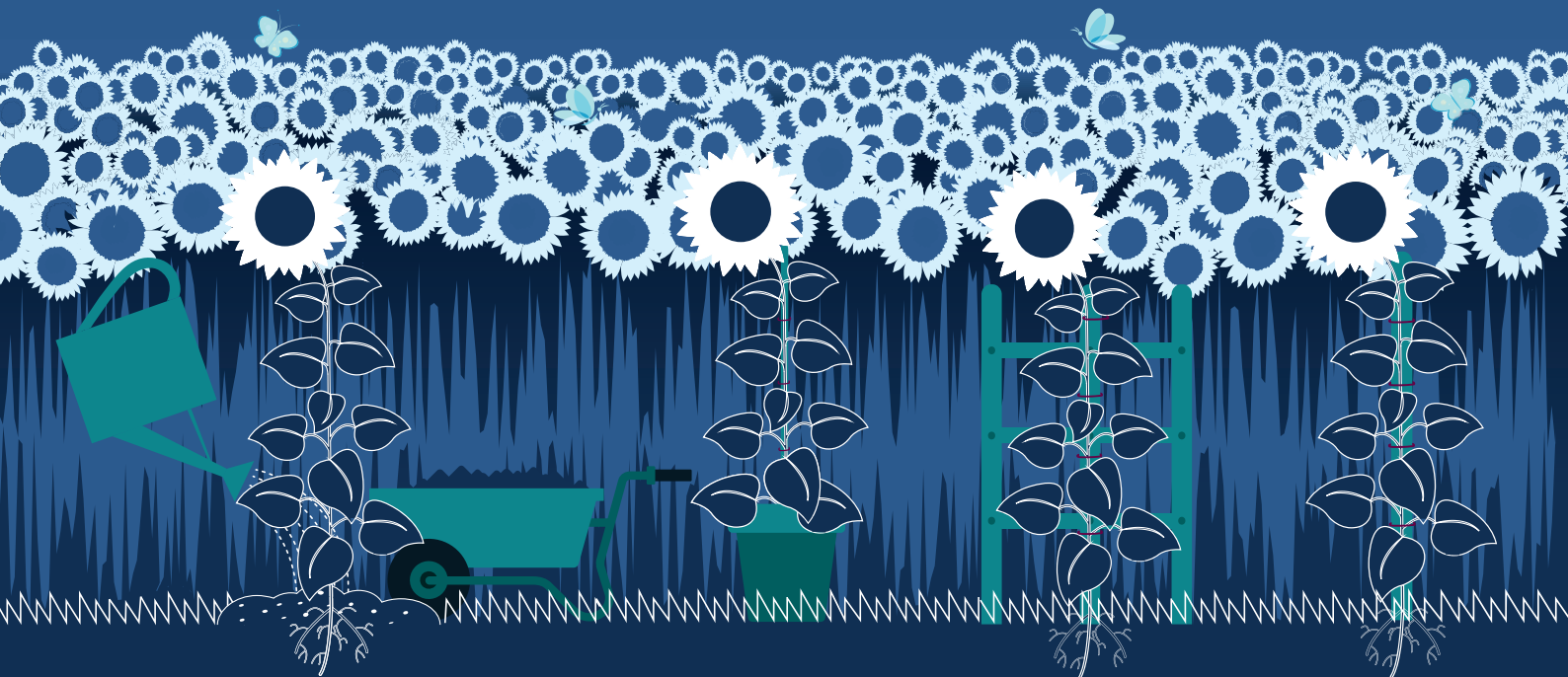


The Graduated Approach **‘Making Inclusion Work’**

OVERVIEW



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Forward

I have great pleasure in presenting the City of Stoke-on-Trent's Graduated Approach which represents the hard work of schools, parents, young people and professionals from multi-disciplinary agencies. This is our response, co-produced and based on best practice locally and nationally to ensure that our children and young people SEND and their families are in the 'right place, at the right time with the right services'.

The City of Stoke-on-Trent is committed to 'Inclusion' at all levels, and the assess, plan, do review requirement from the SEND Code of Practice (2015) gives us the opportunity to ensure that needs are identified early, quality first teaching is at the core of what we do across education, that the right support and training is in place for staff and families to meet those identified needs and that we account for and evidence in all that we do.

We wish that all our children and young people with SEND are educated in their own local community, can take part, access and contribute to their community, develop independence of travel and living, have good health and can lead as far as possible an active life through employment and training opportunities and/or voluntary work. Preparation for Adulthood is a golden thread across all our services.

This is about changing attitudes and having shared values and high aspirations. The Graduated Approach gives schools, colleges, families, health and social care and others who are involved in working and supporting those children and young people who have needs a clear framework in terms of how needs are identified what should be in place to meet them. Stoke-on-Trent City Council will support this Graduated Approach through a well-planned and delivered training programme for those in education, health, social care and for families to ensure the greatest degree of success.

I sincerely hope that you find this document helpful and informative that will enable us in the Stoke-on-Trent to give our children and young people the 'Best Start in Life'.



NA Hoskinson

Neil Hoskinson

Assistant Director - Learning Services

Glossary

ASC	Autism Spectrum Condition
APDR	Assess, Plan, Do and Review
ARE	Age Related Expectations
CAMHS	Child and Adolescent Mental Health Services
CI	Communication and Interaction
CL	Cognition and Learning
CoP	Code of Practice
CPD	Continuing Professional Development
CYP	Children and Young People
EWO	Education Welfare Officer
ENT	Ears, Nose and throat
EP	Educational Psychologist
GA	Graduated Approach
GAP	Graduated Approach Portal
GP	General Practitioner (doctor)
HI	Hearing Impairment
HV	Health Visitor
LA	Local Authority
MLD	Moderate Learning Difficulties
NatSIP	The National Sensory Impairment Partnership
OT	Occupational Therapy
PS	Physical and Sensory
QFT	Quality First Teaching
SCLN	Speech, Communication and Language Needs
SEMH	Social, Emotional and Mental Health
SEND	Special Education Needs and Disability
SENDCo	Special Education Needs and Disability Coordinator
SENDIASS	Special Educational Needs & Disabilities Information, Advice & Support Service
SLD	Severe Learning Difficulties
SLT	Speech and Language Therapy
SN	School Nurse
SpLD	Specific Learning Difficulties
VI	Visual Impairment

About the Graduated Approach Portal

The aim of this booklet is to provide information to everyone who works with children and young people so that they have ideas about how to best help them achieve.

The booklet accompanies the website for the Graduated Approach which provides information on a wide range of day-to-day practice to support children and young people with SEND in their local mainstream school. The website makes links to a variety of other useful resources and training. The advice on the website is not a complete list. It will be updated and changed overtime as we learn about new ways of working.

[Link to be added when website is complete.](#)

The website has been co-produced with colleagues from health, social care, schools, post-16 and parents of children and young people with SEND.

This document should be read with the SEND Code of Practice 2015
[SEND_Code_of_Practice_January_2015.pdf \(publishing.service.gov.uk\)](#)

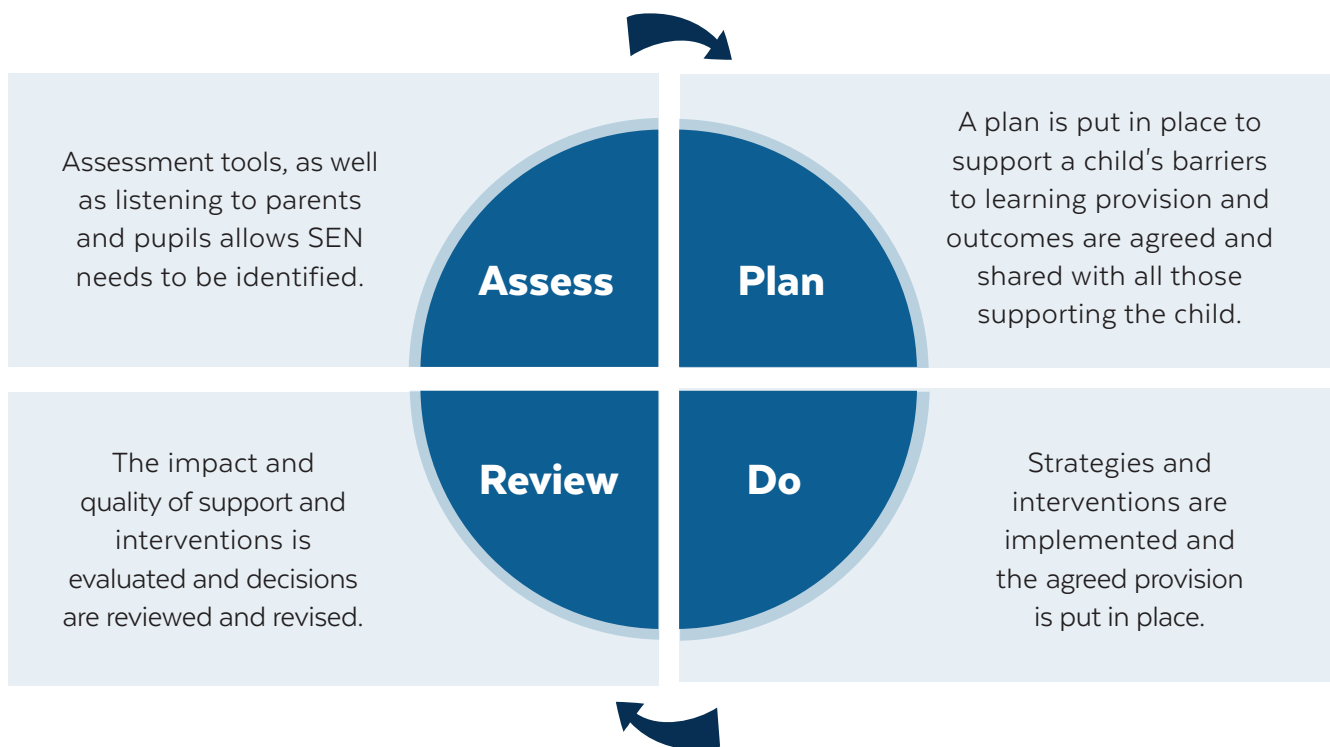
‘Inclusion is a welcoming culture where students feel safe, respected and have individual worth’.



‘Support and provision for all; to allow access to learning at an appropriate level. The opportunity for development and growth regardless of need.’

SENDCo 2021

The graduate approach is summarised in the diagram below. The Assess, Plan, Do and Review (APDR) cycle is important because it provides the evidence needed to understand how the children and young people are learning and developing and it provides information about what strategies and/or interventions are working well and what changes might be needed to get the best outcomes for them.



The graduated approach describes the support that should be provided in addition to what is ordinarily available or what is considered quality first teaching (QFT).

‘The removal of barriers to ensure that every learner has the opportunity to learn on an equal basis free from prejudice. The learner is an active participant whose voice is valued and heard within school.’

Assess (ref: CoP 6.45-6.47)

An assessment is a way to gather information about how a children and young people is getting on i.e. how good they are at some areas and where they may need help and support in other areas.

This information can be gathered in many ways e.g. talking to parents and teachers, observations, assessment tools, what the children and young people says. Together, they will then decide what needs to be done.



‘Every child is included in all aspects of school life and given the same opportunities to achieve’.

Plan (ref: CoP 6.48–6.51)

A plan to support the children and young people is decided with parents and where possible the children and young people. There should be clear outcomes so that progress can be checked.

The plan tells us what to do with the children and young people using the ideas and activities that we know work well.



‘We are ambitious for every pupil, ensuring they receive the therapeutic and academic support they need to succeed in education’.

Do (ref: CoP-6.52)

Everyone works together to make sure that the plan is in place and that the ideas and activities that have been agreed are carried out. This will help the children and young people to achieve their best.



‘Ensuring that all people in the academy, students and adults, feel part of the whole body and have the right to be respected and appreciated as valuable members of the community, with ambitious learning for all’.

Review (ref: CoP-6.53-6.56)

A review will tell us how well the ideas and activities have worked. This should happen often so that if the plan needs to change it can be done sooner.

The review will tell us what to do next.



‘Inclusion is when everyone feels welcome and finds success’.

Graduated Approach Portal

The graduated approach portal has been designed to provide a supportive space for pupils, parents and professionals so that there is some clarity about how children and young people are supported within Stoke-on-Trent and so that we all have the same high expectations about how our children and young people are supported and their outcomes.

The portal is a depository/bank for resources, case studies that reflect best practice, support and guidance. The portal will continue to evolving and so will rely on all partners contributing and taking responsibility as we co-produce the resource that we both need and want.

What we know is that children and young people who have the opportunity to have their needs met in a mainstream setting have better life outcomes and their peers have a greater knowledge and understanding of the needs of their peers with SEND, the experience and knowledge that they take with them into their adult life.

An inclusive city will mean that ALL residents will have access to employment, good health outcomes, independence and community leisure activities.

The home page of the portal will look like this:



How Ordinary Schools Become Special

It is really important that our senior leaders are champions of inclusion. They set the tone and create the environment where everyone is valued and feels that they belong. This means that everyone can be the best that they can be.

Do your SEND families feel welcome? How do you know?

We know about our local community, its strengths and challenges.

We have processes in place to make sure that we know about our CYPs need.

We all work together to meet our children and young people's needs.

Do your SEND children and young people do well?

We have high aspirations and expectations for our children and young people with SEND.



'we seek to be inclusive and to value each individual pupil. Every child is entitled to have his or her particular needs recognised and addressed and is entitled to the greatest possible access to a broad and balanced curriculum, with every child, where appropriate, being taught together with their peers, for as much time as possible.'

Pupil Voice

Our children and young people have a right to be heard. Their views are included in everything we do. Their contributions are valued and used as we make decisions together.

Quotes by children and young people about what inclusion means to them....

“I will for one time win the medal at the end of the year”

“Not being told off for something I can't help”

“I can go on day trips like my friends”

“Include more people”

not taken out of class for interventions and then feeling different

“I can be friends with whoever I like.”



Parent Voice

This is what some of our parents and carers say...

Needs led services

'culture in schools should be around needs; not diagnoses lead'

The needs of our children and young people should be met holistically

'conversations weren't joined up; primary area of need interacts with other areas – parts of my child don't work in isolation of each other'

Right services at the right time

'My child would not have needed special school if support was available earlier'

School ethos

'loss nurture within schools, it's fast paced there isn't room in the timetable – bring back care.'

Approach to children and young people with SEND

'we need to move from a 'crisis/survival' mode to a 'thrive/optimum' mode'

Communication

'we need to know if he'll be alright for high school.'

Partnership working

'listen to parents they know what works for their child and what best outcomes look like'

Raise expectations

'expectations of progress about 'closing the gap' should think of progress like the centile line in the child's red book – is my child making progress in line with expectations for where there are?'

Appropriate funding

'we didn't need a special school if we could have had the right funding in his mainstream school'



Areas of need 0-5 years

'Small steps, big moments. By building on abilities and strengths rather than focusing on difficulties, supporting families in looking forward, with small step targets planned to celebrate success.' (Early Years Inclusion Service)

This section looks at the importance of having a good start in life. There are services available to support planning your family and throughout your pregnancy. Pre and post-natal care and support are important for your family to thrive.

Your health visitor will be able to support you during the early years. Any concerns can be identified early and the right support given. Early intervention leads to better outcomes and may mean less intensive support is required in the future. Pre-school education including play and stay, toddler groups etc. lays the foundations for the enjoyment of learning and building friendships for life. This leads to healthy and thriving communities.



Communication and Interaction (including Autism)

Communication and Interaction (C&I) is not just about speaking, it is also about how we share our wants, needs and feelings with each other. When children and young people have C&I difficulties it can cause frustration and a sense that they are not being heard.

Early intervention is key in ensuring that C&I needs are met so that our children and young people are able to connect with each other, building meaningful friendships. C&I means that our children and young people are able to express themselves in a way that allows them to say what they want and say how they feel in a way that is sociable and engaging.



Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Differentiation, making the work accessible for children and young people, is important because it allows the children and young people to work at their pace with some level of independence.

The website gives strategies and interventions to support children and young people who need support over and above quality first teaching.



Social, Emotional and Mental Health

Children and young people at times may struggle to manage big overwhelming feelings and emotions which can lead to distress. SEMH can be a barrier to learning as well as building positive friendships and engaging with the wider community.

SEMH can look very different in children and young people. Some children and young people display behaviours that challenge us, some can be withdrawn. The key is to build positive relationships with them so that they feel safe and secure and able to share their concerns and worries.

The website offers guidance on how to support children and young people with SEMH needs especially with regard to developing their social skills, resilience, emotional literacy and self-care.



Physical and Sensory

Physical and sensory relates to children and young people with vision impairment, hearing impairment or multi-sensory impairment. These children and young people may require specialist support and equipment.

Children and young people with physical disability may require additional ongoing support and equipment to access their learning and all the opportunities available to their peers.

The website provides information about how to support children and young people with physical and sensory needs.



Post16

Post 16 education is that delivered in schools, sixth form colleges, Further Education (FE) Colleges, Specialist Colleges, Apprenticeships and Training Providers.

A greater emphasis in Post 16 education is placed on Preparing for Adulthood, and post-16 providers should refer to the dedicated Preparing for Adulthood tables provided in the Graduated Approach in order to fully support young people with SEN within their provision.

As part of helping the young person to prepare for the future, schools and colleges have to ensure that all young people attending education provision from Year 8 until Year 13 are provided with independent careers guidance. FE colleges also have equivalent requirements to support and provide access to careers guidance, to young people from age 18-25.



Preparation for Adulthood

Preparation for adulthood (PfA) underpins all that we do and begins from early years. PfA is about developing skills which will enable children and young people to live as independently as possible. It is important the children and young people are valued, contributing members of the community.

PfA is based on having high expectations and aspirations for our children and is rooted in seeing them grow and blossom.

The website offers strategies to support moving children and young people to greater levels of independence.



‘Our vision is to challenge each child [young person] to reach their full potential in a safe, welcoming and happy learning environment. We encourage children [young people] to become independent life-long learners by developing intellectual curiosity, a thirst for discovery and achievement, a sense of understanding and compassion for others and the courage to act on their beliefs. This will be achieved within an inclusive school [nursery, college, work-place] that values every individual and celebrates the diversity of our community. Every teacher is a teacher of every child or young person including those with SEND’

Health

Ensuring health services are accessed when needed will help to prevent complications later on. Ensuring that children and young people are able to achieve the best health outcome means early intervention and support.

Health services support inclusion by ensuring that a holistic view of needs and support are taken with the aim to aid personal choice and independence.



Social Care

Inclusion means that every child that is open to our service gets the same equal opportunities, to access our service, to access support within the community and to be able to have opportunities to enable them to enjoy day to day life to the best of their ability. Should barriers be identified, these should be eliminated so that children and young people are able to have the same opportunities as young people who do not have a disability.



“When a flower doesn’t bloom, you fix the environment in which it grows not the flower”

By Alexander Den Heijer