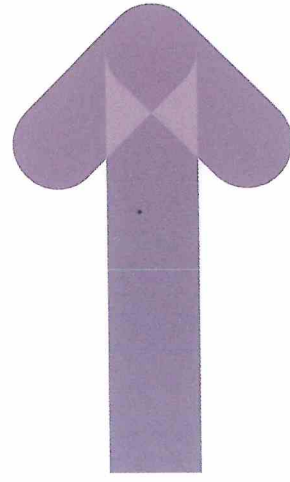
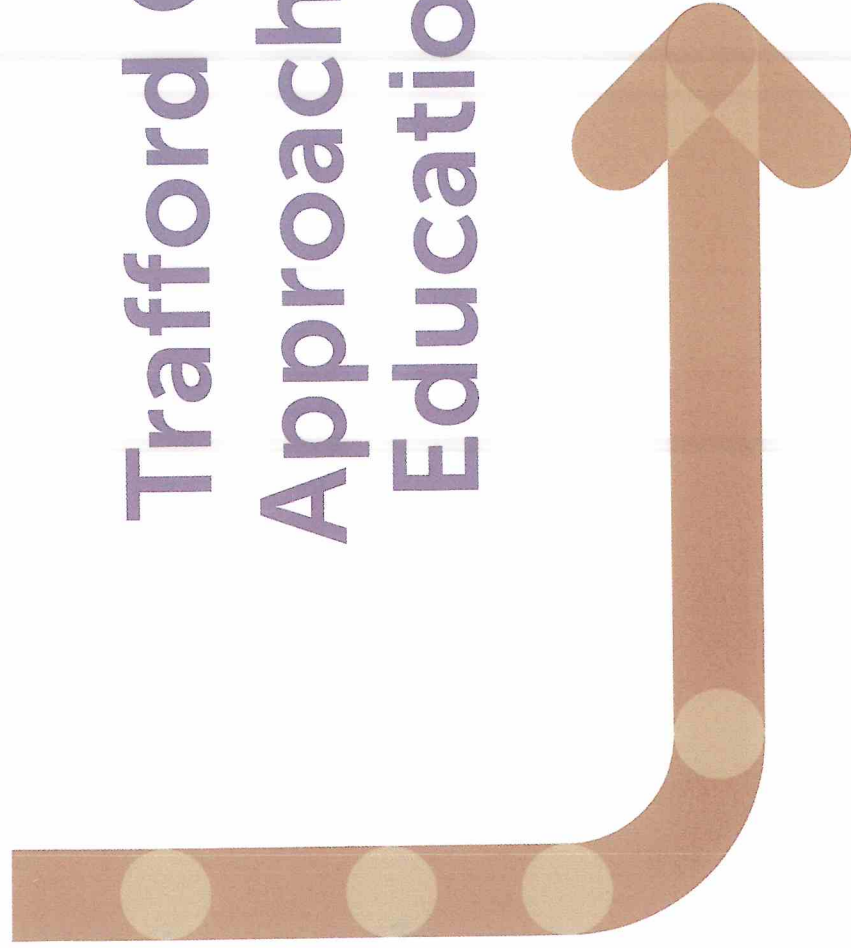
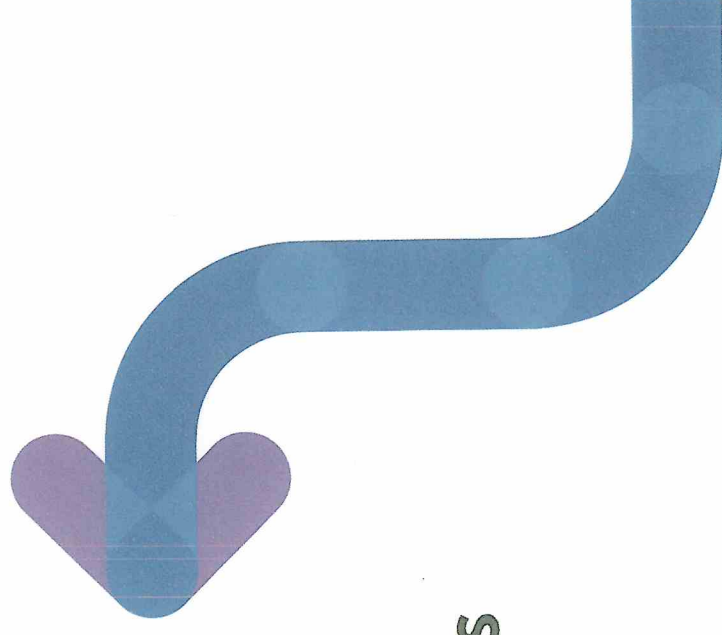
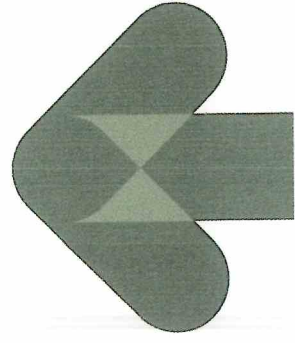


# Trafford Graduated Approach to Special Educational Needs



A guide for parent carers  
and young people



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# Important Words

**This is a list of important words in the guide that you might want to know more about.**

**Assessment** – An assessment is a way of working out what kind of support someone needs

**Early Years Setting** – This is where your child gets their Early Education; it includes childminders, day nurseries, school nursery classes and pre-school playgroups.

**Education, Health and Care (EHC) Needs Assessment** – An education, health and care needs assessment will identify the special educational needs and what extra support may be needed.

**Education, Health and Care (EHC) Plan** – An education, health and care plan describes a child or young person's special educational needs and the help they will get to meet them.

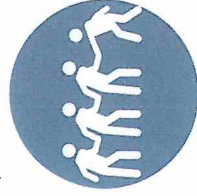
**Special Educational Needs or SEN** – A child or young person who has special educational needs may find learning harder than other people of their age and they require extra support to learn.

**SEN Support** – arrangements for children and young people who have special educational needs, put in place by an early years setting, school or college.

**SEND Code of Practice** – sets out the law for supporting those with special educational needs or a disability (SEND).

**SENCO** – A Special Educational Needs Coordinator (SENCO) is a qualified teacher who is in charge of making sure pupils who have special educational needs and disabilities get the support they need.

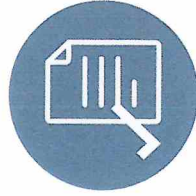
# What are Special Educational Needs?



The term Special Educational Needs is sometimes shortened to SEN.

A child or young person has Special Educational Needs if they find it harder to learn than most children or young people of the same age.

**Or**



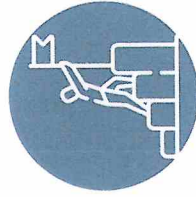
A child or young person has Special Educational Needs if they have a disability that stops them from making use of the same facilities as others of the same age.

The SEND Code of Practice 2015 gives a legal definition of Special Educational Needs. You can read the definition (page 15) at: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

There is also a parent carer guide available at:

[www.gov.uk/government/publications/send-guide-for-parents-and-carers](http://www.gov.uk/government/publications/send-guide-for-parents-and-carers)

# What are Special Educational Needs?



Your child or young person's key person, teachers or tutors, should make regular assessments of progress for all pupils to identify pupils making less than expected progress given their age and individual circumstances.



This is shown by progress which may be significantly slower than that of other children or young people of the same age or does not match the child's previous rate of progress



Parents know their children best and it is important that your child or young person's key person, teacher, tutor or SENCO listens and understands when you express concerns about your child or young person's development.



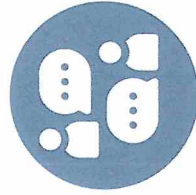
**Any concerns raised by children and young people themselves should be listened to and addressed.**

# More about ...

## What are Special Educational Needs?

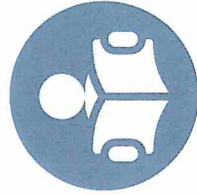
There are four types of Special Educational Needs

Children and young people may have needs across some or all of these four areas and their needs may change over time.



### 1. Communication and Interaction needs

Children and young people have difficulty saying what they need or want to say and understanding what is being said to them.



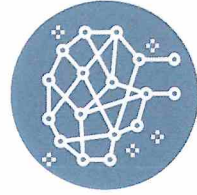
### 2. Cognition and Learning needs

Children and young people have difficulty learning or remembering basic skills. They may have difficulty with literacy or numeracy or learn at a slower pace than others.



### 3. Social, Emotional and Mental Health needs

Children and young people have difficulty making friends or relating to adults. They may be withdrawn, isolated or find controlling their behaviour difficult.



### 4. Sensory and Physical needs

Children and young people have sensory impairments such as hearing or sight, processing difficulties or have physical difficulties that impact on their learning.

# What is a disability?



The Equality Act 2010 gives a definition of disability.



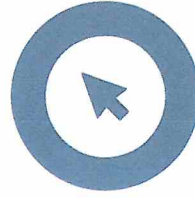
A child or young person has a disability if they have a physical or medical impairment that is substantial and has a long-term effect on their ability to carry out normal day-to-day activities.

**Children and young people with a disability do not necessarily have Special Educational Needs.**

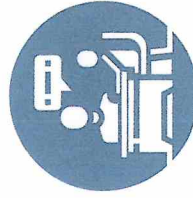
# I think my child may have SEN



The Special Educational Needs Coordinator (SENCO) is responsible for helping to ensure the school or setting meets the needs of the child or young person with SEN.



Early years settings, schools and colleges must publish on their website what is provided for children and young people with Special Educational Needs. This is sometimes called a SEN Information report or SEND Local Offer report.



Talk to people in the early years setting, school or college, such as a keyperson, teacher, tutor, Special Educational Needs Coordinator (SENCO). They will be able to tell you more about what support is already in place, and discuss any concerns with you and what should happen next.



If you still have concerns and want to talk with an independent organisation you can contact the Trafford Parents and Young People's Partnership service.

**Tel: 0161 912 3150**

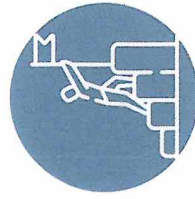
**Website: [www.traffordpyppe.co.uk](http://www.traffordpyppe.co.uk)**

**Email: [pyppe@trafford.gov.uk](mailto:pyppe@trafford.gov.uk)**

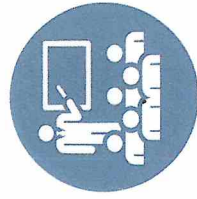
# What is Inclusive Quality First Teaching?



All children and young people in Trafford are entitled to an education system that supports them to learn, whoever they are and whatever their abilities or requirements.



Children and young people make progress at different rates and have different ways in which they learn best; inclusive quality first teaching takes this into account.



Teachers or tutors will set high expectations for every pupil and use a range of strategies to overcome any potential areas of difficulty.

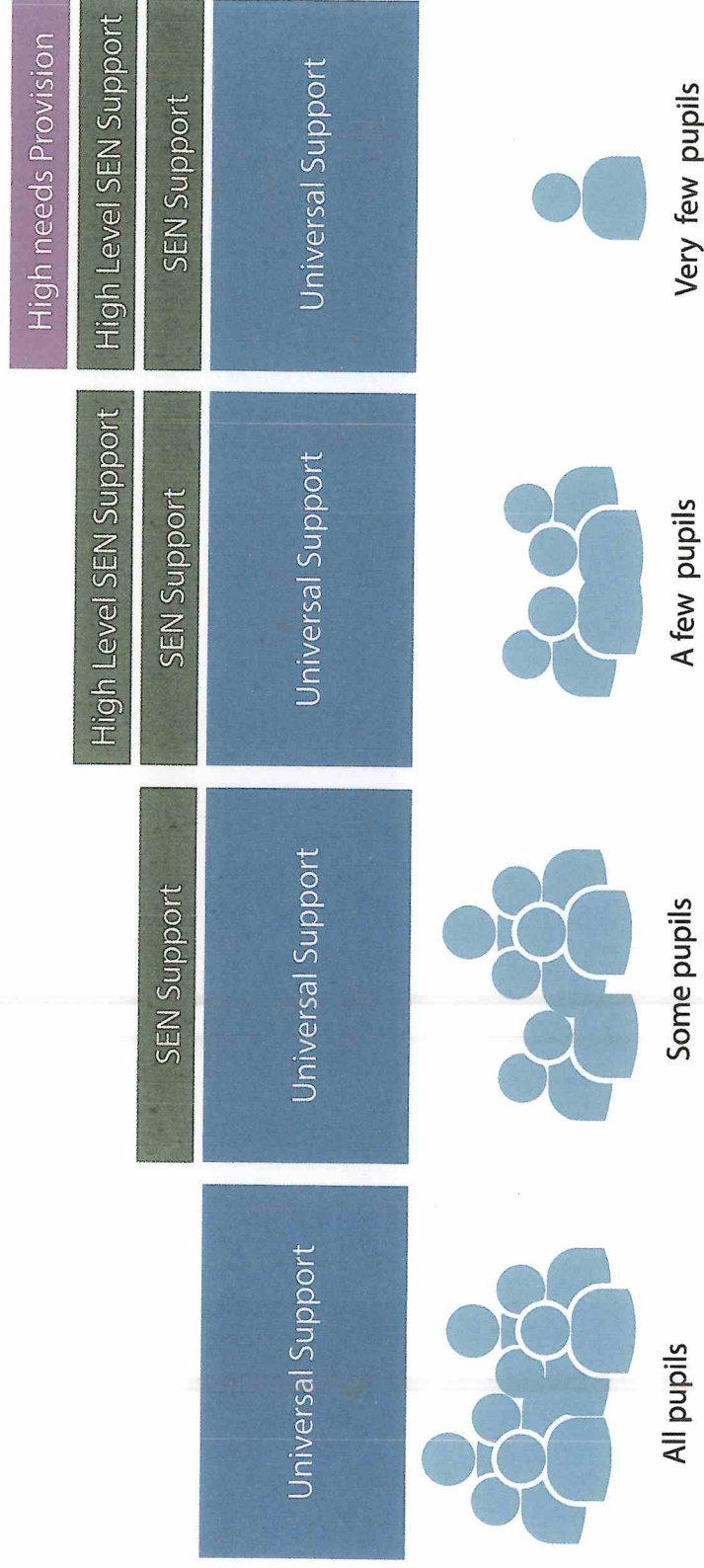
Planning appropriately-challenging work and responding to students' diverse learning needs will mean that in many cases, children or young people with SEND will be able to study the full curriculum.

Inclusive high quality teaching recognises that children and young people are different and require varied teaching methods for example providing textbooks for visual and word learners or audiobooks for auditory learners.

# What is the Graduated Approach?

The Children and Families Act 2014 and the SEND Code of Practice 2015 set out how all early years settings, schools and colleges have to meet the needs of all children and young people with SEN.

The Graduated Approach is the way early years settings, schools and colleges support children and young people who have Special Educational Needs.



# More about...

## What is the Graduated Approach?

Universal Support

The Graduated Approach starts with Inclusive Quality First Teaching for all pupils. This is called **Universal Support**.

High Level SEN Support  
SEN Support

Some pupils will need additional and different targeted support. This is called **SEN Support**. A few pupils may continue to need a high level of additional and different specialist support. In Trafford's Graduated Approach we call this High Level SEN Support.

Universal Support

Schools pay for SEN Support and **High Level SEN Support** from their own resources.

Other professionals may be asked for their help and advice.

High needs Provision  
High Level SEN Support  
SEN Support

Very few pupils may have severe, complex Special Educational Needs. These pupils require **High Needs Provision**. They may need an Education, Health and Care (EHC) needs assessment to find out about their needs. This may result in them having an **EHC plan**. Schools and colleges get additional resources for these pupils based on their EHC Plan.

Universal Support

**SEN Support still continues.**

# What is SEN Support?

When a child or young person is identified as having a Special Educational Need, the support they receive becomes more targeted.

High Level SEN Support

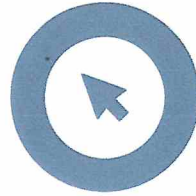
SEN Support

Universal Support

**SEN Support** and **High Level SEN Support** are used, in Trafford, to describe the specific and time-limited support that is additional and different from the Universal support that is available to children and young people of the same age.



When an early years setting, school or college thinks a child or young person might need SEN support they must work with the child or young person and their parents and carers.



Early years setting, school and colleges must publish on their website what is provided for children and young people with Special Educational Needs.

This is sometimes called a SEN Information report or **SEND Local Offer report** and can be found on the Trafford Local Offer website. [www.trafforddirectory.co.uk/sendlocaloffer](http://www.trafforddirectory.co.uk/sendlocaloffer)

# More about...

## What is SEN Support?

SEN Support could include:

- additional materials and equipment
- classroom or environment adaptations
- individual interventions or programmes
- small group intervention work
- focused support from the class teacher, SENCO or support staff.
- helping the child or young person to join in class activities
- helping the child or young person to play or interact with other children or young people
- advice and support from external professionals such as specialist teachers



**At every stage, the views and wishes of the child or young person and their parent and carer will be listened to.**

SEN Support

Universal Support

High Level SEN Support

SEN Support

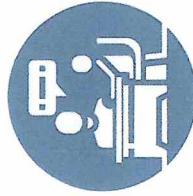
Universal Support

# What should educational settings do?

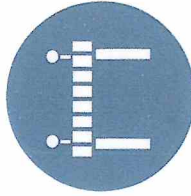


**Take immediate action when a child or young person is identified as having SEN.**

Inform the child or young person's family as soon as the pupil's SEN is identified.



Work in partnership with the child or young person, their parents and carers, including them in decision making and in reviews of the support put in place.



Remove all barriers to learning by putting effective support for the child or young person in line with the Trafford Graduated Approach.

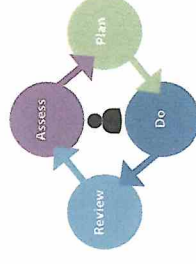


Working with the family to review the support put in place for children and young people with SEN at least termly.



Gain advice from specialist professionals if necessary.

Use Assess, Plan, Do, Review (APDR) cycles to inform changes to a child or young person's SEN support.

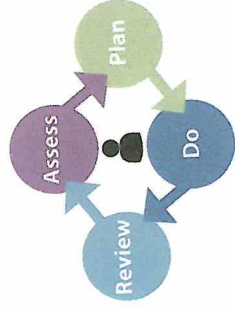


# What is the Assess, Plan, Do, Review Cycle?

Staff in early years settings, schools and colleges must use a graduated approach based on a four step cycle.

This is called the Assess, Plan, Do, Review (APDR) cycle.

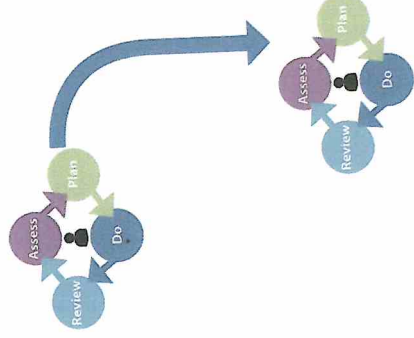
- Assess** analyse the child or young person's special educational needs.
- Plan** identify the additional and different support needed.
- Do** put the support in place
- Review** regularly check how well it is working so that they can change the amount or kind of support if needed.



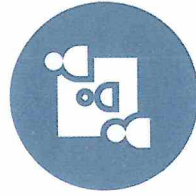
Some children and young people will make progress and no longer require SEN Support.

If the child or young person has not made the expected progress then the cycle starts again; this will be reviewed termly. The length of each Assess, Plan, Do Review cycle will vary according to the needs of each child.

Some children and young people with more long-term, complex needs will need several assess, plan, do, review cycles to make good progress.



# When do other professionals get involved?

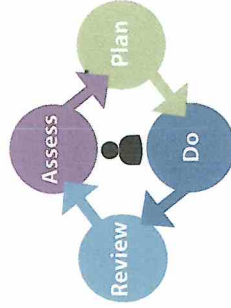


If the child or young person continues to make less progress than expected despite receiving additional support matched to their needs, then other professionals may be asked for their help and advice.

Other professionals could include a specialist teacher, an educational psychologist, speech and language therapist or other health professional.



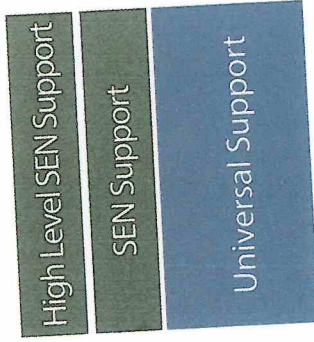
The early years setting, school or college will talk to the child or young person and their parent carer before seeking other professional advice.



When an external professional gets involved Assess, Plan, Do, Review cycles continue.

The child or young person's SEN support should be adapted to take into account the other professionals' advice.

# What if no progress is made at SEN Support?



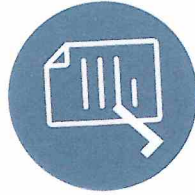
The special educational needs of most children and young people can, and should be, met through SEN Support or High Level SEN Support.

A very small number of children and young people may not make progress despite the interventions put in place at SEN Support.

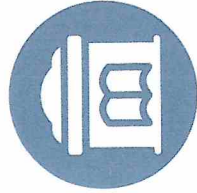
An Education, Health and Care (EHC) Needs Assessment may be needed to find out more about a child or young person's special educational needs and the support they need in order to learn, progress and achieve.

The EHC Needs Assessment will find out if an Education, Health and Care (EHC) plan is needed. The Children and Families Act 2014 states that **local authorities are responsible for carrying out an Education, Health and Care (EHC) Needs Assessment for children and young people aged between 0 to 25 to achieve the best possible outcomes.**

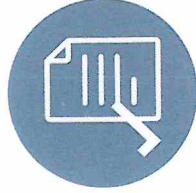
**At every stage, the views and wishes of the child or young person and their parent and carer will be listened to.**



# Who can request an Education, Health and Care (EHC) Needs Assessment?



Usually your child's teacher or tutor and a Special Educational Needs Coordinator (SENCO) will request an EHC Needs Assessment. They will work with you to gather additional information about your child.



As a parent or young person over 16 years, you can request an EHC Needs Assessment if you feel your child's needs are not being met through the measures being taken by the school. It is a good idea to discuss this with the school first. The EHC Needs Assessment form is available to download on our local offer with a prompt sheet to help you.

**[www.trafforddirectory.co.uk/ehcneedsassessment](http://www.trafforddirectory.co.uk/ehcneedsassessment)**

Your views and the views of your child are very important during this process. All requests for an EHC Needs Assessment are considered by the Trafford Assessment Panel (TAP).



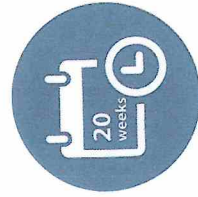
If you need more help to complete the form you can contact the Trafford Parents and Young Peoples Partnership service.

**Tel: 0161 912 3150**

**Website: [www.traffordpypps.co.uk](http://www.traffordpypps.co.uk)**

**Email: [pypps@trafford.gov.uk](mailto:pypps@trafford.gov.uk)**

# What happens when an Education, Health and Care (EHC) Needs Assessment is requested?



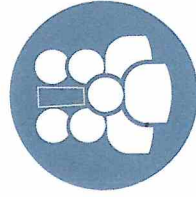
When a request for an EHC needs assessment has been submitted a 20 week process starts.

This 20 week process includes three phases:

**The Request phase (0-6 weeks)**

**The Assessment phase (5-16 weeks)**

**The EHC plan phase (16-20 weeks)**



The Trafford Assessment Panel (TAP) and the Moderation and Resource Panel (MAR) considers information and evidence gathered about the child or young person's special educational needs and makes decisions about the request (page 18).

## SEN Support

The majority of children and young people who have SEN will have their needs met through the SEN Support in their early years setting, school or college. A small minority of children or young people, who have the most complex needs, may require more specialist help. If a child or young person does not make educational progress despite receiving high quality SEN support then an EHC needs assessment might be the next step.

### Trafford's Education, Health and Care (EHC) Needs Assessment 20 week process

#### Request Phase: Week 0-6

**Week 0-2**  
Request for an EHC Needs Assessment is submitted

**School Referral**  
The SENCO will apply using our online system called Liquid Logic.

**Parent/Other Referral**  
The paper application is received by post or email.

We will send an acknowledgement letter or email to you to let you know that we have received it and when it should be heard at the Trafford Assessment Panel

The EHC team may contact you to discuss your application in more detail

**Week 2-6**  
**Decision making**  
Trafford Assessment Panel

Trafford Assessment panel will consider the evidence and decide if an EHC Needs Assessment is necessary.

**Decision: Agree to assess**

**Decision: Not to assess at this time**

The panel recognise that your child's needs can be met within school resources and at SEN support with Element 2 funding.

You will receive a letter explaining this and giving you rights of appeal.

Another application can be made in 6 months.

#### Assessment Phase: Weeks 5-16

**Week 5-16**  
**Assessment and Information Gathering**

You should receive an email or telephone call from your EHC Coordinator. This person will be your point of contact throughout the process. You can confirm who is involved with your child and who you would like to be involved during the assessment.

You can submit any more information you feel is relevant or may be missing.

The EHC coordinator will meet with you to discuss you and your child's views, hopes and They will ask professionals for reports and information and an Educational Psychologist will arrange to meet you and your child

**Week 2-6**  
**Decision making**  
**Trafford Assessment Panel**

MAR will consider the evidence and make recommendations, agree outcomes, type of placement and suggested funding.

**Decision: Yes a plan will be issued**

The outcomes and provision will be added into the plan and you will be sent a draft to have a look at.

**Decision: Not to issue a plan**

The assessment has shown that your child's needs can be met by school's resources at SEN Support. You will receive all the reports we have gathered through the assessment process. The school can use these to write an Element 2 SEN Support Plan

#### EHC Plan phase: Weeks 16-20

**Week 16-17**  
**Final Stages**

You will receive a draft plan where the section which relates to Educational Placement will be blank. You have 15 days to make any final representations and confirm which education options you prefer. Details will be included in a letter.

The EHC Co-ordinator will consult for a placement and discuss this with you.

Personal budgets will be discussed at this stage

**Week 20**  
**Final Stages**

You will receive the final EHC plan.  
This now takes over as the legal document regarding your child's Special Education Needs and must be recognised by your child's educational provision.

If you disagree with the contents you have a right to appeal. This information will be given to you via a letter