

gilesacademy

GRADUATED RESPONSE

GILES ACADEMY

A word cloud of educational and support terms. The words are arranged in a roughly circular shape, with some larger and some smaller. The terms include: CAMIIS, Training, Provision, Listening, Inclusion, STTD, Dyspraxia, Partnership, Dyscalculia, Intervention, SEMH, ADHID, Literacy, Spelling, EHCIP, Confidence, Help, Growth, Memory, Speech, Language, Differentiation, Support, Dyslexia, Maths, Therapy, Working, Advice, Liaison, Together, Reading, Health, Mental, SENCO, ASD, SEN, and Parents.

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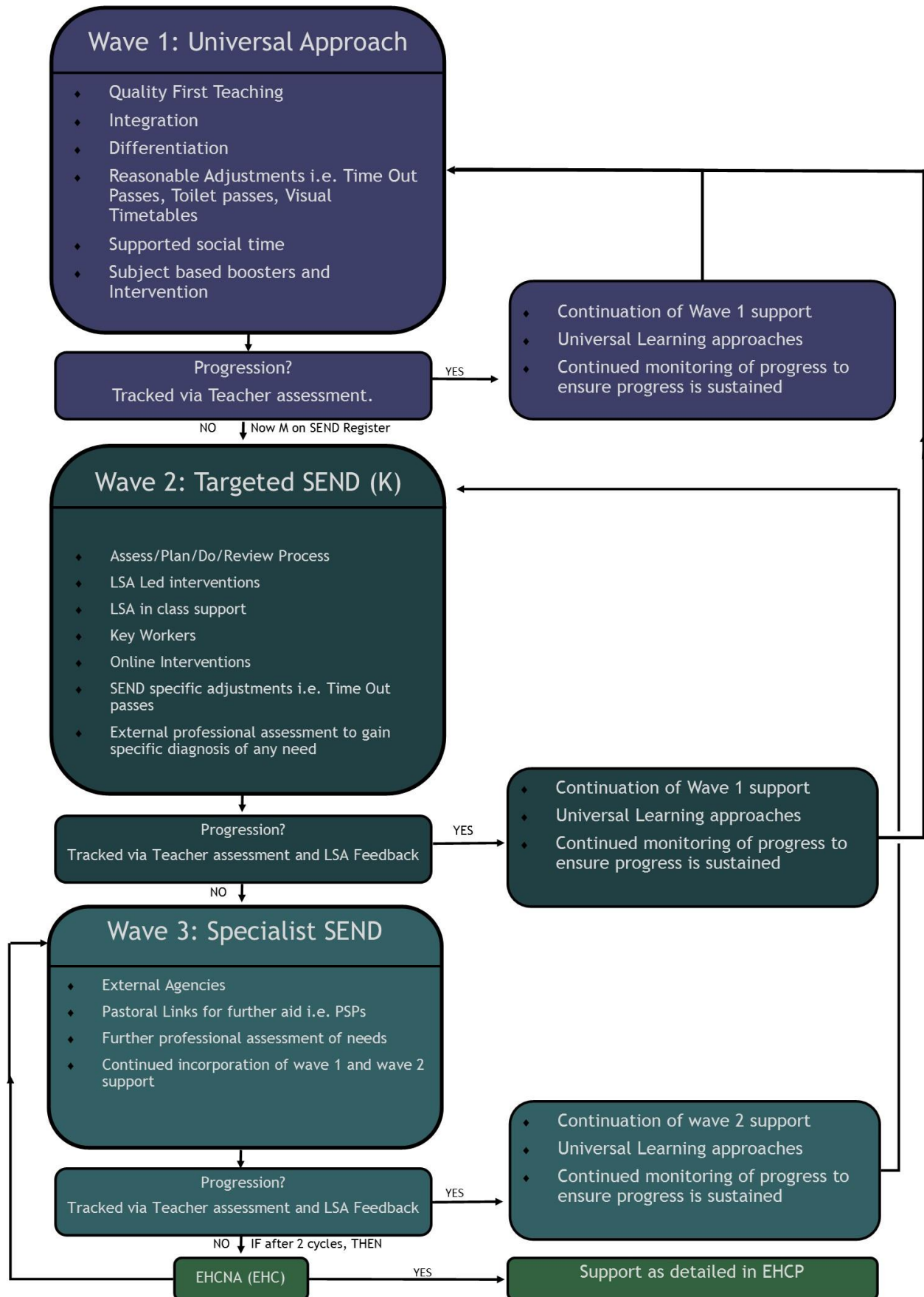


Figure 1. Flowchart of Graduated Response. An easy to follow guide for all at Giles Academy.

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It is important as a school to have clear guidelines on the identification, assessment and support of students with Special Educational Needs. This is something required as part of the SEND Code of Practice set out by the Government to have a successful SEND department that works to meet all students needs. At Giles Academy this means the SEND department works alongside teachers to provide a wide range of strategies to support our students and that we follow a clearly defined 3 wave approach to the meet the needs of all our students.

Using Graduated Response allows all staff at Giles Academy to be aware of what needs would mean a student has SEND and which do not. This also allows the school and the SEND department to focus on what steps to take next with our provision, not just on giving the student a category. Anyone who uses Graduated Response will understand that just because a student has one clear area of need does not mean they are not eligible for another. A student has the potential to show a wide spectrum of needs that should all be addressed as part of good practice.

Before detailing the areas of SEND and what would bring a student under SEND it should be made clear that there are some things that may not be dealt with under a universal school approach but would not mean a student has SEND requirements:

1. A history of systemic disruptive behaviour in class. While this can be an indicator of a specific need it should not be taken as a factor on its own unless there is evidence that there may be a hidden underlying cause that cannot be dealt with via Universal Support. *SEND CoP 6.21*
2. Slow progress and low Attainment. While this can be an indicator to a SEN this is should not be taken as an automatic measure of need. A student should be given the opportunity of intervention within the subject in order to aid them in catching up with their peers. Only when this is not successful, or there are other indicators of need, should SEN provision be pursued. *SEND CoP 6.23*
3. Difficulties and limitations in English not solely related to being EAL. *SEND CoP 6.24*

More information on this can be found in the SEND Code of Practice, Page 96 (2015) from the Department of Education.

Areas of SEND

This should cover the 4 broad areas that are suggested by the Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

As part of covering these needs it is made clear on the SEND register available to all staff what area of need the student has that has meant they have a place on the register. These are only broad areas of need to begin with but, it allows the teacher a clear guideline on how to judge whether to refer a student to the SEND Department.

Giles Academy's SEND register goes into greater depth to look at the type of Physical and/or sensory need that might be needed (Visual, Hearing Physical etc) and into the aspects of any learning difficulty they may have. It also details any specific diagnoses such as ADHD and Autism which can have their own needs and approaches when dealt with under Quality First Teaching and 'Narrowing the Gap'.

In order to be fit for purpose the SEND Register at Giles Academy breaks down the broad areas of SEND into specific needs that shows clearly the basic requirements of any student they may teach at a glance. They are explained in greater detail in the sections below.

Communication and Interaction

This area of need covers students with speech and language needs as well as those diagnosed with an SEND need that has this broad area of need as part of its key diagnosis.

SCLN

This is a complex and diverse area of need that will need to be tailored to the need of the student involved. This area of need can indicate problems with any and all aspects of speech, language and any communication issues. These needs are likely to change over time as the student develops new skills or finds new limitations. As such this is an area of need that would need greater involvement in order to ensure students are getting the maximum benefit from their addition to the SEND register. Often students with this diagnosed need will be involved with an outside agency or specialist (SALT etc.) in order to help them effectively.

ASD

Students with a diagnosis of autism often have difficulties with social interaction and communication. As with the diagnosis of autism these needs can be varied and dependent highly on the individual involved as to their depth, and the areas, they have difficulty with. Someone with ASD may have issues with general communication, inference, imagination, use of language itself and understanding non-verbal levels of communication.

Cognition and Learning

This area of need covers all difficulties a student may have with learning that would require intervention as well as students who have a diagnosis of, but not limited to, Dyslexia, Dyspraxia and Dyscalculia.

General Learning Difficulties

This is further broken down into several key categories; from a moderate learning difficulty (**MLD**), severe learning difficulty (**SLD**) and a profound learning difficulty (**PMLD**). Those with learning difficulties are students who are learning at a slower level to their peers even with intervention provided by their subject teachers. The level at which a student may have a learning difficulty would be determined by the teacher feedback and potential involvement by the Specialist Teaching Team (STT).

SPLD

Specific learning difficulties are for students who have a diagnosed need that can affect their learning. This would apply to students that have; Dyslexia, Dyscalculia, Dysgraphia, ADHD and ASD. It is understood that this is not an exhaustive list.

Social, Emotional and Mental Health

This is one of the most diverse areas of need for students on the SEND register. These difficulties may begin to present themselves over time or rapidly. Students may become withdrawn and isolate themselves from others, show severe changes in behaviour that can be characterised by disruptive outbursts, refusal, disturbing others and other changes in behaviour that are outside their normal ways of acting. These can all be signs of a range of mental health issues; anxiety, depression, substance abuse, self-harm, eating disorders, or symptoms of a more complex diagnosis.

More specifically this often applies to students with Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder. Both of these conditions can have a severe impact on a student's mental wellbeing and their behaviour in the class.

SEMH

This is a very broad code to define a range of complex and difficult issues that would bring a student onto the SEND register. The students with this code may be there only temporarily due to events in their life or other need; other students may be there more long term for much more long-term circumstances.

Sensory and/or Physical Needs

This area of SEND covers all students who require support for a sensory and/or physical need that goes beyond the support offered by Quality First Teaching and Pastoral Support. This provision would allow for the allocation of specialist support and/or equipment.

HI

This can mean the partial or the complete loss of hearing (Severe to profound). This applies equally to students who have a temporary loss of hearing as well as for those with a permanent loss of hearing.

VI

This only applies to a loss of vision that cannot be corrected by glasses. This applies to students with a temporary loss of sight as well as those with a permanent loss of vision.

PD

This is an understandably broad term that covers students with difficulties with mobility, motor skills and other medical issues that could have an impact on their learning that would require more than a universal (Wave 1) level of support.

The 3 Waves of Graduated Response

As shown in the flowchart in figure 1 these show the different stages of support that a student can expect at Giles Academy as part of a successful time at our school.

Wave 1: Universal

Wave 1 details everything that should be provided as part of the universal approach to support. In the classroom this is part of the Quality First Teaching that allows for the successful inclusion of all students in the classroom. For this to be effective everyone must be clear on what Quality first teaching is:

Quality First Teaching

There are several distinct features that define a lesson as being delivered using Quality First teaching. These have been given as part of the Department of Education's, formally the DCSF's, guide to personalised learning, but are not limited to:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

(DCSF, 2008) Personalised learning - a practical guide 00844-2008DOM-EN

As part of this wave students should also have the opportunity to receive subject led interventions to aid them in continuing to make good progress in the classroom. Examples of this at Giles Academy include:

- Maths Whiz - Maths
- Accelerated Reader - English

These are important developments that allow for a successful and inclusive level of universal support for students. They also serve a vital part of aiding in the evaluation of students that may need to become part of the SEND register.

Wave 2: SEND Support

This is where students will begin to receive targeted SEND support. One of the fundamental aspects of this is the using a policy of Graduated Approach in the SEND Department. This is something that can be done in the classroom as part of Quality First Teaching and has 4 key steps; Assess, plan, do and review. This allows for intervention at this stage to already be personalised to suit the individual student.



Figure 2. Diagram shows the flow of Assess, Plan, Do, Review. A fundamental approach to Graduated Response.

The Assess, Plan, Do, Review process breaks down intervention into easily monitored cycles. The cycles are based on terms or the number of sessions required by specific interventions. This system ensures that students current needs and progress are always being assessed.

As part of this the SEND department at Giles Academy provides a wide range of interventions to aid the student across the curriculum and across different year groups. These are detailed in the table on the following page.

Key Stage 3	Key Stage 4	All years
<p>Lexia This is an online English intervention that personalises itself to the user allowing them to progress at their own speed and build a solid foundation of learning.</p>	<p>Coursework Catchup An intervention run twice weekly to allow students the extra time required for work, particularly in vocational subjects.</p>	<p>Break and Lunch Club While open beyond students on the SEND register this is a place that allows students a safe and structured environment for their social time at Giles Academy. It also allows them a place to finish homework with LSA support if needed and to develop friendships.</p>
<p>Dyslexia Club This is for students with a pronounced level of dyslexia. This allows them to meet their peers and find ways to manage with their dyslexia in the classroom. Both by looking at their English skills and by finding methods to make their dyslexia work for them.</p>	<p>Study Support This is a more focused session for completing extra work. Students who have this intervention have dropped one option in favour of using that time to bolster their learning in all other academic areas. This gives them time to focus on their work and to have the structured support and assistance of LSAs.</p>	<p>Art Therapy This is potential intervention for students with SEMH needs to provide a safe environment to talk through their issues constructively without feeling pressured by those around them. This can either be run as a group session or individually.</p>
<p>Education City This is another online provision that allows for personalised sessions on Maths and English.</p>		<p>Social Club This is an intervention for students with SEMH needs that allows them to work on building friendships and social skills while directly supervised and while using tasks that help give structure to conversations</p>
<p>Personalised Learning This is provided for students who drop learning a foreign language in order to give them extra time to learn more of their key subject areas to allow them to keep up with their peers.</p>		<p>Construction Club This is an even more specialised club for SEMH needs for groups of up to 4 students. The students are provided specific roles and duties to perform with a clear understanding of what they need to do. Using this as a scaffold to allow them to communicate constructively with others while under supervision.</p>
<p>Precision Teaching This is an intervention used to increase fluency and accuracy with the most common English words. This is to help build reading confidence and competency.</p>		<p>Club Awesome This is a social club specifically created for students with ADHD. This allows them to meet other students who have this diagnosis and learn together ways to manage how it makes them feel while working on social skills, memory and concentration.</p>
<p>Read Write Inc. This is an intervention tailored towards building reading comprehension, spelling and writing. These take place in timetabled sessions in small groups that allows for maximum support.</p>		<p>Key Workers Student's with a great deal of extra SEND support, or those evaluated to have a greater need, will be assigned a key worker. Key Workers meet with their student at least once a term and give them a designated member of staff to check in with when they have a problem.</p>

Wave 3: Specialist SEND

This is for students where the standard routes of universal support and targeted SEND support have been monitored, tracked and after reviewing all the evidence have not been able to bring the student in question up to the same level as their peers or, resulted in a suitable amount of progression. When this happens the SEND Department will oversee the provision of intervention from external specialists. This can also involve Pastoral support from the student's Year Team as any student at this point will need all round inclusive support.

Outside agency interventions include:

- BOSS
- Child and Adolescent Mental Health (CAMHS)
- ECLIPS
- Educational Psychologists
- Educational Welfare Officers
- Early Help Network
- Grief and Loss
- Healthy Minds
- Occupational Therapy
- PSP
- Trauma PSPs
- Specialist Teaching Team (STT)
- Speech and Language Therapy (SALT)
- Working Together Team (WTT)

This is not an exhaustive list and other intervention providers can and will be sought out depending on the specific needs of the student that have been identified for this wave of needed support.

These external provisions will be reviewed on a regular basis to ensure they are continuing to provide the necessary support for the student and in line with the cycles of Assess, Plan, Do Review as set out in SEND CoP 6.44-6.56.

EHCPs

Students that cannot be simply supported under standard school funding and provision after at least two cycles of support at Giles Academy will be considered for an Educational Health Care Plan. These plans allow for greater provision to be put in place for one student in a way that is overseen by the Local County Council, SEND Code of Practice pg. 141 (2015). As part of this the local authorities use the information from the assessment to create an individual care plan that is specific and unique to the student.

Giles Academy will then work with the local authority to make sure this exceptional level of provision and support is available for these students. This is also reviewed under the strict terms laid down in the SEN Code of practice every year to ensure that the student's needs are being met by the school and any further outside support they may be receiving.

More information about the Educational Health Care Plans can be found in the SEND Department Policy on EHCPs.
