

# THE GRADUATED APPROACH- NORTHCOTE PRIMARY SCHOOL

---

IF YOU HAVE ANY QUESTIONS ABOUT THE INFORMATION INCLUDED IN THIS DOCUMENT, OR ANY QUESTIONS ABOUT SEN IN GENERAL, PLEASE CONTACT MISS GORE ON [C.GORE@NORTHCOTE.LIVERPOOL.SCH.UK](mailto:C.GORE@NORTHCOTE.LIVERPOOL.SCH.UK) OR CALL 01512841919

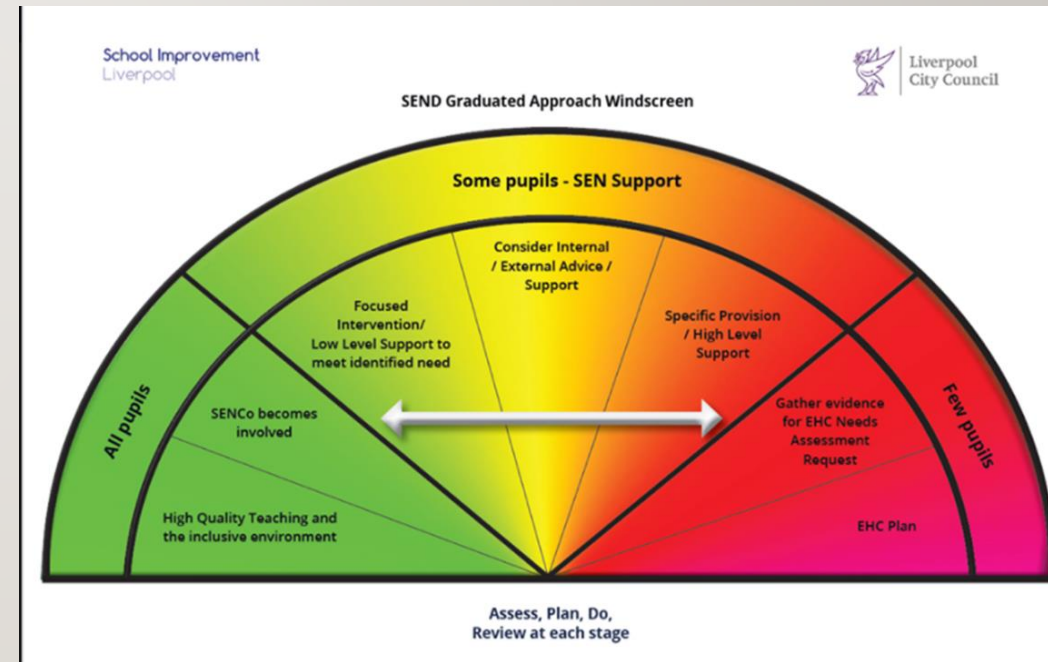


# WHAT IS SEND (SPECIAL EDUCATION NEEDS AND DISABILITIES)?

A child or young person has special educational needs if they have a learning difficulty or disability which requires special educational provision to be made. This could be to do with behaviour or ability to play with other children, academic progress, ability to understand, ability to concentrate or perhaps their physical ability is affected in a way that makes it difficult for them to learn.

An EHC plan brings a child or young person's education, health and social care needs into a single, legal document. The child or young person must have special educational needs to be eligible for a plan. However, not all children with SEND will need an EHC Plan. EHC Plans are granted when there is evidence that a child requires more intensive, individualised support (beyond that which schools are able to provide independently) in order to make progress.

A request for an EHC assessment can be submitted by schools, settings, parents or young people. Parents and young people can decide to request an EHC plan independently however schools and settings must have parental consent in order to apply.



# WHAT IS SEN SUPPORT?

---

- SEN Support is the system by which schools should assess the needs of children, and then provide appropriate support.
- The system should follow four stages, often referred to as a 'cycle': **Assess, Plan, Do, Review**. For further information about this cycle, often referred to as the 'graduated approach', see Chapter 6 of the [SEND Code of Practice 2015](#).
- This cycle should not be considered a single process. There may be more than one cycle at a time, each addressing different areas e.g. literacy, social skills, attention and/or behaviour. After the Review, a second or third cycle might start, each aiming to improve the support for the child.

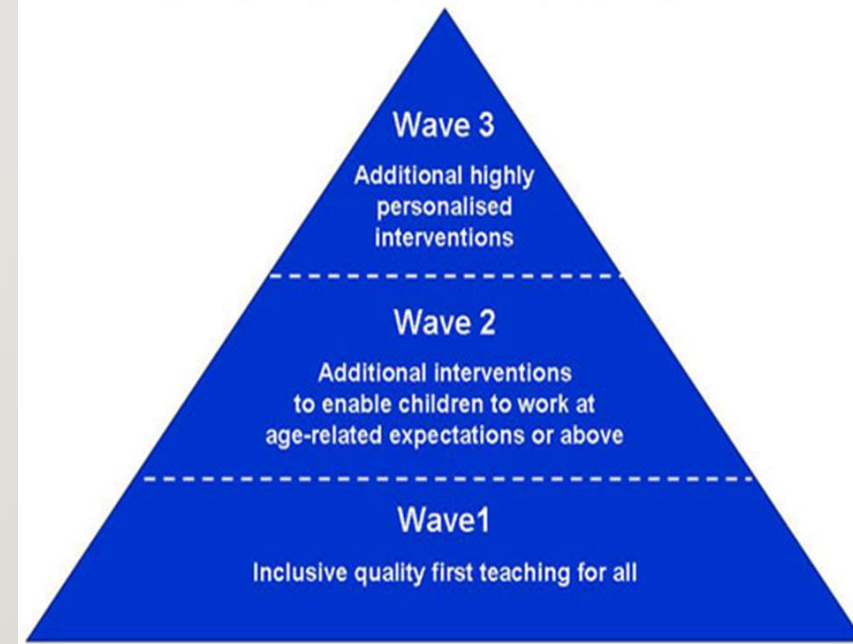




# WAVES OF INTERVENTION

- Wave 1 is the expectation of 'Quality First' teaching, where good quality teaching and suiting work to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for them. This is supported by whole-school policies - i.e. it is part of the planning and beliefs of the school as a whole.
- Wave 2 is more targeted at pupils with SEN specifically. There could be access to specialist resources within the school, such as nurture groups, therapies, identified interventions and some 1:1 support. This can be for general 'catch-up' or the start of the graduated approach cycles of Assess, Plan, Do, Review.
- Wave 3 is usually where an external specialist may be asked to advise on more specialised support, generally where a student has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.

## Waves of Intervention Model



# CURRENT INTERVENTIONS AT NORTHCOTE PRIMARY SCHOOL (NOT AN EXHAUSTIVE LIST, INTERVENTIONS ARE ALWAYS CHANGING TO MEET THE NEEDS OF OUR CHILDREN AT ANY GIVEN TIME):

Wave 1	Wave 2	Wave 3
High quality teaching Questioning Word mats Pencil grips Wobble cushions Weighted blankets Seating plans Practical equipment Reward charts Step by step instructions TA support Differentiation Visual timetable Ear defenders Overlays	Socially Speaking intervention Specialist dyslexia teaching sessions (SENCO is a specialist dyslexia teacher) Lego Therapy Precision Teaching Sensory circuits Chatterbugs	Seedlings Brighter Horizons CAMHS ADHD Foundation OSSME Private speech therapist Alder Hey SALT Educational Psychologist SENISS Physiotherapist OT

# HOW DO YOU KNOW IF THE INTERVENTIONS HAVE WORKED?

---

- Teachers complete pre and post assessments based around the skills your child needs support with. These are recorded on school provision maps. As part of the graduated approach cycle, the impact of these interventions is assessed, teachers then plan next steps, carry next steps out and then review again. Teachers discuss their findings with the school SENCO, who also monitors provision maps, and additional support is put in place where required. Our aim is always to encourage and provide strategies to foster independence for our children.



# HOW DO YOU KNOW WHAT MY CHILD NEEDS SUPPORT WITH?

---

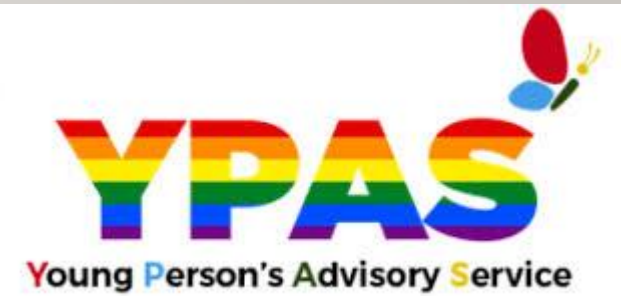
- Ongoing assessments, formal and informal, provide teachers with this information.
- One page Profiles also capture the areas that the child feels they need support with. Every child on the SEN Register has a One Page profile, and when this is completed it is always shared with parents.
- Every child working significantly below age related expectations is assessed termly using a program called PIVATS. This allows the teacher to identify targets each child needs to work on over the next term.



# WHO ELSE CAN SUPPORT?

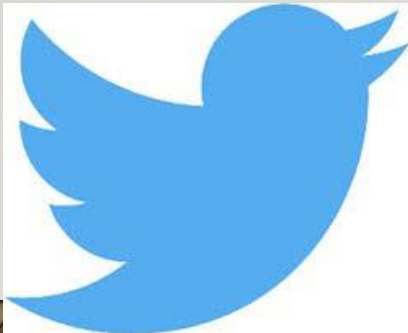


**ADHD**  
FOUNDATION  
The Neurodiversity Charity



## LIVERPOOL & KNOWSLEY SEND IASS

Special Educational Needs and Disability Information, Advice and Support Service



This best place to look for support is our Twitter page as we often retweet organisations offering support and free virtual training.

@NorthcoteSch