Rotherham's Graduated Response

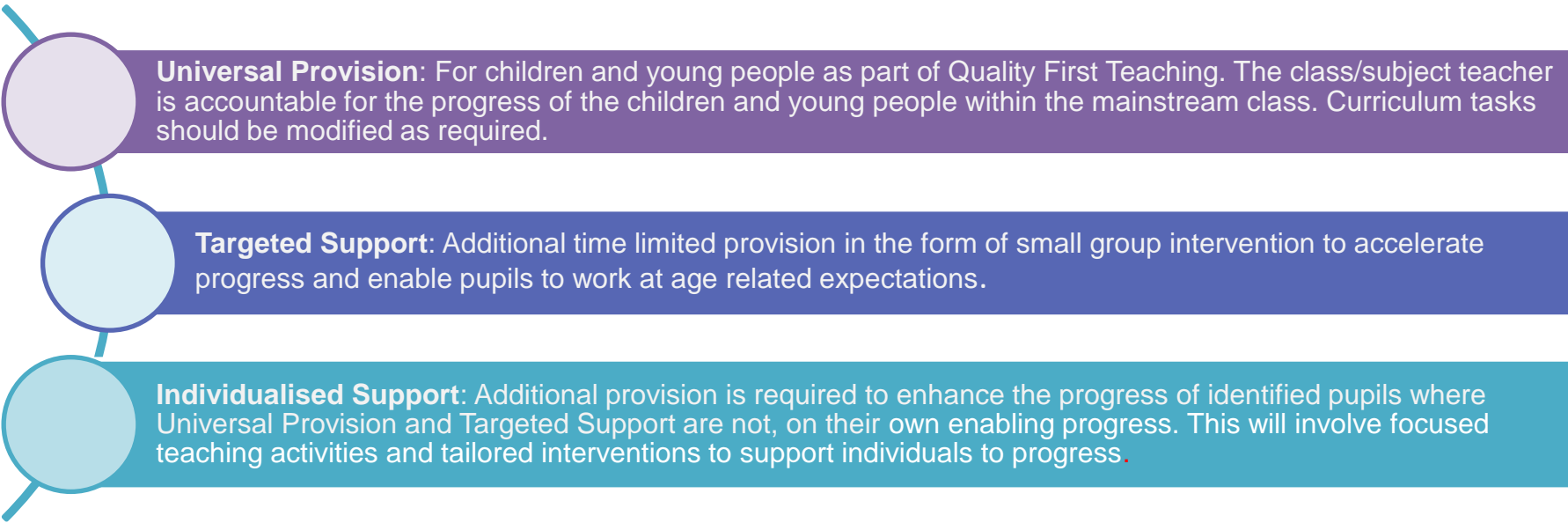Rotherham Metropolitan Borough Council

Contents

Introduction

Aims of this document

Rotherham's graduated response for children and young people with special educational needs and disabilities (SEND) is aimed at all educational providers and settings supporting Rotherham children and young people (CYP) aged 0-25 years. It outlines the provision and support that Rotherham Council expects to be in place in all educational settings which support CYP with SEND, and therefore forms an important part of Rotherham's Local Offer for SEND. It describes some of the support that is available and suggests the types of arrangements that are usually available. This support is based on the needs of the CYP and not reliant on a formal diagnosis. Organisations such as OFSTED, DfE (Department for Education), NASEN (The National Association for SEN) and the Council for Disabled Children can provide further information. It describes how the graduated approach and the 'Assess, Plan, Do and Review' cycle should be operated alongside approaches, strategies and arrangements that should be put in place to support CYP. It provides detailed guidance on how educational settings can identify CYP with different types and levels of need, along with information on appropriate steps and strategies to support them through the areas of:

Universal Provision: For children and young people as part of Quality First Teaching. The class/subject teacher is accountable for the progress of the children and young people within the mainstream class. Curriculum tasks should be modified as required.

Targeted Support: Additional time limited provision in the form of small group intervention to accelerate progress and enable pupils to work at age related expectations.

Individualised Support: Additional provision is required to enhance the progress of identified pupils where Universal Provision and Targeted Support are not, on their own enabling progress. This will involve focused teaching activities and tailored interventions to support individuals to progress.

Working Together

We all have a responsibility under section 19 of the Children and Families Act 2014, SEND Code of Practice, and in considering Ofsted requirements, to cultivate relationships that reflect a positive and respectful culture and to be pro-active about embedding the values of diversity, inclusion and co-production within our systems and processes. Co-production is a particular and empowering way of working, unique to the context of each school, setting, provider or service. It requires careful nurturing, starting with the idea that in an organisation no one group or person is more important than any other group or person. Everyone has skills to bring and so we must endeavour together to ensure that all constituent parts of the community are represented. In this way co-production strengthens organisations, bringing together diverse groups of people, from senior leaders and practitioners to people who use services, parent carers and families, CYP.

The Four Cornerstones Approach to Co-Production

In Rotherham, we have developed The Rotherham Charter, known more widely as The Four Cornerstones, which we believe are essential for ensuring that good practice in equal partnership working with CYP, parents and carers happens meaningfully. These are:

We recognise that when these principles are integrated into practice trust is affirmed and progress in realising the best outcomes for CYP is made. Without trust, systems, partnerships, organisations and families cannot work together effectively and meaningful partnership work is rarely achieved.

The Four Cornerstones approach can support schools, settings and services across Education, Health and Social Care to strengthen inclusive practice, emotional health and wellbeing within their ethos and culture. We can think about how we can make processes more child and young person friendly, for example by considering the way we structure meetings.

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Wellbeing

Good wellbeing is essential for cultivating a mentally healthy school or setting, for retaining and motivating staff and for promoting the wellbeing of CYP. Wellbeing needs to be promoted at an organisational level with the school or setting's leadership team modelling and building a culture of trust where staff feel valued, can be open about their health and wellbeing and know how to access support if they need it. A school or setting's caring ethos and environment will have an impact on the wellbeing of its staff, CYP. The Department for Education recognises that CYP should be taught about Wellbeing as part of the curriculum: Teaching about mental wellbeing.

The following good practice can promote staff wellbeing:
- A supportive ethos that promotes wellbeing awareness, including a policy specific to wellbeing and wellbeing champions.
- A commitment to building positive relationships between staff, parents, CYP.
- Encouraging a work-life balance and social events to encourage team support.
- Showing appreciation by celebrating achievements of others.
- Support systems in place for supervision and mentorship such as peer support, a buddy system and group problem solving such as 'Solution Circles'.
- Consultations with local specialist support services to gain support with training needs and issues of concern.
- Encourage individuals to use the NHS wellbeing planning tool to reflect on and actively manage wellbeing.

The 'Five Ways to Wellbeing Approach' provides a framework for looking after ourselves
It encourages us to:
- Connect and build relationships with others.
- Be active and engage in regular exercise.
- Keep learning new skills.
- 'Give', be kind and help others.
- Take notice and spend time appreciating the world around us.

Useful Links for Wellbeing:

Mind: Five ways to wellbeing

Anna Freud National Centre for Children and Families: Looking after each other and: Supporting staff wellbeing in schools

Action for Happiness: 10 keys to happier living

Education Support, UK charity dedicated to Education wellbeing support: Education Support Partnership

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Structure and framework

This graduated response document is to support schools and education settings but must be used alongside the statutory guidance set out in the [Special Educational Needs and Disability](#) (SEND) Code of Practice: 0-25 years (DfE January 2015). This provides the structure and framework for the identification, assessment of SEND.

Quality First Teaching

[Quality First Teaching](#) (QFT) means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing a child's progress. The teacher has the highest possible expectations for all CYP in their class.

What does that look like in practice?

- Highly focused lesson design with sharp objectives.
- High demands around CYP's involvement and engagement with their learning.
- High levels of interaction for all CYP.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for CYP to talk both individually and in groups.
- An expectation that children and young people will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate CYP.

What is inclusive education? (UNICEF)

An education system that includes all CYP, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all CYP at all levels. Inclusive education means all CYP learn together in the same schools. No-one should be excluded. Every child has a right to inclusive education, including CYP with disabilities. It is important because:

- It improves learning for all CYP – both those with and without disabilities.
- It promotes understanding, reduces prejudice and strengthens social integration.
- It ensures that CYP with disabilities are equipped to work and contribute economically and socially to their communities.

What should be considered as a Special Educational Need (SEN)? (CoP: 6:01-6:17)

All CYP are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to: achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

A child or young person has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to CYP of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer CYP will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all CYP. These should seek to identify CYP making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Disabled children and young people (xviii SEND CoP)

Many CYP 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'. This definition provides a relatively low threshold and includes more CYP than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. CYP with such conditions do not necessarily have SEN, but there is a significant overlap between disabled CYP and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Reasonable adjustments

The [Equality Act](#) (2010) makes it clear that settings have a duty to make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory, and settings must look ahead and anticipate what disabled CYP might need and what adjustments might need to be made to prevent any disadvantage. Making reasonable adjustments for the difficulties arising out of additional needs requires schools to be flexible and provide an individualised response based on a sound assessment of the individual needs of each young person.

Early years foundation stage (DfE (2014) Statutory Framework for Early Years Foundation Stage, para 6)

At the heart of practice for all [early years](#) children, including those with SEN and/or disabilities are the four guiding principles for EYFS as follows:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

Principles for all practitioners (CoP: 1:2)

The following principles should be observed by all practitioners working with CYP who have SEN or disabilities:

- The participation of CYP and their parent/carers in decision-making.
- The early identification of CYP's needs and early intervention to support them.
- Greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of CYP with SEN.
- A focus on inclusive practice and removing barriers to learning.
- Successful preparation for adulthood, including independent living and employment.

Funding: How the system works

The Department for Education (DfE) has aligned the way it funds educational settings to provide for CYP with SEND, with the statutory framework that is set out in the SEND Code of Practice (6:95-6:99) that are available to them in their budgets to put in place a range of processes, approaches and provision.

Element 1: An amount of money for each pupil in the school. This is the core budget for each school, used to provide education and support for all pupils in the school including those with SEN and disabilities.

Element 2: The school's notional SEN budget. Every school receives an additional amount of money to enable them to provide special education for CYP with SEND. The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children and students with SEND need special educational provision that comes to less than £6,000. Although colleges do not have a notional SEN budget, they do have additional funding for students with SEN.

Element 3: Top-up funding. An Education, Health and Care assessment 'assesses' individual need. As noted, schools would be expected to make their best endeavours to meet children's needs under the graduated response. Where an assessment of need is made and an agreement to issue an EHCP, there may be need for element 3 top up funding.

Early Years Inclusion Grant: Early Years settings and Foundation Stage One provisions in school can apply for funding to enhance staffing levels to be above Ofsted ratios to be able to meet the needs of children with identified SEND (two or more agencies involved). Early Years providers include: day nursery, pre-schools, children centres, childminders and nurseries (in and out of school).

Early Help

All families go through trying times at some point. [Early Help](#) staff will work with families at these times so that small problems do not get bigger. They work with CYP and families to offer support and advice when it is most needed. They can work with them in their local area, at one of their centres or in the home.

They can help:

- If families are worried about a child's health, development or behaviour.
- A child carer or young person looking to find training or further education.
- A child carer or young person looking for advice on employment or benefits.

They will help if a child or family is, or has been, affected by domestic abuse, drugs, alcohol or crime. They also help if there has been a bereavement which has made things harder. They can provide help in a child's early years. They also support CYP who are missing from school or home and give support when CYP are involved in risky behaviour.

Outcomes

Throughout this document it is important to consider the strategic outcomes of Rotherham Council:

Wellbeing	• All CYP in Rotherham with SEND to enjoy good physical and mental health.
Preparing for Adulthood	• All CYP in Rotherham with SEND are well prepared and supported to exercise choice and control that enable them to enjoy fulfilling lives.
CYP and Parent/Carers Voice	• All CYP in Rotherham with SEND and their families have their voices heard and this makes a difference to their experiences and outcomes.
Whole Child Progress – Promises and Commitment (Attainment)	• All CYP in Rotherham with SEND have positive opportunities to make progress in a person centred way.

People, Policies and Processes

These descriptors set out what can be reasonably expected of schools, early education settings, colleges and sixth forms as they make provision for CYP with SEN from within the delegated budget. The CoP contains additional information.

The role of teachers (CoP: 6:36-6:37)

Teachers are responsible and accountable for the progress and development of the CYP in their class, including CYP access support from teaching assistants or specialist staff.

- High quality teaching, differentiated for individual pupils, is the first step in responding to those who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The role of the Special Educational Needs and Disabilities Coordinator (SENDCo) in early years settings (CoP: 5:52-5:54)

The SENDCo must be a qualified teacher. They should also have the prescribed qualification for SEN Co-ordination or relevant experience. The EYFS framework requires other Early Years providers to have arrangements in place for meeting CYP's SEN. Those in group provision are expected to identify a SENDCo. Childminders are encouraged to identify a person to act as SENDCo and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

The role of the SENDCo involves:
- Ensuring all practitioners in the setting understand their responsibilities to CYP with SEN and the setting's approach to identifying and meeting SEN.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with practitioners or agencies beyond the setting.

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The SENDCo:

- Must be a qualified teacher. They should also have the prescribed qualification for SEN Co-ordination or relevant experience.
- Has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual CYP with SEN, including those who have EHC plans.
- Has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team and should have sufficient time and resources to carry out these functions.
- Has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual CYP with SEN, including those who have EHC plans.
- Provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- Should be aware of the provision in the Local Offer and be able to work with practitioners providing a support role to families to ensure that CYP with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENDCo may include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for CYP with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet CYP's needs effectively.
- Liaising with parents of CYP with SEN.
- Liaising with early years providers, other schools, educational psychologists, health and social care practitioners, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all CYP with SEN up to date.

Shared SENDCos (CoP: 6:84-6:94)

- It may be appropriate for a number of smaller primary schools to share a SENDCo employed to work across the individual schools, where they meet the other requirements set out in this chapter of the Code. Schools can consider this arrangement where it secures sufficient time away from teaching and sufficient administrative support to enable the SENDCo to fulfil the role effectively for the total registered pupil population across all the schools involved.
- Where such a shared approach is taken the SENDCo should not normally have a significant class teaching commitment. Such a shared SENDCO role should not be carried out by a Headteacher at one of the schools.
- Schools should review the effectiveness of such a shared SENDCo role regularly and should not persist with it where there is evidence of a negative impact on the quality of SEN provision, or the progress of CYP with SEN.

Colleges of further education and sixth form colleges (CoP: 7:01-7:06)

The post-16 education and training landscape is very diverse. It encompasses school sixth forms (both mainstream and special schools), sixth form colleges, general further education (FE) colleges, 16-19 academies, special post-16 institutions, and vocational learning and training providers in the private or voluntary sector. The range of available study programmes is broad and includes AS/A-levels, vocational qualifications at all levels, apprenticeships, traineeships, supported internships and bespoke packages of learning.

Statutory duties on post-16 institutions:

- To co-operate with the local authority on arrangements for CYP with SEN.
- To admit a young person if the institution is named in an EHCP unless, following consultation with the institution, the local authority determines that it is unsuitable for the young person's age, ability, aptitude or SEN, or that to place the young person there would be incompatible with the efficient use of resources or the efficient education of others.
- To have regard to the Code of Practice.
- To use their best endeavours to secure the special educational provision that the young person needs. Its purpose is to ensure that providers give the right support to their students with SEN.

Colleges should: (CoP: 7:01-7:06):

- Offer an inclusive approach to learning and teaching, with high quality teaching which is differentiated for individuals. This approach should be embedded in their provision in all subject areas and at all levels, and support the teaching of all students, including those with SEN.
- Be ambitious for young people with SEN, whatever their needs and whatever their level of study.
- Focus on supporting young people so they can progress and reach positive destinations in adult life. These destinations include higher education or further training or employment, independent living (which means having choice and control over the support received), good health and participating in the community.
- Ensure students follow a coherent study programme which provides stretch and progression and enables them to achieve the best possible outcomes in adult life.

Key principles of making best use of Teaching Assistants (© Education Endowment Foundation)

Teaching Assistants:

- Should not be used as an informal teaching resource for low attaining CYP.
- Add value to what teachers do, not replace them.
- Should help CYP develop independent learning skills and manage their own learning.
- Be fully prepared for their role in the classroom.
- Deliver high-quality one-to-one and small group support using structured interventions.
- Should follow evidence-based interventions so that they are supported in their small group and one-to-one instruction.
- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.

SEN information report (CoP 6:79 to 6:83)

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for CYP with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. It is recommended that this document is co-produced with CYP and parent/carers.

Medical needs (CoP: 6:10)

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support CYP with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such CYP. Where CYP also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'.

Rehabilitation

The Commissioning Guidance for Rehabilitation outlines:

- What rehabilitation is, i.e. scope, breadth and depth.
- How to know whether the services that are being commissioned are of good quality.
- How to compare rehabilitation services locally, regionally and nationally.

It makes it clear that good rehabilitation focuses on:

- Good outcomes that are set by the people we treat and driven by their goals.
- Centres on people's needs, not their diagnosis.
- Aims high and includes vocational outcomes.
- Is an active and enabling process – not passive care.
- Relies on interdisciplinary team working.
- Responds to changes in people's needs.
- Integrates specialist and generalist services.
- Requires leadership for transformational change.
- Gives hope

The guidance provides access to a great many resources within its reference list, hyperlinks and comprehensive appendices.

Provision mapping (CoP: 6:76-6:77)

Provision maps:

- Are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.
- Can help SENDCos to maintain an overview of the programmes and interventions used with different groups of CYP and provide a basis for monitoring the levels of intervention.

Provision mapping can be used:

- Strategically to develop special educational provision to match the assessed needs of CYP across the school, and to evaluate the impact of that provision on pupil progress.
- To contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff.
- To help the school to develop the use of interventions that are effective and to remove those that are less so.
- To support schools to improve their core offer for all CYP as the most effective approaches are adopted more widely across the school.

Target setting (CoP: 9:66)

An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART).

Specific: This part of the planning process is about making sure that targets or outcomes are very specific. They should demonstrate small 'next steps' for individuals. They should be written using clear language describing exactly what a child or young person will be able to do or say to be successful.

Measurable: Practitioners should show that CYP are making progress and that identified targets have been achieved. The degree of success is often stated as the number of times a pupil responds successfully out of the total number of times practiced. This may also include a time or frequency factor to decide whether a pupil has been successful.

Achievable: Targets must be achievable, as well as aspirational, through ensuring that they are within the child or young person's ability as identified in ongoing assessments.

Realistic: The outcome must be at the right level for the pupil as well as feasible and manageable within the timeframe. The child or young person should have the potential skills and knowledge to achieve the outcome.

Time-bound: SMART targets or outcomes must always have a specified date by which it is hoped the child or young person will have successfully achieved them and at this point the targets should be reviewed to assess progress.

The engagement model

The [engagement model](#) is an assessment tool to help schools support pupils who are working below the level of the national curriculum and not engaged in subject-specific study. The model recognises that engagement is multi-dimensional and breaks it down into 5 areas that allow teachers to assess:

- How well their pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum.
- How effective the special educational provision is in empowering their pupils to progress against the agreed outcomes in their EHC plans and how effectively pupils are engaging with and making progress against these plans.
- Pupils' achievements and progress across the four areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs).

The engagement model:

- Is a unique method of observation, allowing insight that improves provision for all pupils.
- Uses a pupil-centred approach that focuses on their abilities rather than disabilities.
- Values all sources of knowledge and information provided by those working with the pupil, including teachers, school staff, other professionals and parents or carers.
- Promotes consistency and a common language amongst schools and all those working with the pupil.
- Recognises there is a complex interaction between pupils' physical, sensory, communication and learning disabilities that affects how they progress.

The engagement model does not:

- Provide the curriculum for pupils who are not engaged in subject-specific study.
- Provide the teaching tools and strategies that a school should use for pupils who are not engaged in subject-specific study.
- Replace a school's existing planning, assessment and reporting systems.

Using engagement as the focus of statutory assessment for pupils who are not engaged in subject-specific study helps to ensure that they are developing the right skills and concepts in their physical, social, emotional and cognitive development. This can help them progress on to subject-specific study when they feel confident enough to do so. The school's curriculum will determine whether the pupil is ready to move onto subject specific study.

The engagement model

Exploration
This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it. Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments, for example, a different time of day, a different place or with different people. Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.
Realisation
This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'. Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.
Anticipation
This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see). Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced. Anticipation is important in measuring the pupil's understanding of cause and effect; for example, if they do this, then something will happen. This prepares the brain and helps with the pupil's memory and sequencing.
Persistence
This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement. Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.
Initiation
This shows how much, and the different ways, a pupil investigates a stimulus or activity to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction. Initiation becomes more established when the pupil shows they understand how to create an impact on their environment to achieve a desired outcome. Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.

The areas of engagement: Exploration, realisation, anticipation, persistence and initiation	
How to use the engagement model to assess pupil progress	**Comments (include dates/staff names/location of data as appropriate)**
Setting targets	
What are the pupil's targets across the 4 areas of need?	
Are they realistic and appropriate?	
Have the parents/carers been involved in setting the targets?	
Plan	
Is the pupil's curriculum sufficiently broad and balanced, motivating, personalised and aligned to their learning outcomes and targets?	
What teaching strategies and learning environments need to be put in place to help the pupil meet these targets?	
Working together	
Are the teaching staff working together with a multi-agency team to: ◦ Set targets for the pupil. ◦ Plan their personalised curriculum. ◦ Conduct assessments. ◦ Identify the special needs provision needed to increase pupil engagement and moderate assessment outcomes.	
Are senior leaders supporting target setting and moderation?	
Do you have partnerships with other schools to assist with moderation and continual professional development?	
Observe	
Has a baseline assessment been conducted to identify what the pupil's achievement against the target looks like at the beginning?	
How much is the pupil engaged in achieving the target through each of the 5 areas? What does this look like in different contexts/environments?	
What adaptations have been made to the specialist education provision and how does this affect their engagement?	

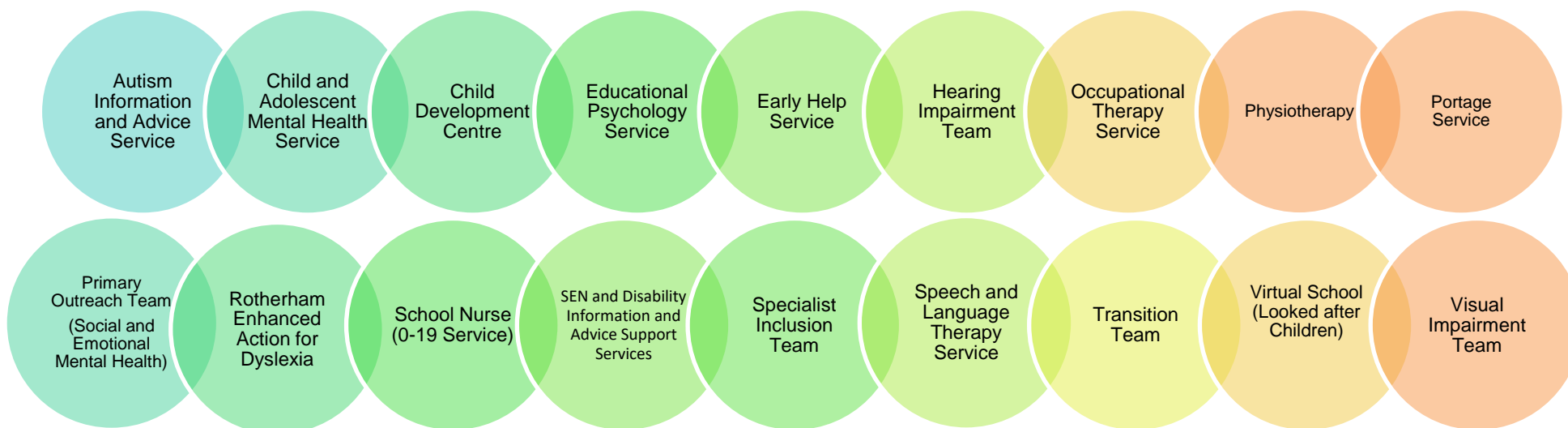| The areas of engagement: Exploration, realisation, anticipation, persistence and initiation	
How to use the engagement model to assess pupil progress	**Comments (include dates/staff names/location of data as appropriate)**
Assess, evaluate and moderate	
How much progress did the pupil make against the target through each of the 5 areas?	
How much support did they need?	
How can the pupil consolidate the learning in different contexts?	
Is the teaching environment suitable?	
Is additional challenge needed?	
Is any special educational provision needed to improve the pupil's engagement?	
Do any changes need to be made to the personalised curriculum and pedagogy for the pupil?	
Along with the school's other assessment systems, how does the assessment information help provide evidence of progress against the target?	

Record keeping (CoP: 6:72-6:74)

- It is for schools to determine their own approach to record keeping in line with the requirements of the [Data Protection Act](#) (2018). This Act is the UK's implementation of the General Data Protection Regulation (GDPR).
- The provision made for CYP with SEN should be recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Ofsted publish more detail about their expectations in their inspection guidelines.
- Schools should particularly record details of additional or different provision made under SEN support. This should form part of regular discussions with parents about their child's progress, expected outcomes from the support and planned next steps.
- Schools should ensure that they have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact.
- Schools use information systems to monitor the progress and development of all CYP. Details of SEN, outcomes, teaching strategies and the involvement of specialists should be recorded as part of this overall approach.
- Schools should readily share this information with parents. It should be provided in a format that is accessible.

External support (CoP: 6:58)

Where a child or young person continues to make less than expected progress, despite evidence based support and interventions that are matched to the individual's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. Rotherham Local Authority recognises the importance of specialist support and this includes:

- Autism Information and Advice Service
- Child and Adolescent Mental Health Service
- Child Development Centre
- Educational Psychology Service
- Early Help Service
- Hearing Impairment Team
- Occupational Therapy Service
- Physiotherapy
- Portage Service
- Primary Outreach Team (Social and Emotional Mental Health)
- Rotherham Enhanced Action for Dyslexia
- School Nurse (0-19 Service)
- SEN and Disability Information and Advice Support Services
- Specialist Inclusion Team
- Speech and Language Therapy Service
- Transition Team
- Virtual School (Looked after Children)
- Visual Impairment Team

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Person centred approach (Summarised from Children and Families Act 2014, Part 3:19)

This is a process of continual listening and learning, focusing on what is important to someone now and in their future, and acting on this. The listening is used to understand a person's capacities and choices. Person centred planning forms a basis for problem solving and negotiation to mobilise the necessary resources to pursue a person's aspirations. When supporting CYP and parents/carers everyone must have regard to:

- Their views, wishes and feelings.
- The importance of them participating as fully as possible in decisions.
- The importance of CYP being provided with the information and support necessary to enable participation in those decisions.
- The need to support them in order to facilitate their development and to help them achieve the best possible educational and other outcomes.

Partnership work with parents/carers

When working with parents/carers it is important to recognise that they will have very different responses to a setting expressing concern about aspects of their child's development, learning and progress. They will respond differently depending on their own emotions, and ways of coping, and members within the same family may respond differently. These feelings may also change on a regular basis. It is important that practitioners are sensitive to this and realise that for parents to express their genuine feelings can take a long time and will only happen in the context of an open, honest and trusting relationship.

Rotherham SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) can offer impartial information, advice and support to a parent or carer for a child or young person up to age 25 with special educational needs or disabilities; a child up to age 16 who has special educational needs or disabilities and a young person aged 16-25 who has special educational needs or disabilities.
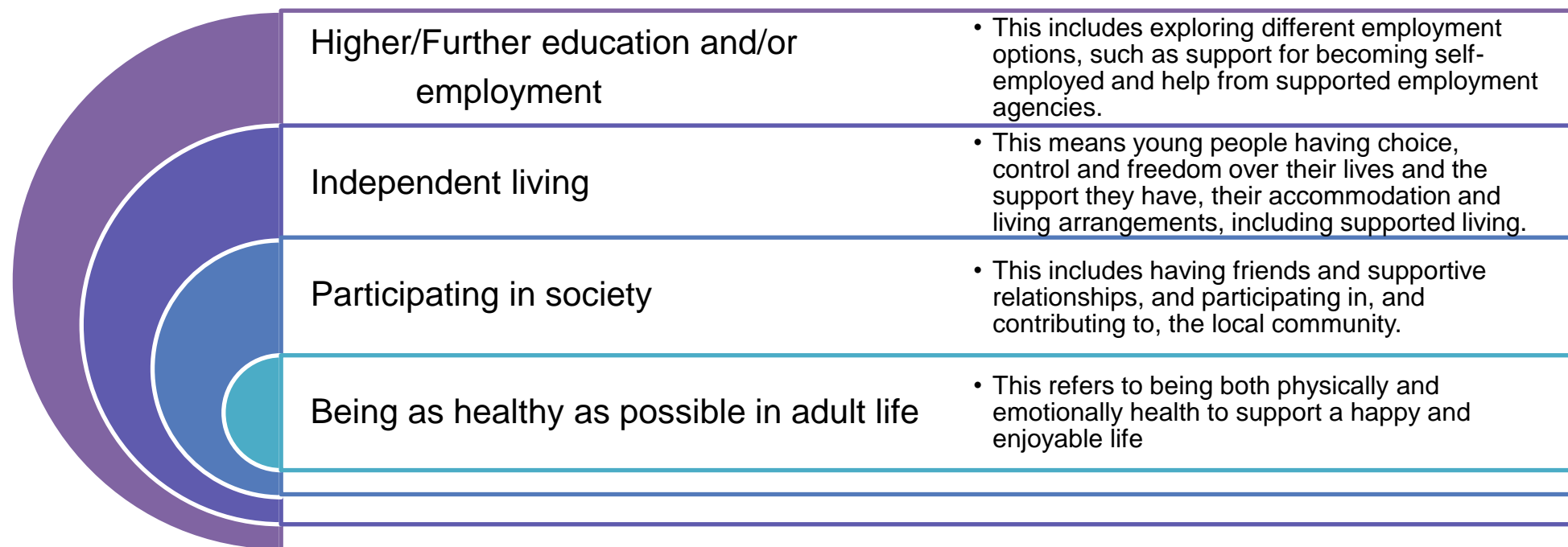
They offer the following services:

- Trained staff and volunteers offering confidential and impartial information, advice and support.
- Information about education, health and social care, voluntary organisations and support groups.
- A range of information leaflets on special educational needs and disability related topics.
- Access to special educational needs and disability information such as books, CDs and videos.
- Training for parents and practitioners.

Preparing for adulthood (Chapter 8)

High aspirations are crucial to success – discussions about longer term goals should start early and ideally well before Year 9 (age 13-14) at school. They should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve. The Preparing for Adulthood Outcomes across the age ranges for CYP with SEND toolkit is a useful starting point.

Being supported towards greater independence and employability can be life transforming for CYP with SEN. This support needs to start early and should centre on the child or young person's own aspirations, interests and needs. All practitioners working with them should share high aspirations and have a good understanding of what support is effective in enabling CYP to achieve their ambitions.

Preparing for adulthood means preparing for:

Higher/Further education and/or employment	• This includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies.
Independent living	• This means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living.
Participating in society	• This includes having friends and supportive relationships, and participating in, and contributing to, the local community.
Being as healthy as possible in adult life	• This refers to being both physically and emotionally health to support a happy and enjoyable life

Assess, Plan, Do and Review

Identifying Children and Young People with SEND

Child or young person is making less than expected progress given their age and individual circumstances.
Concern should be identified from a range of sources, e.g. progress data, observations by key staff, parents/carers, child or assessments.

Quality First Teaching

Review the arrangements already in place to ensure that it is meeting the identified need.

Have any barriers to learning been identified and addressed?

Check the data and impact of any targeted intervention that is already in place.

Review the assessment data to identify strengths and check where the gaps in learning are. Is this information used to inform the planning of adaptive teaching (quality first teaching)?

Gather information and share views with family. The child or young person should be involved in this discussion where appropriate.

Time limited, targeted interventions focussing on key areas of concern.

Following adjustments and interventions is there limited or no progress?
Do concerns remain?
Pupil is likely to have SEN and will require further assessments.

Involve outside agencies, e.g. EPS, SI Team and SaLT.

Continue with Assess/Plan/Review/Do cycle until progress is achieved.

Graduated response

Universal Provision

- Quality First Teaching
- Reasonable Adjustments
- High Expectations
- Impact on Progress
- Scaffolding of Tasks
- Early Identification

Targeted Support

- Assess, Plan, Review and Do
- Small Group Intervention
- Different and Additional

Specialist Support

- Specialist Advice

Wellbeing

Voice

Whole Child Progress

Preparation for Adulthood

To enable settings across Rotherham to support children and young people with Special Educational Needs to ensure that they reach their full potential.

Graduated response cycle

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person's needs and of what supports the individual in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of CYP (6:44 CoP).

Assess - A clear analysis is made of needs based on:

- Views of the pupil and their parents/carers
- Teacher assessments and observations
- Pupil's current attainment
- Pupil's previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate

Plan - Following assessment, the teacher, SENDCo, parent/carers and pupil agree on a plan of action to include:

- Time limited outcomes for the pupil
- The adjustments, support and interventions to be put in place
- A date for review

All planning must be pupil centred and outcomes focused and recorded.

Assess — Plan — Do — Review — Child or YP

Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:
- Scaffolding and personalising the curriculum
- Delivery of 'additional and different' provision for a pupil with SEN
- Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff linking interventions to classroom teaching
- The SENDCo supports teachers in the effective implementation of the provision.

Review - The quality, effectiveness and impact of provision is evaluated by the review date.

- This includes sharing information with the pupil and parent/carers and seeking their views.
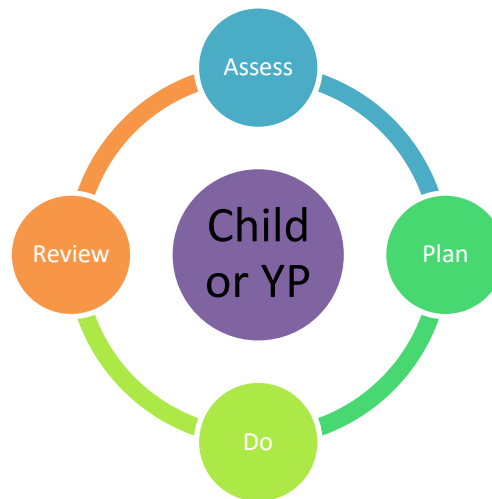
If the pupil still has SEN following intervention, then the cycle begins again using the information gained from the review as the starting point. Ensure that the support in place is adapted to meet their needs and it becomes more personalised and targeted as required with input from the appropriate services.

At all times provision starts with Quality First Teaching.
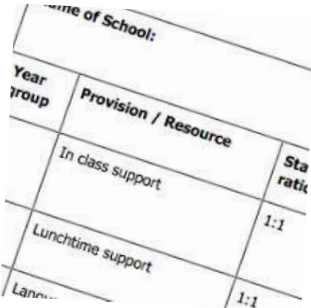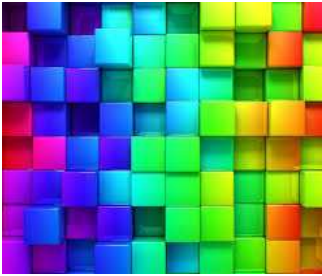
Graduated Response (Taken from SEND CoP)	Comments (include dates/staff names/location of data as appropriate)
Assess	
The class or subject teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour.	
The class or subject teacher, working with the SENDCo, should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.	
Take seriously any concerns raised by a parent/carer. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.	
This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.	
Monitor the way in which a pupil responds to an intervention as this can be the most reliable method of developing a more accurate picture of need.	
In some cases, outside practitioners from health or social services may already be involved with the pupil. These practitioners should liaise with the school to help inform the assessments. Where practitioners are not already working with school staff the SENDCo should contact them if the parents agree.	
Pupil (where appropriate) and parents/carers given the information and the contact details for SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service).	

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Graduated Response (Taken from SEND CoP)	Comments (include dates/staff names/location of data as appropriate)
Plan	
Parents/carers formally notified where it is decided to provide a pupil with SEN support.	
The teacher and the SENDCo should agree in consultation with the parent/carer and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour along with a clear date for review.	
All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.	
The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with the appropriate skills and knowledge.	
Parents/carers should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.	

Graduated Response (Taken from SEND CoP)	Comments (include dates/staff names/location of data as appropriate)
Do	
The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.	
The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs.	
The class or subject teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.	
Parents carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.	

Graduated Response (Taken from SEND CoP)	Comments (include dates/staff names/location of data/record of meetings as appropriate)
Review The class or subject teacher should remain responsible for working with the pupil daily. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.	
The class or subject teacher should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.	
The SENDCo should support the class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.	

Resources to support the graduated response

Care and Support for Deafblind Children and Adults Policy Guidance	**Equality Act (2010)**	**High needs funding: Operational guide**	**Safeguarding (Multi-Agency Threshold Descriptors)**
Preparing for Adulthood	**Provision Mapping**	**SENDCo Induction Pack**	**SEND Code of Practice 0-25**

NB: Click on the images to link to the document.

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Key contacts

Aspire Primary SEMH Outreach Team: Outreach@rotherhamaspire.org

Educational Health and Care Assessment Team: ASSENT@rotherham.gov.uk

Educational Psychology Service: EPS@rotherham.gov.uk

Hearing Impairment Team: Hearingimpairmentteam@rotherham.gov.uk

Specialist Inclusion Team: InclusionSupportServices@rotherham.gov.uk

Visual Impairment Team: VisualImpairmentTeam@rotherham.gov.uk