



SEND Identification and Graduated Approach

Working together to support every child to reach their potential

"Treat others and you would like to be treated" Matthew 7:12

1



Early identification of need

A concern about a child's learning, development, behaviour, emotional wellbeing or progress may be raised by a teacher, parent/carer, the pupil themselves or another member of staff. Listen to and value the views, experiences and aspirations of the pupil and their parent/carer from the outset.

Our aim

To identify need early, remove barriers to learning and put effective support in place so that all pupils can thrive.



2



Check inclusive, high-quality teaching

Ensure high-quality, inclusive teaching, our ordinarily available provision and reasonable adjustments are in place. Consider the learning environment, curriculum, resources and differentiation. The class/subject teacher remains responsible for the pupil's progress, supported by the SENCO where appropriate.

Ordinarily available provision

Includes high-quality teaching, adaptations, reasonable adjustments and targeted support that is available for all pupils.



3



Gather information and assess needs

Assess the pupil's strengths, needs, barriers to learning and progress. Gather information from the pupil, parent/carer, school records and, where appropriate, assessments and input from other staff. Involve the SENCO as appropriate.

Working together

We work in partnership with parents/carers, pupils and relevant staff to ensure a shared understanding of need and the best way to support the pupil.



The Graduated Approach

A cycle of Assess – Plan (IPM) – Do – Review

4

ASSESS



Identify the pupil's needs, set clear outcomes and agree the support required with the pupil and parent/carer. Decide what provision, interventions and reasonable adjustments are needed, who will deliver them and when progress will be reviewed.

5

PLAN – IPM

(Individual Provision Map)

Agree measurable outcomes, provision and support, including any reasonable adjustments. Record this on an IPM. Share with all relevant staff, the pupil and parent/carer.

6

DO



Implement the agreed support and provision. The class/subject teacher remains responsible for daily support and progress, supported by the SENCO and other relevant staff. Ensure the pupil's voice continues to be heard.

7

REVIEW



Evaluate progress towards outcomes with the pupil and parent/carer. Consider the impact of the support and whether barriers to learning have been reduced.

Does the pupil still have significant needs or barriers to learning?



No – progress is good

- Continue with the agreed provision and inclusive teaching.
- Adjust or reduce support as appropriate.
- Continue to monitor progress and ensure the pupil and parent/carer can raise any further concerns.
- Remove the pupil from the SEN register when they no longer require SEN support.



Yes – needs remain significant

- Consider increasing the intensity or specialist nature of the support.
- Seek advice from internal or external specialists (e.g. EP, SALT, OT, Physiotherapy, CAMHS, Specialist Teaching Service).
- Continue to involve the pupil and parent/carer in all decisions.
- Explore whether an application for Top Up Funding (Herefordshire) is appropriate, or whether an Education, Health and Care (EHC) needs assessment should be requested.



Top Up Funding (Herefordshire)

Before requesting an EHC needs assessment, we can apply to the local authority for Top Up Funding to meet significant needs where an EHCP is not appropriate at this time.

- Complete the Top Up Funding application with evidence of need (including IPMs, assessment information and specialist advice).
- If agreed, additional funding will be provided to support provision without the need for an EHCP.
- Continue to monitor, review and update the IPM as required.



Request an EHC needs assessment

If, despite relevant and purposeful action (including high-quality SEN support, IPMs and/or Top Up Funding), the pupil's needs remain significant and long-term, the school, parent/carer or young person can request an EHC needs assessment from Herefordshire Council.

- Provide evidence of the graduated approach, IPMs, assessments and specialist advice.
- The local authority will decide whether to carry out an assessment.
- There is no requirement to complete a fixed number of cycles before making a request.

9



Seek external or specialist advice

Where appropriate, seek advice and support from external agencies (e.g. Educational Psychologist, SALT, OT, Physiotherapy, CAMHS, Specialist Teaching Service). Involve the pupil and parent/carer, obtain consent where required. An external referral is not a prerequisite for SEN support.

10



Education, Health and Care Plan (EHCP)

If an EHCP is issued, we will:

- Deliver the provision set out in the plan.
- Continue to work in partnership with the pupil and parent/carer.
- Monitor progress towards outcomes.
- Contribute to and attend the annual review.
- Make any necessary changes to provision in line with the plan.



Continue or step down

Continue with provision as necessary. When outcomes are met and the pupil no longer requires SEN support, remove from the SEN register. Ensure a smooth transition to the next stage of education or adulthood.