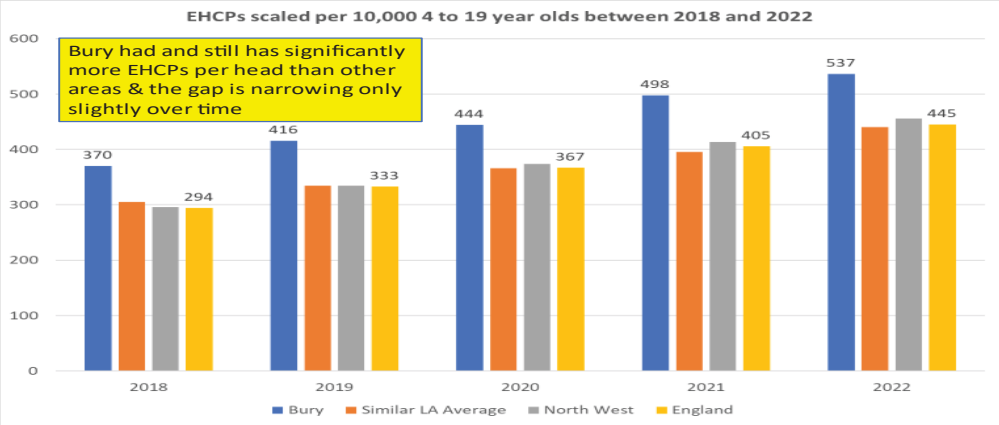
| Meeting: Locality Board | | | |
|---|---|---|---|
| **Meeting Date** | 03 April 2023 | **Action** | Receive |
| **Item No.** | 11 | **Confidential** | No |
| **Title** | Graduated Approach | | |
| **Presented By** | | | |
| **Author** | M.Kemp | | |
| **Clinical Lead** | Rachel Lyons EP / M Kemp Strategic Lead SEND & Inclusion | | |

## Executive Summary

Please see attached power point for fuller details pf the graduate Approach

Bury currently has a disproportionate number of more Education Health and Care Plans.




This would suggest that we are not identifying the need of children earlier enough and that we are potentially not supporting enough children at SEND Support that could be.

It could also suggest that because we are not supporting the Children/Young People early enough are we at risk that interventions are potentially more costly because they commence at a later stage greater and has greater.

Alongside this within the SEND Code of Practice it set out the need for setting, school, and colleges to be evidencing how they use the Graduated Approach to support children in terms of them meeting their full potential.

Bury has been relatively slow in terms of developing its own Graduated Approach but we are now at the stage of rolling out our own Graduated Approach tool kit as well as the association training and awareness.

We have been fortunate that we have been able to develop our Graduated Response by building the learning from the Salford and Tameside ones. The development of the Graduated Response was a good example of affective collaborative working with parents, carers and a range of relevant professional. It was led by our Education Psychology lead Rachel Lyons.

The Graduated Approach is a tool kit for professionals as well as a tool for parents. It set out what provision, intervention, and techniques that we would expect at the universal and target level of need prior to the need for more specialist intervention.

The element of the toolkit are strengths based and it is intended that it will grow overtime as we include examples of good practice examples.

The Graduated Approach is divided up into the early years, schools age and college age children.

It does need to equally include what is expect that school, setting and college offer in terms of therapeutic intervention as it does learn approaches and interventions.

In summary the Graduated Approach set out in one place what a parent / child can expect to be on offer to meet need at the universal and targeted level.

Through the better access and provision of support at the earlier point it should;

- reduce demand for more intensive and more costly provision
- reduce demand for more specialist service
- reduce impact for families thought earlier provision of support
- reduce the need for EHCP
- Increase number of children supported at SEND Support
- Increase number of children supported in Mainstream setting and schools

| **Recommendations** |
|---|
| That the board supports and promotes the roll out of the Graduate Approach.<br>That the board support and promotes the roll out of the training and awareness around the local offer. |

| | | | | |
|---|---|---|---|---|
| **OUTCOME REQUIRED** *(Please Indicate)* | **Approval** ☐ | **Assurance** ☐ | **Discussion** ☐ | **Information** ☒ |
| **APPROVAL ONLY;** (please indicate) whether this is required from the pooled (S75) budget or non-pooled budget | **Pooled Budget** ☐ | **Non-Pooled Budget** ☐ | | |

| **Links to Strategic Objectives** | |
|---|---|
| **SO1 - To support the Borough through a robust emergency response to the Covid-19 pandemic.** | ☐ |
| **SO2 - To deliver our role in the Bury 2030 local industrial strategy priorities and recovery.** | ☒ |

| Links to Strategic Objectives | |
|---|---|
| **SO3 - To deliver improved outcomes through a programme of transformation to establish the capabilities required to deliver the 2030 vision.** | ☒ |
| **SO4 - To secure financial sustainability through the delivery of the agreed budget strategy.** | ☐ |
| Does this report seek to address any of the risks included on the NHS GM Assurance Framework? | ☐ |

| Implications | | | | | | |
|---|---|---|---|---|---|---|
| Are there any quality, safeguarding or patient experience implications? | Yes | ☒ | No | ☐ | N/A | ☐ |
| Has any engagement (clinical, stakeholder or public/patient) been undertaken in relation to this report? | Yes | ☒ | No | ☐ | N/A | ☐ |
| Have any departments/organisations who will be affected been consulted ? | Yes | ☒ | No | ☐ | N/A | ☐ |
| Are there any conflicts of interest arising from the proposal or decision being requested? | Yes | ☐ | No | ☒ | N/A | ☐ |
| Are there any financial Implications? | Yes | ☒ | No | ☐ | N/A | ☐ |
| Is an Equality, Privacy or Quality Impact Assessment required? | Yes | ☒ | No | ☐ | N/A | ☐ |
| If yes, has an Equality, Privacy or Quality Impact Assessment been completed? | Yes | ☐ | No | ☐ | N/A | ☐ |
| If yes, please give details below: | | | | | | |
| | | | | | | |
| If no, please detail below the reason for not completing an Equality, Privacy or Quality Impact Assessment: | | | | | | |
| | | | | | | |
| Are there any associated risks including Conflicts of Interest? | Yes | ☐ | No | ☐ | N/A | ☐ |
| Are the risks on the NHS GM risk register? | Yes | ☐ | No | ☐ | N/A | ☐ |
| | | | | | | |

| Governance and Reporting | | |
|---|---|---|
| **Meeting** | **Date** | **Outcome** |
| N/A | | |
| | | |

# SEND Graduated Approach Co-Production Project

## SEND Solution Meetings
## January 2023

Dr Geoff Morgan, Senior Educational Psychologist

Dr Rachel Lyons, Deputy Principal Educational Psychologist

**Bury and Salford Educational Psychology Services**

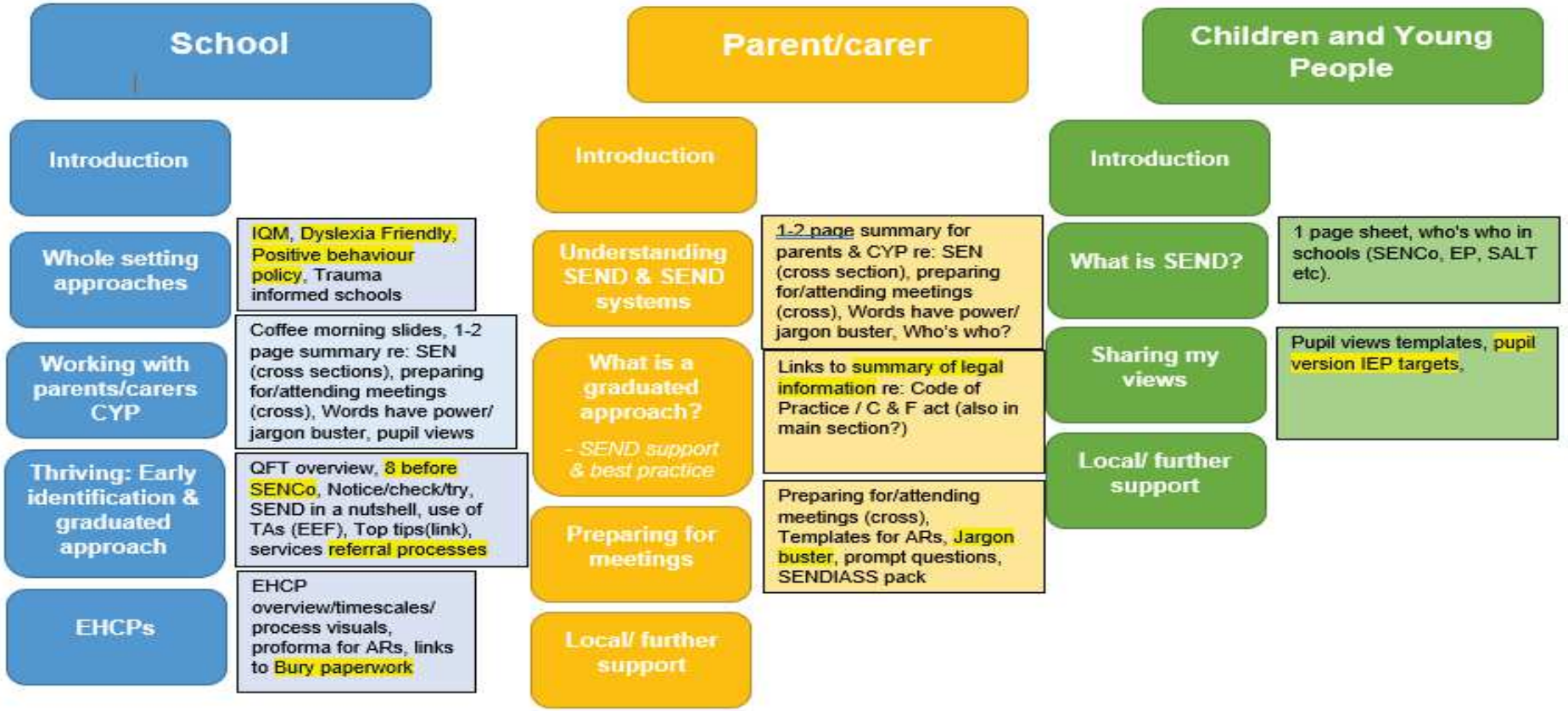
# Overview

- **Aim:** To develop **a local SEND guidance toolkit to support Early Years settings, schools and colleges** in Bury to confidently identify and support children and young people's SEND . A video clip explaining the project can be found here: https://youtu.be/q4cDgXwndZc
- **SENCO Best Practice:** covering SENCO role and SEND processes inc. EHC Assessment & EHCP processes
- **Areas of Need**: 'Top Tips' for an inclusive learning environment. Recommended interventions across each of the four broad areas of need: Getting Advice (whole class/school), Getting Help (small group) and Getting More Help (individual)
- **Getting Risk Support**: covering topics such as self harm, exploitation, eating disorders, distressed behaviours
- Early Years, School Age (KS1-4) and Post 16 versions

# Where we are up to….

- Building the website and getting the content online. Prioritised school age version as has been a very lengthy process! (thank you for your patience)
- Example sections :
  - Bury SEND Graduated Approach Toolkit | The Bury Directory
  - Cognition and Learning (School Age KS1) | The Bury Directory
  - Graduated Approach Toolkit – Resources for Parents and Carers | The Bury Directory
  - Person Centred Planning | The Bury Directory
- Collating training dates so these are all listed in one place
- Web testing with parents/carers and SENCOs
- Amending EY Best Practice section to align with changes to paperwork/ funding requests

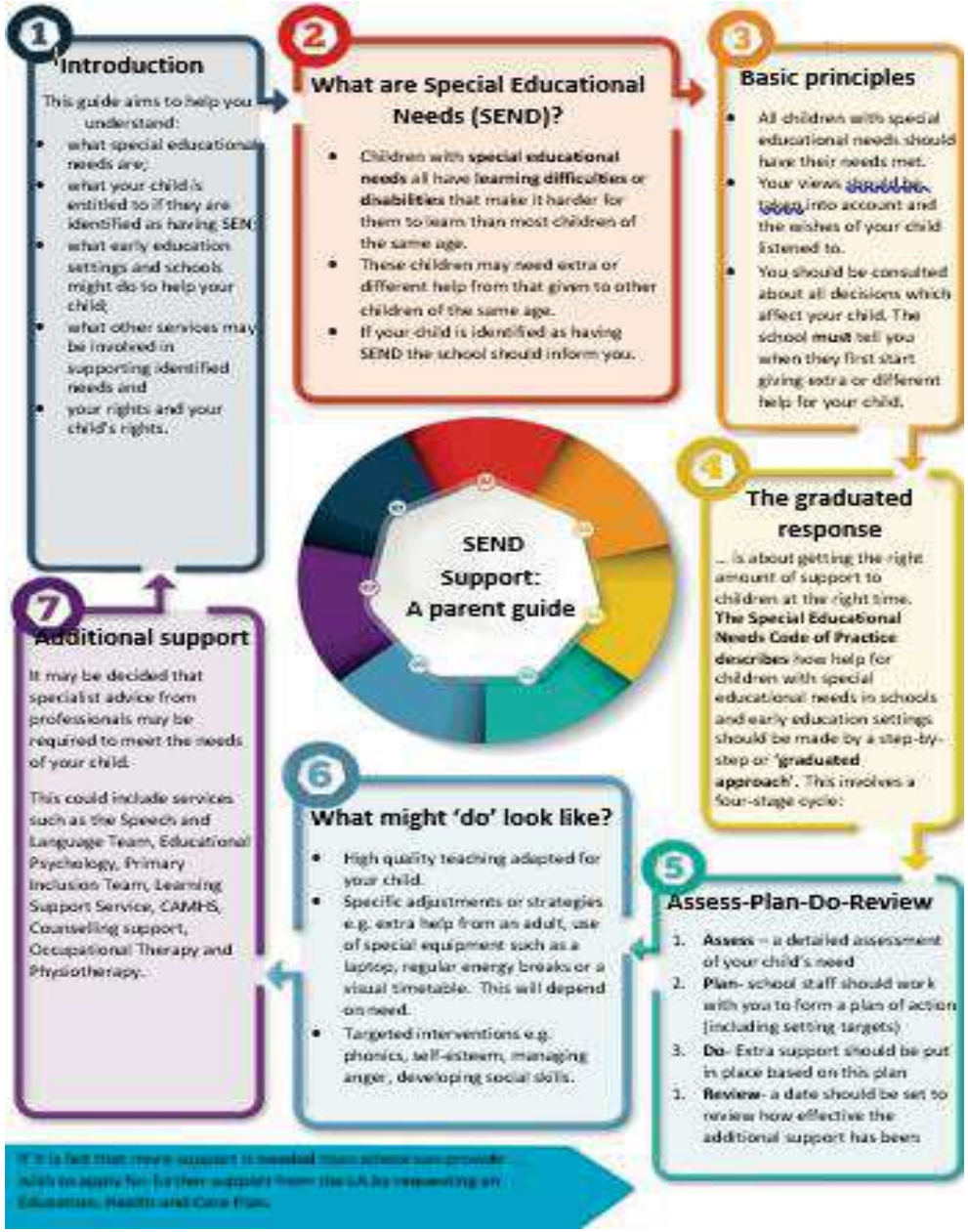
# Best Practice Overview



# Areas of Needs

- Each area of need  is broken down into Key Stage 1-4 and covers:
  - Identifying needs
  - Assessment tools
  - Top Tips
  - Overview of needs in this area (version for parents/ carers and for children and young people)
  - Getting Advice (whole class approaches)
  - Getting Help (group interventions)
  - Getting More Help (individual support)
  - Intervention overview (list of all interventions inc. cost and where to find further information)

- Cognition and Learning (School Age KS1) | The Bury Directory
- Also, additional areas within **KS4 and 5:** Transition and Preparation for Adulthood



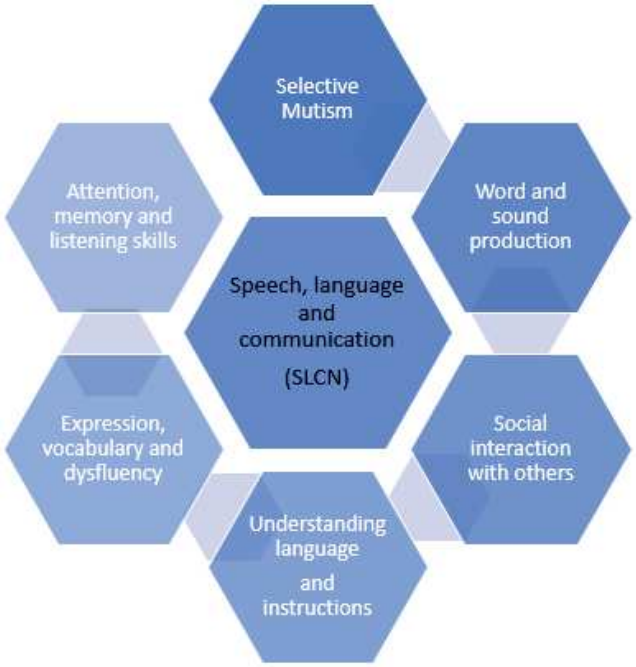

# Parent/ carer section

Explains SEND Processes and systems & linked resources:

- One page summary of SEND Support (7 Minute Briefing)
- Two page document explaining the Graduated Approach Document
- A summary/ overview section of each broad area of need (C&L and C&I examples)
- Padlets for Early Years (online links)
- Questions to support SEN Support discussions
- Flow chart and timescales for EHC Assessments
- Words have Power document
- Video clips
- Graduated Approach Toolkit – Resources for Parents and Carers | The Bury Directory

# Parent/ Carer – Need Overviews (x4)

**SLCN Overview for Parents and Carers**




**Helpful strategies**

*All of these strategies will help to support speech, language and communication needs in your child and support their development. Your child may need support in more than*

**Receptive Language - Difficulty understanding language and following instructions**

- ✓ Get your child's attention first by saying their name.
- ✓ Show and tell through objects, pictures and gestures.
- ✓ Keeping your sentences short.
- ✓ Use the contexts and familiar routines to embed instructions.
- ✓ Using the positive, e.g. 'Good walking' rather than 'don't run'.

**Expressive language and vocabulary strategies**

- ✓ Offering choices.
- ✓ Vocabulary games.
- ✓ Specific questions- Who? What? Where? How and Why can be tricky.
- ✓ Extending what your child has said by expanding and repeating.

**Dysfluency - Disruption to the flow and timing of speech**

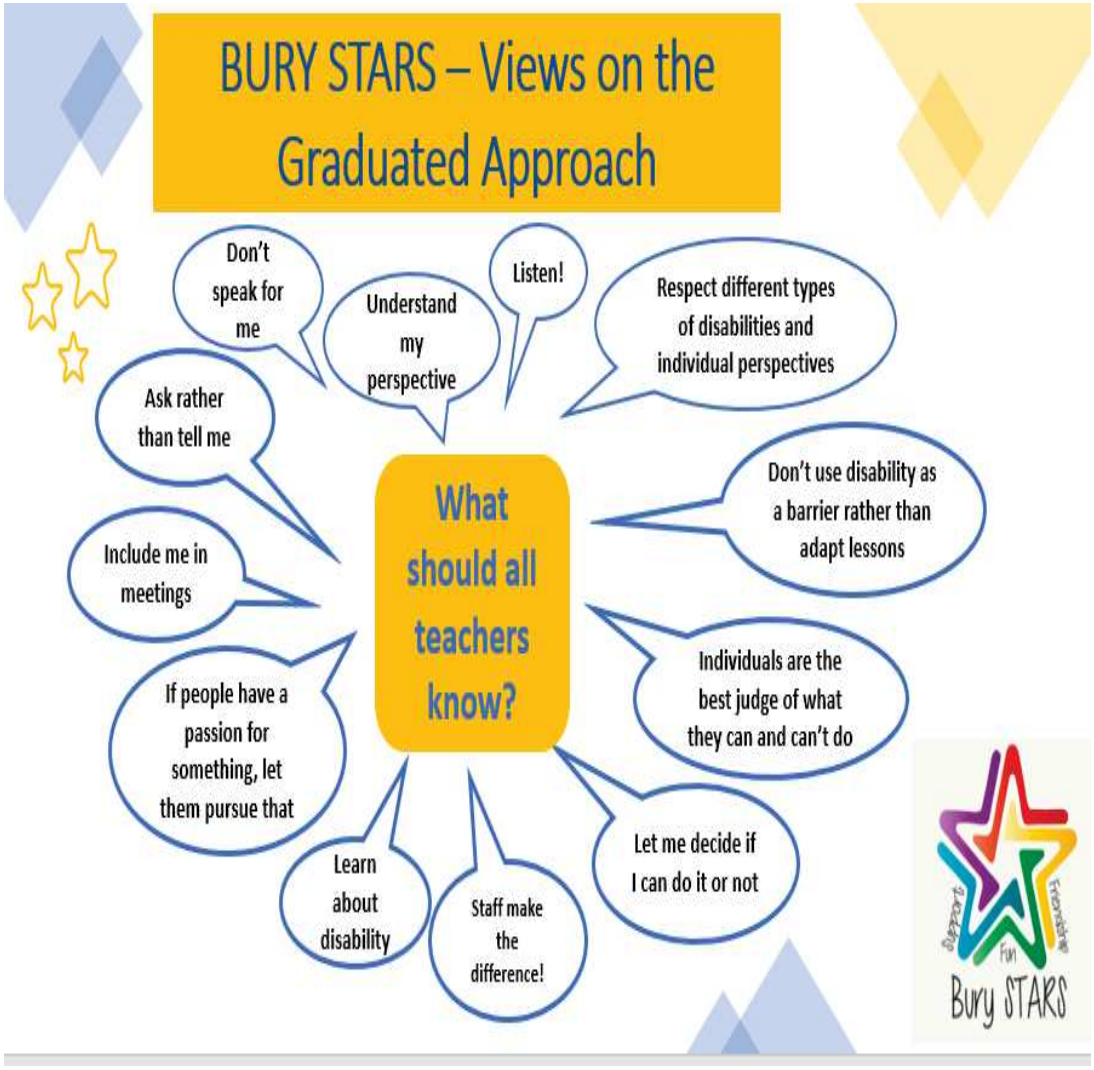
- ✓ Model slowing down your own speech and pause between phrases.
- ✓ Give processing time and don't overuse questions.
- ✓ Maintain eye contact and show you are listening by giving your full attention.

**Attention, memory and engagement**

- ✓ Try to use a quiet environment to increase attention.
- ✓ Follow your child's lead and talk about their interests.
- ✓ Praising and emphasise what they have done right.

**Selective Mutism**

- ✓ Avoid pressuring your child to speak and reassure them you know they find it hard.




# Children and young people's section

**Area of the website for children and young people**

- Key messages from Bury Stars
- A summary or overview section of each broad area of need – editable so it can be personalised (x 8: primary and secondary versions)
- Documents to support the sharing of views in meeting
- Person Centred Planning Tools

# Working document

- Once launched, a **working group** will continue to review and update the content on the website.
- This is will be a continual process as the toolkit will remain a **‘working document’**.
- Feedback on it’s use will help to further improve it over time.
- **Who needs to be part of the working group?**

# Launch and roll out….

- SEND Practice Learning Event – Two virtual sessions where toolkit will be demonstrated (both are the same):
  - **10th February 1-2pm**
  - **15th February 1-2pm**
  - To book a place email: edpsych@bury.gov.uk

- **What else will you find helpful in terms of the launch and roll out?**
- **What will help you to become familiar with the content and feel confident to use it in your schools?**

# Share your views!

**If you haven't already completed the project feedback form on your experience of the process – there is still time ☺**

Graduated Approach Co-Production. Project participation feedback (July 2022) - Google Forms

**Your time and ideas have been very valuable and much appreciated**