

### CELT Graduated Approach

This policy outlines the process in which all pupils attending a school within CELT are identified as having SEND and how, through a Graduated Approach a pupil receives the support they need. This approach involves formal review processes, agreed methods of assessing and identifying pupils and the use of data where it exists.

#### **What is a Special Educational Need**

SEND Code of Practice 0-25 definition of SEN -

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”*

*“A child of compulsory school age or a young person has a learning difficulty or disability if her or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”*

*“Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.”*

*“Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.”*

#### **Initial Concern**

If there is an initial concern raised about a pupil’s progress the first stage in the CELT Graduated Approach is to look at what adaptive teaching strategies have been used in lesson and whether additional strategies need to be used. A member of the SEND Team may carry out a classroom observation, meet with the pupil and/or parent to discuss difficulties. At this stage, a pupil isn’t added to the Record of Need. There is on-going tracking and monitoring periodically throughout the year as part the school’s assessment and monitoring cycles. An initial concern explores what a pupil finds difficult and what High Quality teaching and learning strategies can be used in the classroom to help a pupil overcome any difficulties they may be facing.

*“Where a pupil is making less progress than expected, the first response to such progress should be high quality teaching targeted at their areas of weakness.”, SEND Code of Practice 0-25.*

#### **CELT Identification Toolkit**

When a pupil has a Pupil Passport and the High-Quality teaching and learning strategies are being implemented in the classroom, but they are still experiencing barriers to learning, further exploration may be necessary. All schools within CELT use the following screening tools to aide in identifying the barrier to learning across the four broad areas of need which are - Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Sensory &/or Physical. CELT use the following tools -

Cognition and Learning -

- York Assessment for Reading and Comprehension, Phonological Assessment Battery, British Picture Vocabulary Scale
- Lucid Rapid, CoPS & LASS Dyslexia screener
- GL Assessment Dyscalculia screener

Communication and Interaction -

- Wellcomm (Primary only)
- ICAN Progression Tools

- Autism Education Trust Framework

Social, Emotional and Mental Health

- Boxall Profile

Sensory &/or Physical

- Sensory Toolkit
- Pre-Occupational Therapy Referral Framework

*“All schools should have a clear approach to identifying and responding to SEN”, SEND Code of Practice 0-25.*

### **CELT SEND Support Plans**

Following the use of the appropriate screening tools the SENDCo may deem it necessary to produce and implement a CELT SEND Support Plan. This plan will outline specifically what additional or different support is needed to address a barrier to learning. It is at this stage a pupil is added to the Record of Need as SEN Support and parents will be informed. The pupil’s CELT SEND Support Plan will follow a four-part cycle of Assess, Plan, Do Review where earlier actions are revisited, refined and revised. Parents and pupils will be invited to contribute during the formation of the CELT SEND Support Plan and during the review process. CELT SEND Support Plans will be reviewed at least on a termly basis.

### **CELT Pupil Panel**

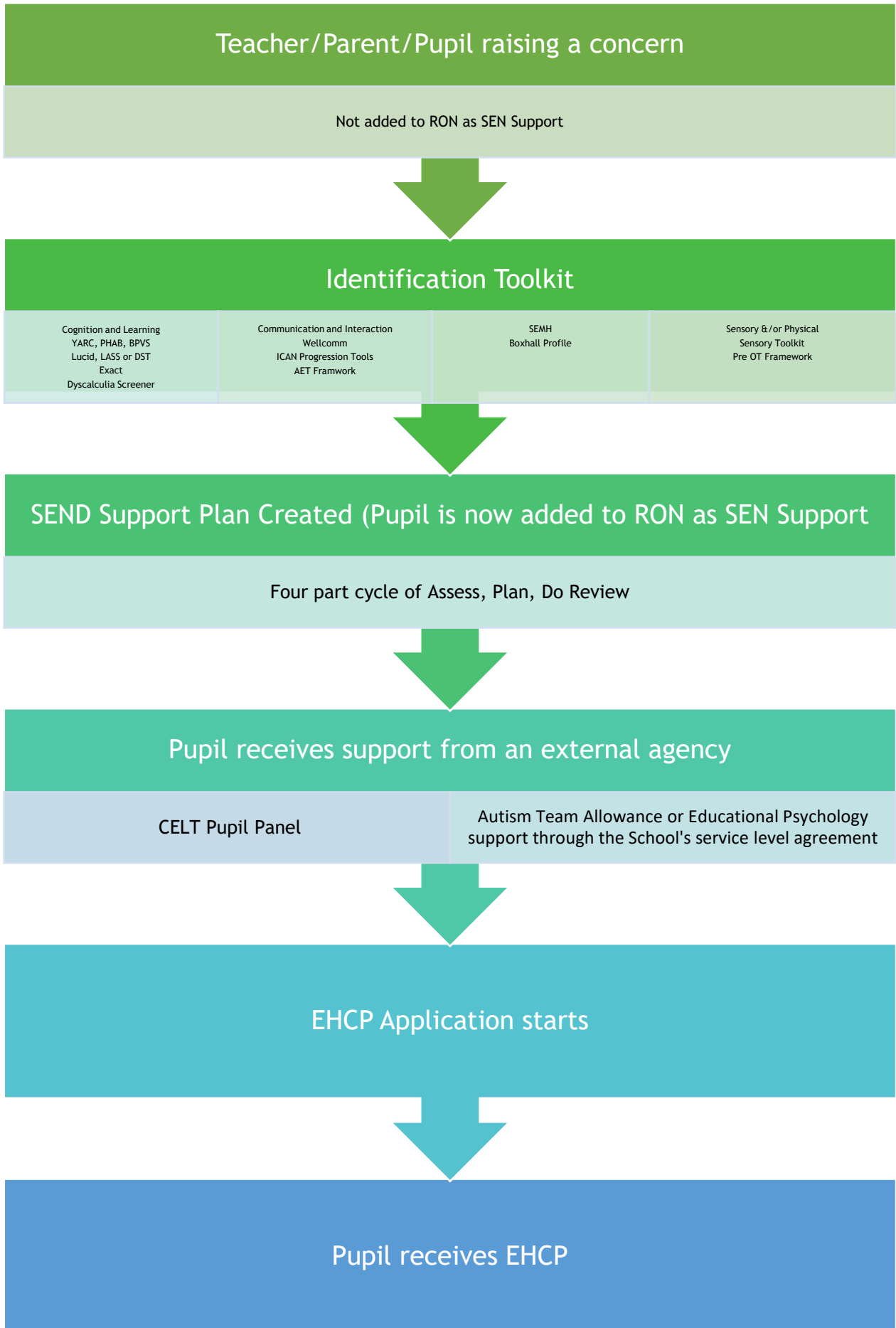
Where a pupil has been through a cycle of Assess, Plan, Do Review using the CELT SEND Support Plan but the pupil is still experiencing barriers to learning a SENDCo, with consent from parents, can make a referral to a monthly CELT Pupil Panel. The panel is made up of SENDCo’s from within CELT as well as external professionals from the Educational Psychology Service, Autism Team, Cognition and Learning, Speech and Language and Occupational Therapy. The purpose of the CELT Pupil Panel meeting is to seek external advice with the intention of forming a new CELT SEND Support plan. CELT Pupil Panel meetings will be held on a monthly basis and referrals going through to the panel meeting will be prioritised in order of need. There is limited capacity on how many pupils can be raised at each panel meeting. SENDCos may also use external agencies such as The ASD team or an Educational Psychologist through their school’s allowance or service level agreement.

*“Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.”, SEND Code of Practice 0-25*

### **Applying for an Education Health and Care Plan**

For a few pupils the SENDCo and parents may decide it is necessary to apply for an Education, Health and Care Plan as the pupil’s need cannot be met at SEN Support level. Having followed a Graduated approach with increasing levels of support the SENDCo, in collaboration with parents and the pupil, will submit an EHCP Needs Assessment request. The SENDCo will use a range of evidence gathered over a period of time to demonstrate that a pupil is need of an Education Health and Care Plan. Once a needs assessment is submitted the Local Authority will decide whether or not to assess for an Education, Health and Care Plan.

*“Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment”, SEND Code of Practice 0-25.*



Teacher/Parent/Pupil raising a concern

Not added to RON as SEN Support

Identification Toolkit

Cognition and Learning  
YARC, PHAB, BPVS  
Lucid, LASS or DST  
Exact  
Dyscalculia Screener

Communication and Interaction  
Wellcomm  
ICAN Progression Tools  
AET Framework

SEMH  
Boxhall Profile

Sensory &/or Physical  
Sensory Toolkit  
Pre OT Framework

SEND Support Plan Created (Pupil is now added to RON as SEN Support)

Four part cycle of Assess, Plan, Do Review

Pupil receives support from an external agency

CELT Pupil Panel

Autism Team Allowance or Educational Psychology support through the School's service level agreement

EHCP Application starts

Pupil receives EHCP