**The ‘graduated approach’ for Special Educational Needs (SEN)**

Children and young people with **special educational needs** **(SEN)** have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. They may need extra or different help from that normally available. The broad categories of special educational needs are: communication and interaction; cognition and learning; social emotional and mental health; sensory and/or physical needs. Many children and young people (about one in five) will have SEN at some time during their education.

The current **SEND Code of Practice**: **0 to 25 years** identifies a **graduated approach** which recognises that children and young people learn in different ways, and can have different kinds and levels of SEN. A child or young person’s SEN should be addressed as soon as possible through early intervention, high quality teaching and SEN provision. Education, health, social care and other services should work closely together to meet a child or young person’s needs. Government-funded schools must publish their **SEN Policy** and **SEN Information Report** on their websites, which set out how they will meet the needs of children and young people with different types of SEN.

**SEN Support** is when a child or young person with SEN accesses help from their educational setting that is extra or different to that given to most other children. Their special educational needs are assessed, desired outcomes identified for them, and a support plan, which includes SEN provision, is put in place. The plan is reviewed after an agreed period of time to check progress and see if any changes need to be made. Children and their parents, and young people, should be fully involved in this process and their views taken into account.

The educational setting may ask for advice or support from external support services and will seek the consent of parents or young people for this to happen. Educational settings are funded to meet the needs of their pupils with SEND, but can also ask the Local Authority for extra funding, known as **‘high needs top-up funding’**,to meet a child or young person’s needs, when this may be necessary.

The needs of most children and young people with SEN can be met with high quality teaching and SEN Support. If a child or young person has very high levels of need and does not make expected progress over a period of time, the educational setting, parents or young person may consider asking the local authority to carry out an **EHC (Education, Health and Care) needs assessment**. In making their decision, the Local Authority will ask for evidence about the steps that have been taken by the setting and why the child or young person needs more support than the setting can normally provide.

The local authority must conduct an EHC needs assessment when it considers that it may be necessary for special educational provision to be made for the child or young person through an **Education Health and Care** (**EHC) Plan**. The EHC Plan is a legal document that details the child or young person’s SEN and the education, health and social care provision required.

| **THE ‘GRADUATED APPROACH’ FOR SPECIAL EDUCATIONAL NEEDS (SEN)** | | |
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| **PROCESS** | **WHAT HAPPENS** | **WHAT PARENTS CAN DO** |
| **Identification of possible Special Educational Needs** | Concerns are raised about a child’s progress. A child has special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. | Provide information on your child and work in partnership with the professionals involved. You can look at a school’s **SEN Policy** and their **SEN Information Report** on their website. |
| **Assessment** | Assessments are made to look at a child’s strengths, needs and progress. | Keep records of all information received or sent. |
| **Differentiation of the curriculum** | The teacher makes changes to how the curriculum is presented; taking into account a child’s learning needs. | Share information on what may help your child. Find out how the curriculum will be differentiated. Check progress |
| **SEN Support** | The educational setting provides help that is extra or different to that usually provided, using the model:  **Assess, Plan, Do, Review**  Parents should be informed about what help will be given, who will provide it, short term targets, desired outcomes, review arrangements and how parents can help.  The educational setting may ask for advice from external support services. They will ask for your consent for this to happen. They may ask the Local Authority for **Higher Needs** **Top-up funding** to meet your child’s needs. | Monitor progress with the teacher or **Special Educational Needs Coordinator (SENCO**). A SENCO is a qualified teacher who has responsibility for coordinating SEN provision.  Keep records of all information received or sent. Check how targets will be monitored. Support your child at home. Work in partnership with the professionals involved and discuss any concerns.  Check whether your child needs an **EHA (Early Help Assessment)**. This is a process of assessing a child’s strengths and needs and coordinating support available to the child and their family. |
| **Request for an Education, Health and Care needs assessment -** A detailed assessment of a child’s strengths and needs. Can be requested by a school or a parent if a child does not make expected progress over a period of time, despite relevant and purposeful action being taken to identify, assess and meet the child’s needs. | The Local Authority decides whether to go ahead with an EHC needs assessment based on a wide range of evidence provided by the educational setting, parents and involved professionals about a child’s SEN and what has been done to help the child make progress. | Discuss how to help your child with the professionals involved.  Give your views. Keep records of everything.  You have appeal rights to **SEND (the SEN and Disability Tribunal)** if the Local Authority decides not to carry out a statutory assessment. You would need to consider **mediation** before doing so. |
| **Education, Health and Care needs assessment** | The Local Authority requests advice from the child or young person, parents and involved professionals and decides whether an Education, Health and Care Plan is required.  If the Local Authority decides not to issue a Plan they **must** give the reasons for this decision. | Contribute advice for the statutory assessment.  Give your views. You have appeal rights to SEND if you do not agree with the Local Authority decision. You would need to consider mediation before doing so. |
| **Education, Health and Care Plan** | The Local Authority produces an Education, Health and Care Plan – a legal document which describes a child’s education, health and care needs and the provision they will receive. | Give your views. You have appeal rights to SEND if you do not agree with the contents of the final EHC Plan. You would need to consider mediation before doing so.  The EHC Plan will be reviewed on an annual basis. You can request an earlier review if you are concerned about your child’s progress. Contribute to the review. |