

Inclusion Services

Rotherham Special Educational Needs and/or Disabilities

A Graduated Response to Need

Information Leaflet for
Parents & Carers

**Bespoke
Provision**

**Targeted
Provision**

**Universal
Provision**



What is the Graduated Response to Need?

All education settings know that it is important to find out if your child has special educational needs and/or a disability (SEND) as soon as possible (early identification).

This is so that the right support and help for learning can be given at the right time (early intervention).

Step by step help (a graduated response) is used because children and young people learn in different ways and may have different educational needs.

You must be told if your child is getting extra help or support with their learning. This help might be given by your child working in a small group, working with an adult, using special equipment or doing different work matched closely to your child's abilities (differentiation).

This extra help might be needed for a short time, or it might be needed for a long time. Sometimes it might be needed for all of the time your child spends in school.

Someone from school, e.g. your child's class teacher, Year Group manager or the Special Educational Needs Co-ordinator (SENCO) should talk to you at every step and involve you and your child. This might be by finding out what you think, asking your child what they think, finding out what your child is good at and what help you think is needed.

You should be told about the Special Educational Needs and Disability Independent Advice and Support Service (SENDIASS). This team can offer you impartial information, advice and support if you are:

- 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
- a young person aged 16-25 who has special educational needs or disabilities

The services SENDIASS offer are:

- 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

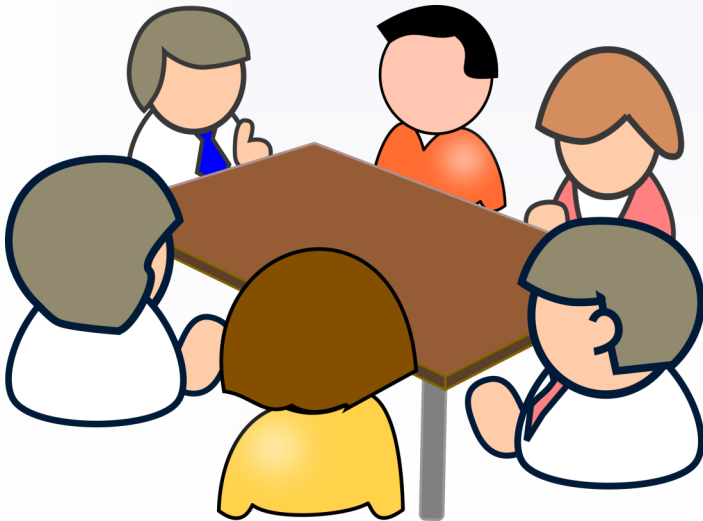
Universal Provision

Universal provision is everything that a school typically provides to support the learning of all children. There are lots of different ways that a child with a special educational need and/or disability (SEND) can be supported through universal provision. This means that for many children with SEND their needs can be met by schools doing things a little differently using equipment, teaching, grouping and adult help available from within school. For each type of special educational need or disability, this will be done in different ways.

Targeted Provision

Targeted provision is needed when everything that a school usually does to help your child to learn isn't making a difference as quickly as it should. Teachers might make a special learning plan (intervention) for your child that explains what help they need, how often the help will be given, who is responsible for giving the help and it will set targets for your child which can be measured to see whether the extra help is working. Your child's teacher is responsible for this plan, even if they don't give all of the help themselves.

You should be invited to talk about how the plan is going at a Review meeting. This is often held at the end of a block of help, e.g. at the end of a term. Your child should be asked about how they think the help is working and you should be asked too. Your views are important. Your child's views are important.



Specialist Support

The school might think that it would be helpful to find out more about your child's special educational needs and/or disability and they must ask your permission to find this out from someone from a service from outside the school. It is often the Special Educational Needs Co-ordinator (SENCO) who will organise this.

School should always involve a specialist when your child continues to make little or no progress, or where they continue to work at levels substantially below those expected of children of a similar age, despite evidence-based SEN support delivered by appropriately trained staff.

Your child might be seen by a Speech and Language Therapist, a Specialist Teacher, an Educational Psychologist, an Inclusion Support Facilitator, an Occupational Therapist or other practitioners, to ask for their advice. Schools will choose the person they think can be the most helpful. Some services are traded and make a charge for their work to schools. If the specialist writes a report, you should get a copy and someone, e.g. the specialist or the SENCO should be available to talk it through with you.

The specialist might recommend a **bespoke provision**, such as a particular learning programme or activity, particular equipment or using a different way of teaching and learning. This bespoke provision needs to be reviewed on a regular basis to check whether it is making a difference. This cycle is called Assess, Plan, Do & Review. If the bespoke provision isn't working, then everybody needs to talk about what could be done differently to improve matters, by changing or replacing the intervention. Your views are important. Your child's views are important.

Education, Health and Care Plan (EHCP)

If universal, targeted and bespoke provision hasn't made the difference it should, then school and/or parents should consider requesting an Education, Health and Care needs assessment from the Local Authority.



The graduated response to need pyramid shows how all children have access to universal provision; some children need some targeted support; a few children need bespoke intervention and only some of those children will go on to require an Education, Health and Care Plan.

Most children with special educational needs and/or disability can have their needs met through this graduated response within their local mainstream school.



For further information, please see:

www.rotherhamsendlocaloffer.org

SENDIASS (SEN and Disability Information, Advice and Support Service, formerly Parent Partnership)

www.rotherhamsendiass.org.uk

Telephone: (01709) 823627

www.gov.uk/government/publications/send-code-of-practice-0-to-25

Inclusion Support Services

Telephone: (01709) 334077