those with SEND.



The Graduated Approach

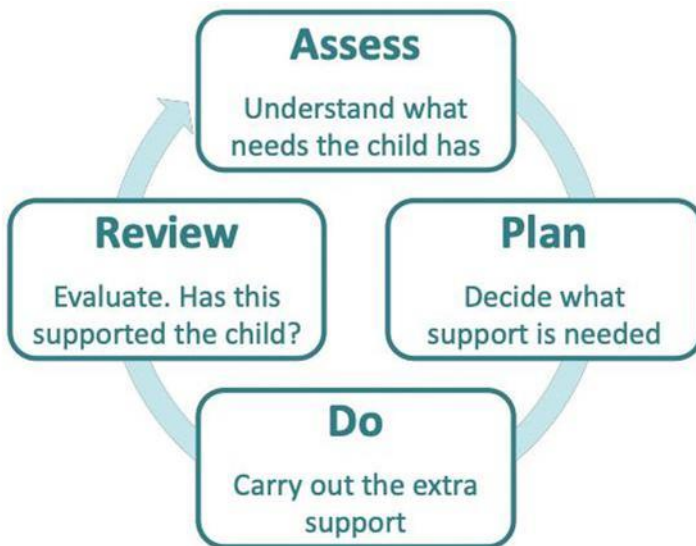


Universal Support – Inclusive Quality First Teaching

For most children, settings and schools are able to support their needs through adjustments made to the quality first teaching. The image below gives an example of the **reasonable adjustments** setting and schools can make to ensure children are appropriately supported.

Targeted SEND Support

For some children, they might need a bit more support to meet their needs. If a child or young person has identified needs, settings and schools should go through a process called **The Graduated Approach**. The Graduated Approach involves a four-stage process:



Examples of support at this level:

- Small group support
- Targeted booster classes
- Adult or structured support during unstructured times

What is an outcome?

An outcome is a description of what a child or young person will be able to do at a specific point of time in the future. They are person centred and, as per the SEND Code of Practice, reviewed at least three times a year. Reviews typically take place during usual parent's evenings, although other arrangements may also be in place.

All settings and schools will have their own **Assess, Plan, Do, Review** format to record your child's progress being made towards their short-term outcomes. Short-term outcomes are typically reviewed within 6 weeks of being in place, where consideration is given as to whether your child has achieved, partially achieved, or not achieved their desired outcomes.

In addition to their **SEN information report** on the school website, most schools produce a **provision map** which sets what quality first, targeted and personalised provision is available.

Where children are not making expected progress towards their outcomes and the gap is widening between them and their peers, they may receive more targeted and personalised support.

Personalised SEND Support

For a small number of children, settings and schools may have gone through a number of cycles of the Assess, Plan, Do, Review process and have found that a child or young person still needs more support. In this situation, more personalised SEND support might be needed. In this situation, a setting or school may seek advice from **external agencies**.

In Milton Keynes, where a setting or school needs external agency involvement, it is likely that they would create a **‘SEN Support Plan’** and will involve you and your child in its development. Where external professionals are involved with supporting your child, the professionals will work in collaboration with settings and schools to coordinate their support.

My child needs 1:1 support. What do I do? If you feel your child needs more support in their setting or school than they are currently receiving, please talk to your SENCo about concerns you have in the first instance. Evidence suggests that having 1:1 support is often not the most effective approach, as children and young people can become over reliant. Research has found that children progress well using evidence based interventions and targeted strategies, as opposed to consistent 1-1 support.

Setting and School Funding

For settings, where a child has a SEN Support Plan in place, SENCos can discuss additional **Inclusion Grant Funding** with the MKCC

Inclusion Specialist Teaching Team who would also be involved with supporting the setting of outcomes and reviewing the progress made. Where eligible to apply, settings may also discuss with you other sources of funding such as **Disability Access Funding (DAF)**.

In Milton Keynes all schools receive additional funding to support children with SEND; this is called a **SEN Notional Budget**. Using this budget schools are expected to provide up to the first 12.85 hours of support; the amount given will be dependent on your child’s needs and may include small group support and group interventions. This budget is for pupils requiring more targeted or personalised provision.

Where a SEN Support Plan is in place, some schools may also be able to discuss additional **top-up funding** with the MKCC Inclusion Specialist Teaching Team.

Education Health and Care Plans

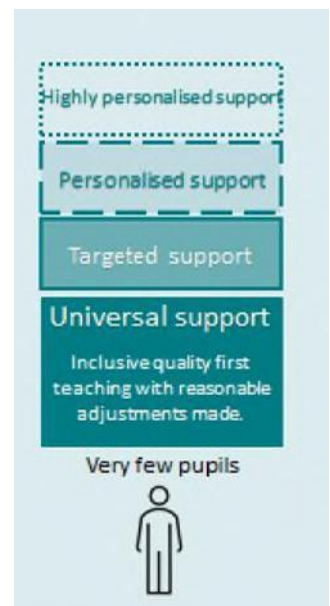
Where it has been identified that a child is not making progress and the gap between them and their peers is significant, the child or young person may be considered to have needs that are **complex** and **long-term**. At this stage, the child will typically have a SEN Support Plan in place and will likely have had several cycles of the ‘**Assess, Plan, Do, Review**’ process.

At this stage, the SENCo may discuss with you if an **Education, Health and Care Needs Assessment** may be supportive. Where agreed, this assessment may lead to an **Education Health Care Plan (EHCP)**. This is a legal document which outlines what support a child or young person needs, to achieve their desired outcomes and aspirations.

Parents or Carers, the setting, school or educational provider can, **at any point** in the Graduated Approach, request an Education, Health and Care Needs Assessment.

In schools, where an EHCP is in place, funding may be agreed that is beyond the 12.85 hours of support ordinarily provided.

*3.3% of all pupils in schools in England have an EHCP
A further 12.1% of all pupils have SEN support, without an EHCP*
(Department for Education, 2020)



Where else can I access information about SEND support?

For further information regarding SEND support and MK Services, please visit our [Education and SEND](#) information on the Local Offer.

Where else can I access information about Education, Health and Care Plans?

For further information on the EHCP assessment process, please visit our Local Offer page focusing on [Education, Health and Care Plans](#).

Common Questions

For any questions you may have about your child, we advise you speak to your child's Setting or School SENCo. You may also wish to contact MKCC SEND Support Line on **01908 657825**.

How does a setting or school identify that a child needs support?

Settings and schools try to identify this as soon as possible, through regular monitoring and assessment of children through the Assess, Plan, Do, Review Process, as set out in their SEND information report.

How long does it take for my child's setting or school to put support in place?

Once a setting or school has identified that a child may need extra support, they can begin the Assess, Plan, Do, Review Process as soon as possible. One cycle of Assess, Plan, Do, Review tends to take six weeks.

Does my child need to have a diagnosis to get support?

No. Settings and schools provide support to children and young people regardless of whether they have a diagnosis or not. It is up to you and your child as to whether you would like to pursue an assessment for a diagnosis, depending on your child's presenting needs. Any additional support required for children and young people in Milton Keynes is provided on an individual needs led basis, a diagnosis is not required for external agency support or for an EHC needs assessment.

My child has an EHCP, will they go to special school?

Most children and young people with an EHCP are supported in their local mainstream school. In the majority of cases, when a child/young person has a new EHCP, it is anticipated that the current mainstream school will continue to meet the child's/young person's needs using the EHCP. If you feel that your child may need more specialist provision, please speak to your child's setting/school SENCo in the first instance.

My child has an autism diagnosis and/or SEND; does this mean they need an EHCP?

Where a child has a diagnosis of autism and/or SEND this does not necessarily mean they will need an EHCP. The majority of children with SEND make progress with high quality teaching, reasonable adjustments and targeted interventions carefully planned to meet their needs. If a child is not making the expected progress following the Assess, Plan, Do, Review process over time and they require ongoing personalised provision due to their complex and long-term needs, it may be helpful to request an assessment for an EHCP. The setting or school SENCo should support and guide these decisions with you.

Common Questions

If my child needs extra support, will it always be there?

Support will be provided as long as it is necessary for your child to make progress. If your child has shown to make progress, it might be that they no longer require extra support. You and your child will be involved in these discussions.

My child has personalised support in primary school; will they need an EHCP to get the same support in secondary school?

Primary and secondary SENCOs discuss children with SEND needs that are due to move up to secondary school at the earliest point possible prior to the new academic year. During the discussion the SENCOs share the required support and provision to meet your child's needs. Secondary school provision may look and feel different to the provision that may have been provided in primary school. However, provision will be designed to support your child's growing independence based on their needs, as identified by the primary school and through conversations with parents and carers. If you have any concerns about your child's transition from primary to secondary school please speak to the school SENCO.

I have been in contact with my setting/school but I still don't feel my child is getting the right support. What should I do?

You may wish to contact Milton Keynes SEND Information Advice and Support Service (SENDIAS) who offer confidential and impartial information, advice and support. Another place to seek support and guidance is by contacting the MKCC SEND Support Line, to talk about your concerns. This support is available for children and young people with and without an EHCP.

Further Information



Carers MK are dedicated to supporting the wellbeing of unpaid family carers in Milton Keynes.

T: 01908-231703 | E: mail@carersmiltonkeynes.org



The Milton Keynes SEND Local Offer: The place to find local services for children and young people with special educational needs and disability.

For all the latest information and support regarding children and young people with SEND, join us on Facebook: www.facebook.com/mksend



The MKCC Inclusion Specialist Teaching Team is a part of the wider MKCC SEND Team. The team supports children and young people in settings and schools from the early years – 25. The Specialist Teachers and Inclusion Practitioners offer packages of support to settings and schools which may also include training and modelling strategies. The MKCC SEND Team also offer a range of parent programmes.

The MKCC SEND Support Line is open Monday to Friday term time 9.30 - 3.30 and during the school holiday period 9.00 – 12.00. For parents, carers and professionals to seek information and signposting for children and young people with SEND: **01908 657825** or email the team on: SENDSupport@milton-keynes.gov.uk



Milton Keynes SEND Information, Advice & Support Service (SEND IAS): Are a statutory service offering confidential and impartial information, advice and support to children, young people (0-25) with special educational needs and/or disabilities, as well as their parents/carers. Support is available to families living in Milton Keynes.

SENDIAS supports with The Graduated Approach and SEN support, the needs assessment and EHC plan processes, SEND tribunal appeals, school exclusions and disability discrimination issues.

T: 01908-254518 (weekdays 9.30 – 4.30) | E: contact@mksendias.org.uk | F: www.facebook.com/MKSENDIAS



Parents and Carers Alliance

PACA MK is an independent and voluntary group of parents and carers of children and young people with disabilities or additional needs.

T: 01908-257828, 07852 526057 | E: pacamk@gmail.com

With special thanks to all that have been involved in the co-production of this document:

- Parents and Carers of Milton Keynes
- Carers MK
- MKC Improvement Partners
- The MK Inclusion Board
- MK SEND Team
- MK Sensory-ICT Team
- PACA MK
- SENCos and leaders of settings and schools in Milton Keynes and MK College
- SENDIAS