

Special Educational Needs and/or Disabilities (SEND)
Graduated Approach: Guidance for Schools and Education Services

Bromley has a graduated approach to assessment and provision for children with special educational needs and/or disabilities. These cumulative processes and provisions, as part of the **Assess > Plan > Do > Review** cycle, are aligned with the *Children and Families Act 2014* and the *Special Educational Needs and Disabilities Code of Practice (2015)*.

Approach	Quality first teaching	Special Educational Needs (SEN) support	SEN Support & Pupil Resource Agreement (PRA)	Education, Health and Care Plan (EHCP)	
Definition	<ul style="list-style-type: none"> Access to high quality teaching, including appropriate curriculum, differentiated learning and access arrangements for exams and controlled assessments School's SEND Information Report published on school website to outline their SEND provision 	<ul style="list-style-type: none"> Support provided in school is additional to and different from other pupils This may be provided in and/or out of normal lessons It will aim to address the specific difficulties that the child is experiencing 	<ul style="list-style-type: none"> Additional support is agreed in a document for a school-age child who requires a significantly higher level and type of time-limited intervention This should supplement the school's SEN Support provision, including additional resources 	<ul style="list-style-type: none"> A legal document for a child requiring longer-term support/provision and the ongoing involvement of several agencies The document sets out (i) a description of their needs and (ii) what support/services will be provided by education, health and/or social care to meet those needs 	
Access	<ul style="list-style-type: none"> All children, including those with SEND Reasonable adjustments are applied wherever necessary, in line with the Equality Act 2010 	<ul style="list-style-type: none"> Child has been assessed by appropriate professional(s) as having SEND 	<ul style="list-style-type: none"> School submits request for a PRA The child must be attending a mainstream school and there must be prior Educational Psychology involvement Request considered by the PRA Panel 	<ul style="list-style-type: none"> Request for an EHC Needs Assessment submitted by the school (in consultation with parents) or parents directly Additional Resource Panel considers request Aspirations (hopes and ambitions) are the basis for the plan and must contain detailed outcomes that link with these aspirations 	
Support: roles and resources available	School	<ul style="list-style-type: none"> Class teachers use assessment information to differentiate lessons effectively Child's individual needs and differentiation strategies communicated effectively to all staff SENCO, leaders and teachers use a range of data to track child's progress from starting points and to identify barriers to learning SENCO co-ordinates the process of identifying and assessing possible needs, including referral pathways for assessment 	<ul style="list-style-type: none"> Child recorded on school SEND register SEN Support Plan in place, with person-centred outcomes and provision map, and individual Assess > Plan > Do > Review records Class, group and individual support to make new learning accessible is targeted, balanced and within a graduated approach Outside agency support engaged appropriately and utilised effectively May include one-page profile/passport Outcomes from interventions integrated into classroom teaching Pupil Progress meetings 3 times a year with systems in place to enable parents/carers and children to meaningfully contribute to shaping support and provision SEND governor holds SENCO to account to ensure that SEN Support is impacting positively on pupil outcomes across the whole school 	<ul style="list-style-type: none"> Yearly PRA review co-ordinated by SENCO Consider whether PRA needs to continue and, if so, if any adjustments need to be made If PRA in place for 3 years, reviewed with Educational Psychologist 	<ul style="list-style-type: none"> SENCO co-ordinates EHCP Annual Reviews Child, parents and SENCO devise holistic, person-centred outcomes Consider if the outcomes have been met New targets set for the next year
	Local education services	<ul style="list-style-type: none"> The Inclusion Support Advisory Team (ISAT) SENCO Advisory Services provide advice guidance and training to SENCOs Educational Psychology Service may also provide consultations and assessments Independent Advice and Support Service (IASS) and early help services, e.g. Bromley Children Project and Children's & Family Centres 	<ul style="list-style-type: none"> ISAT's services will include a SEN Support Partnership Plan, devised with the SENCO Sensory Support Service: Hearing and Vision Teams Other services may include SEMH Support for Schools (outreach service for primary-age children) and the Bromley Mentoring Initiative 	<ul style="list-style-type: none"> All professionals are expected to contribute to all PRA reviews This includes up to date information about the profile of needs Recommendations to cover specific provisions and interventions High Needs Child Specific Funding in Schools (HNCSFS) may be applied for via the Specialist Support and Disability Panel 	<ul style="list-style-type: none"> All professionals involved are required to contribute to the assessment and review processes SEN Assessment, Planning and Review Officers co-ordinate EHCPs Specialist Support and Disability Service (SSDS) provides EHCP key-working, advice, support and direct work with children, parents and schools
	Parents, carers and children	<ul style="list-style-type: none"> Contribute to meetings and other activities Access the Bromley Local Offer Access information and support from IASS and early help services Other services to contact may include the Bromley Youth Support Programme and the Young Carers Service 	<ul style="list-style-type: none"> Maintain regular communication with SENCO Attend meetings and engage in other communication with the school Access additional information and support from Bromley Parent Voice, CASPA, Bromley Mencap and others 	<ul style="list-style-type: none"> Attend and contribute to PRA reviews If appropriate, apply for a Max Card through the Children's Disability Register (Local Offer) 	<ul style="list-style-type: none"> Contribute information to support the development of the EHCP, including Section A For a personal budget, apply to Children's Social Care for direct payments If appropriate, use support from Independent Supporters

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