



Telford & Wrekin
Co-operative Council

Protect, care and invest
to create a better borough



Graduated Approach – APDR Workshop

6 March 2025

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Statutory SEND Team

Proposed outcomes



To begin to understand how to effectively evidence a graduated approach.

To understand the key ingredients of a **high quality** graduated response.

To think more creatively about how to use professionals from outside agencies in a way that supports a high quality graduated approach.

To understand how EHC panel is making its decisions.

To collect your views to inform the development of new guidance documents, templates, and EHCNA processes

Graduated Approach – What do we know?

Let us know through Menti Meter

<https://www.menti.com/>

CODE: 4637 0476



SEND Code of Practice 6.44



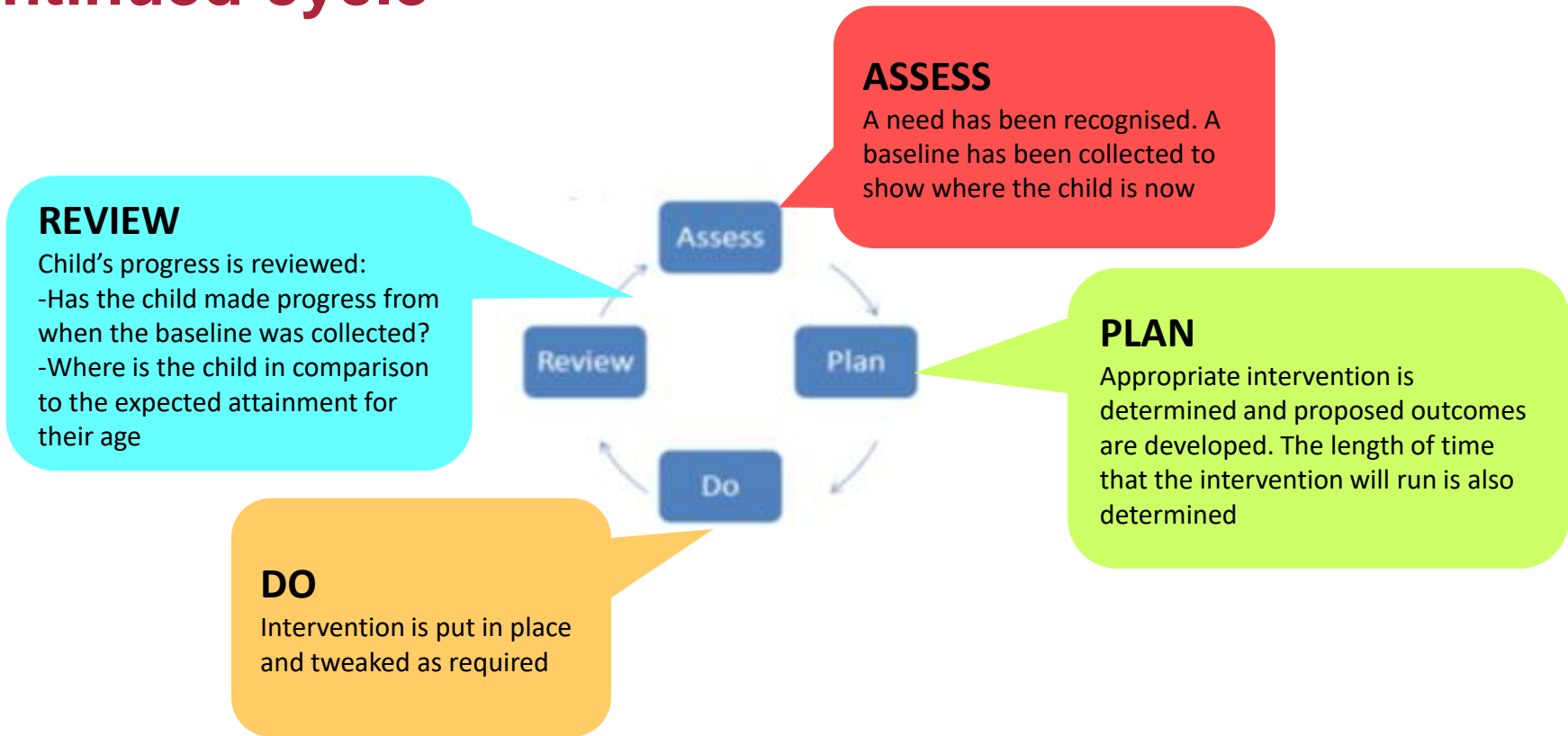
*The Code of Practice (2015) stipulates a graduated approach of **Assess, Plan, Do, Review** in identifying and meeting individual child and young people's SEND needs*

- *Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress...*

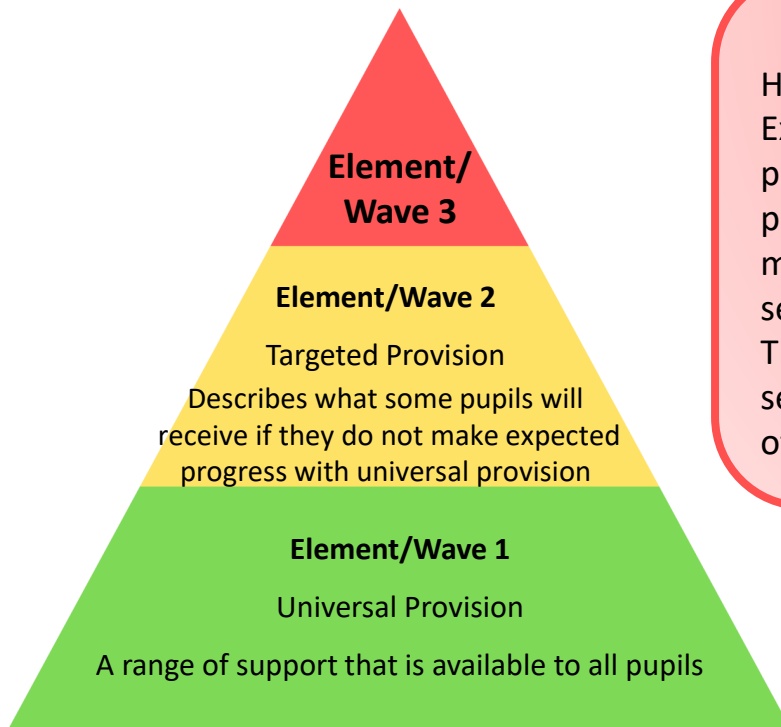
In Telford & Wrekin:

- we follow a graduated response to SEN support
- High quality, adaptive teaching, is the first step in responding to pupils who have been identified as having SEN – **'Inclusive Provision'**
- Settings should be guided by the SEND provision matrix, and the elements of provision that are universal, targeted and high need
- Staff in settings will observe, assess and plan support for children on a regular basis. Clear dates to review progress against outcomes should be agreed between setting staff, parents and the child or young person

The Graduated Approach – continued cycle



Provision Matrix:– Elements of Support



Element/Wave 3

Higher Needs Provision

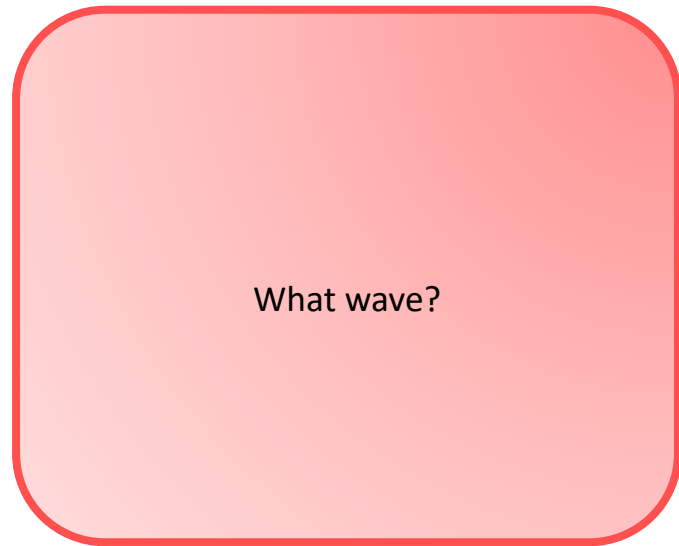
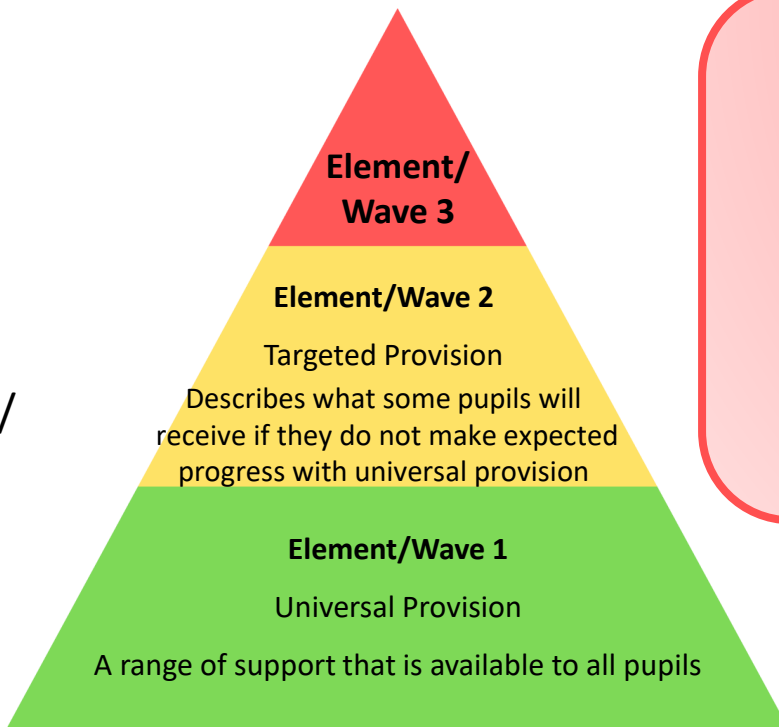
Extra support that a small number of pupils might receive if targeted provision does not enable them to make consistent, developmentally sensible progress.

This section is divided into four sections in line with the broad areas of need (Code of Practice, 2015)

Check In



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Universal Support – Element 1 – Wave 1

Review

- Quality assurance, observations and work scrutiny
- Review of SMARTA targets
- Pupil and parent voice

Do

- | | |
|--|---|
| • Quality First Teaching | • Regular, considered and personalised praise |
| • Routines that promote emotional wellbeing | • Reasonable adjustments |
| • Regular access to practical, hands-on learning | • Planned intervention |
| • The use of simple language, supported by visuals where necessary | • Assistive technology |
| • ELSA | • Ongoing training opportunities |
| • Nurturing and empathetic adults | • Well-planned and structured PSHE curriculum |
| | • Attachment and trauma informed |

Assess

- Whole school monitoring system in place
- Effective use of assessment for, of and as learning which allows immediate feedback and timely intervention
- Ongoing monitoring of progress using assessments related to the curriculum, with additional standardised and/or diagnostic tests when needed
- Routine data collection i.e., end of key stage, phonics check
- Tracking of any intervention groups

Plan

- | | |
|---|---|
| • Whole school CPD | • EPS training offer |
| • Autism Education Trust (AET) training and materials | • Training and consultation with LSAT, BSAT and SIS where necessary |
| • Differentiation and adaptive teaching | |

Targeted Provision – Element 2 – Wave 2

Review

- Regular reviews of outcomes with parents/carers and any outside agency

Do

- Regular, structured teaching or activities in small groups to help meet SMARTA outcomes
- Access to support from adults to follow consistent, regular, daily routines
- Use of assistive technology where necessary
- Specific, targeted interventions
- Access to pastoral and/or counselling by appropriately trained adult
- Nurturing environment run by staff who have experience and training

Plan

- Appropriate specialist training i.e., Speech and Language, Physiotherapy etc
- Regular, scheduled, solution-focussed meetings with parents/carers
- Collaborative planning with all staff
- Differentiation and adaptive teaching to meet individual needs

Assess

- Personalised Learning Plan (also called Individual Provision Map of Individual Education Plan)
- Pupil views and wishes collected and reflected through SMARTA outcomes
- Continued tracking of progress and impact of intervention groups
- Involvement of parents/carers to identify pupils' strengths, difficulties and areas in which support is needed
- ABC records for behaviour kept over time and assessed with outside agency support

Higher Needs Provision – Element 3 – Wave 3

Review

- Review of support, progress and outcomes each half term with all involved
- Consider ECHNA at this point**

Assess

- Ongoing assessment, support and advice for setting staff from outside agencies from outside agencies such as Specialist Advisory Support or Educational Psychologist
- Individual risk assessments to identify any dangers and inform when and how the pupil needs extra support
- Assessment data demonstrating that the pupil is working 1 key stage or more below

Do

- Ongoing, regular, structured small group or 1:1 intervention delivered 3 or more times per week
- Appropriate pupil-specific adaptations to the classroom
- Consistent use of an alternative communication system
- Highly personalised curriculum
- Access to an adult facilitating break and lunch times to enable and support social interaction
- Enhanced transition arrangements
- Personalised workstation or safe space
- Access to a key, trusted adult

Plan

- Key members of staff to have appropriate training and supervision from outside agencies
- A plan for managing issues of extreme concern
- Development of a quiet, safe space to help the pupil to manage emotional state, reduce risks of harm and/or reduce the need for physical intervention
- Enough time and space dedicated to joint planning

Check in

**Any
comments**

**Any
questions?**

**Any
queries?**

What makes a good graduated response and why?



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What does a 'high quality' graduated response look like?

- #1** Individual support plans to illustrate elements/waves of support at universal, targeted and specialist levels
- #2** Clear targets with well-defined outcomes articulated using SMARTA principles
- #3** Clear evidence of outside agencies involvement throughout APDR cycle over time
- #4** Progress data over time which clearly shows current attainment and how that compares to age-related expectations
- #5** Person- centred approach throughout APDR cycles, with clear involvement of children and parents/carers

‘But we need a formal report to support applications for EHC requests?’

- Evidence how you have used outside agencies as part of a graduated response. (i.e. Group consultation, Outreach, AP’s)
- EHC panel will want to see some written communication from outside professionals, that highlights how settings have implemented their recommendations and how they have contributed to a cycle(s) of intervention over time.
- SEND services (LSAT, EPS, BSAT, SIS, Portage) continue to develop the way in which they provide written evidence of their involvement as part of a graduated approach to meeting a child’s needs.
- We want to see more time spent actively involved working in settings and schools.

Health – Included as part of ADPR

We use the term health broadly – we are thinking about SLT, OT, Physio, Paediatricians, Psychologists, Psychiatrists, MH Nurses, Learning Disability Nurses, Health Visitors, School Nurses, Wheelchair Services, Orthotics, Specialist Doctors, GPs and more.....!

For young people aged 5-19 contact your **School nurse-** [Telford School Nurses](#) - Single Point of Access Tel: 0333 358 3328

Mental Health advice, assessment, formulation and support

[BeeU :: Midlands Partnership University NHS Foundation Trust](#)

[Children's Occupational Therapy](#) – OT's have developed a resource to help support CYP with sensory needs.

[What is Neurodiversity?](#) – signposting resource 0-25.

[Support for Speech, Language and Communication Needs \(SLCN\)](#)

Where to email requests for involvement in Annual Reviews to:

For: CYP Therapies (OT, Physio and SLT)

Shropcom.childtherapydocumentexchange@nhs.net

Subject line: 'Request for involvement at Annual Review'

Health Offer is currently being updated on the Local Offer

Social Care – Settings usually know first

Who do we mean by Social Care?

This could be a Social Worker allocated to the family, Early Help Practitioner, a Family Solutions Worker, Case Worker (CWD)...

Social Care can be a part of APDR ?

Plan ahead, if the child or young person has an allocated worker they need to be informed at least 6 weeks before so that reports can be updated.

A Social Care advice form is available for schools to use.

How to use advice and reports?

Any advice or reports need to be included in the Annual Review meeting, please don't use 'report pending' or 'see report'.

Inclusive School Forum (ISF)

School led forum that provides support and challenge to mainstream schools regarding the provision and practice they deliver for children with SEND.

What is the function of ISF?

The forum offers three functions:

- Advice and guidance
- Access to Outreach
- Access to Additional Inclusion Funding (AIF)

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What is the criteria for AIF?

- The child must reside in T&W
- The child must not have an EHCP or ECHNA underway
- Quality first teaching
- A highly graduated approach which must involve evidence of outside agency involvement and multiple cycles of APDR
- Evidence of progress over time
- Evidence that the child requires support above element 2 funding
- Parent/carers involvement

Who is eligible for ISF?

Any child in a Telford and Wrekin mainstream school, from Reception to Year 11, with SEN

Post-16 funding also available

Is AIF short-term?

- Initially for one year but can continue **year on year** as required
- Funding follows that child, so will follow during phase transition

Indicator for an EHC Needs Assessment

Indicator 1

- Possible identification of a SEN which requires significant continuing support to access the curriculum and make progress
- Evidence highlighting where criteria is met against one of more areas of need

Indicator 3

- Involvement of appropriate outside agencies/professionals
- Contribution of those professionals is recorded over time and has informed the review and refinement of evidence-based interventions

Indicator 2

- Evidence that a **graduated response** to meeting need has been delivered
- Cycles of **assess, plan, do, review**
- Specific records of the pupil's progress throughout review cycles which suggests that need for continued provision

Indicator 4

- The setting has provided support in line with expectations about what it ordinarily would provide
- Fully costed individual provision map, demonstrating the use of delegated SEN funds

Check in



**Any
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So what is happening at EHC panel?

EHC panel – the basics

Its purpose is to determine, based on the information contained in the request, whether locally published criteria (in line with the SEND CoP) to proceed with a statutory assessment or issue a new plan has been met.

- Meets fortnightly throughout the year even during the summer holiday.
- Every new assessment request is considered at or just before 6 weeks after receipt (legal deadline).
- Following assessment – evidence is reviewed to decide if an EHC plan should be provided. Where LA does not issue a plan then we must send confirmation by week 16.
- Chaired by Senior EP.
- Panel members – Senior EP (Chair) SEND Team Leads, SEND Officers, Health, Social Care Looking towards further representation from schools and other services re panel members.
- Each case is presented to the panel and a yes / no decision is made using published criteria.
- Rationale for no is shared in the feedback letter.

Attainment Data

In July 2024, at the end of reception year, X was EMERGING in all areas of the Early Years Foundation Stage Curriculum.

YEAR 1 Autumn 2024 end of term data

Reading- E40-60

Writing- E40-60

Maths - E40-60

YEAR 1 Spring 2025 Mid- term data

Reading- D40-60

Writing- D40-60

Maths – Below E1

At this point in the year, the expected level for all children in year 1 is D1+ (Developing in Year 1). X is currently working at a level considerably below this.

We need to see and have an explanation of the whole tracking scale.

If D1+ is expected and the child is at below E1 for maths – what are the levels in between?

Assume 40-60 refers to months (of age

Example of a school tracking system that panel did not understand

Subject	Current Working At Step	End Of Year Target Step
Art	T6-	I
Computer Studies/Science	2-	I-
Drama	T6+	I-
English	T6+	T6-
Geography	T6+	I
History	T6-	I
Mathematics	T6+	T5+
Music	T6+	I-
Physical Education	I-	I-
Religious Education	T6	I
Science	2-	I
Technology	I	I-

Check List

Individual Learner Plans - IEP's, Provision Map,	✓
Clear targets/outcomes with well-defined outcomes using SMARTA (Specific, Measurable, Achievable, Realistic, Time, Agreed) principles. Including baseline	✓
External Reports – Health, Social Care, EP's, Advisory support	✓
Progress Data overtime	✓
Evidence of Person-centred approaches have been used throughout cycles of APDR. CYP and parent/carers views and wishes are represented.	✓
Taking into account transitions and preparation for adulthood	

Preparing for Adulthood

Year 9 and onwards there will be a clear focus on Preparing for Adulthood. This can start now What to think about...

Education & Employment

- post 16 placement
- vocational aspirations
- progression to a supported internship, apprenticeship, traineeship and employment

Independence

- travel training
- personal care
- organisation
- money

Transition

- transition to post 16 education placement - how this might look
- the type of support that might be needed post 16 – mentor/key person, meet and greet, quiet space, time out.
- Transition to Adult Social Care
- Transition to Adult Health Services



Telford and Wrekin SENDIASS

Information, Advice and Support Service (IASS) aims to increase the confidence of parents/carers of children and young people with Special Educational Needs and Disability 0 – 25 years , by offering confidential and impartial information, advice and support on a wide range of SEND processes . To enable them to be more fully informed and increase their confidence to participate in their child's education.

We can offer information and advice on:

- Special Educational Needs procedures in school
- Assessment process for Education, Health & Care Plan
- Exclusions information
- Disability Discrimination
- Local Offer and Personal Budgets
- Transition and Annual Reviews
- Negotiation, mediation, tribunals and dispute resolution.

The service is free, confidential, impartial and accessible.

Contact 01952 457176 or email info@iass.org.uk for further information
website: www.telfordsendiass.org.uk

Signposting - Support

PODS Family Groups

Regular groups are for family members – including children and siblings – and provide local information and access to our Face2Face Scheme.



PODS Befriending Scheme

Peer led emotional and practical support from our PODS Befriending Scheme to support you and reduce isolation and increase your Wellbeing.

Challenges at Home Sessions

Support sessions for families, with a child with Autism with or without a diagnosis. Open to 0-18 years from mainstream and special schools. For families to discuss home/life concerns and seek information and advice from Educational Psychologist team around emotional, behaviour, social, anxieties, routines, etc.



Contact Information:
jayne@podstelford.org

01952 458047
0777 534 2092

Facebook:
PODS Telford
www.podstelford.org



APDR Workshop

Final Check in



**Any
comments**

**Any
questions?**

**Any
queries?**

Your views matter.....



Please provide any feedback you feel may be useful to inform development of our services or improve our workshops

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Dates for the diary -

SENCo Network Meeting – 20 March 4-5:30 pm
(face to face @Haberdashers Abraham Darby
Transport Workshops – 9 April 4-5pm

Look Out for

Local Offer SENCO Space

https://www.telfordsend.org.uk/info/1/home/93/senco_network_meetings

Newsletters –

Family newsletter was sent out 03/03

https://www.telfordsend.org.uk/downloads/file/2656/send_family_newsletter_march_2025

SENCO Newsletter – released 07/03