

Walsall's New Graduated Approach

The Graduated Approach is about the early identification of a child and young person's needs and how early years settings, schools and colleges can support children and young people who have SEND.

The Graduated Approach begins with the expectation that all children receive High Quality Teaching. However, some children or young people will need support which is additional and different. This support is targeted to meet more specific needs and is called SEN Support.

A small number of children may continue to need additional and different support which is specialised and may require an assessment of their Education, Health and Care (EHC) needs. This may result in them having an Education Health and Care Plan.

To enable a child or young person with SEND to participate, learn and make progress, settings should take action to remove barriers to learning and put effective educational provision in place.

The Early Inclusion Framework outlines Walsall's local area approach to improving support, pathways and provision for children and young people with SEND.

We have co-produced a range of resources and tools that support settings to implement a coherent and consistent Graduated Approach.

Ordinarily Available Provision

This is the provision that the local authority expects to be made for children and young people with SEND in early years settings, schools and colleges.

Timely identification and well-planned support is essential if we are to work together to secure the best outcomes for Walsall's children and young people with SEND. High-quality teaching, close working with families and clear cycles of review are all important components to ensure our education offer is fully inclusive and the majority of our learners can thrive within their local mainstream setting.

This guidance is linked to the 4 areas of SEND and provides a list of possible strategies for Children and Young People with emerging and increasing needs. SENCOs and Inclusion Leads can use this guidance to consider different approaches to create a more personalised plan as part of a Graduated Approach (Assess, Plan, Do, Review) which increases in intensity in line with need. Aspects from this guidance can be used to form key strategies within an SEN Support Plan and supports practitioners with ideas that could be useful for tracking and recording progress and outcomes.

The SENCo has day to day responsibility for co-ordinating support and provisions for children and young people with SEND, including those with education, health and care (EHC) plans.

If you have any concerns regarding your child's progress or would like a copy (draft) of any of the guidance or tools from within the Early Inclusion Framework, please contact your SENCo.