



The Graduated Approach in Leicester City



Leicester City Council

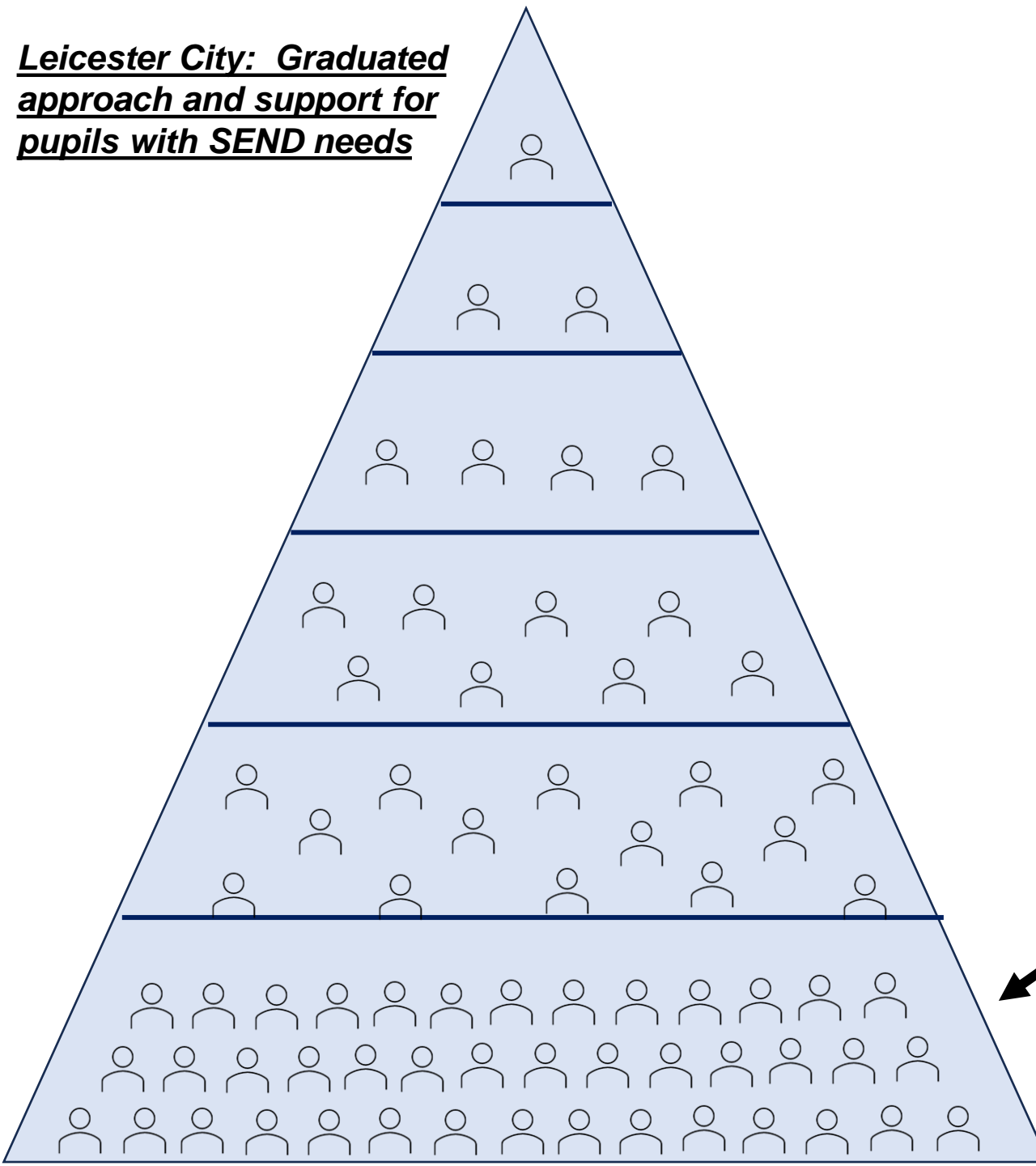


Leicester City Council provides a range of support for pupils with Special Educational Needs in line with:

- the legal requirements from the [Equalities Act 2010](#) and the [Children and Families Act 2014](#)
- the Graduated approach as outlined in the 2015 [Special Needs Code of Practice](#)

This document outlines in further detail the graduated approach support available through Leicester City Council.

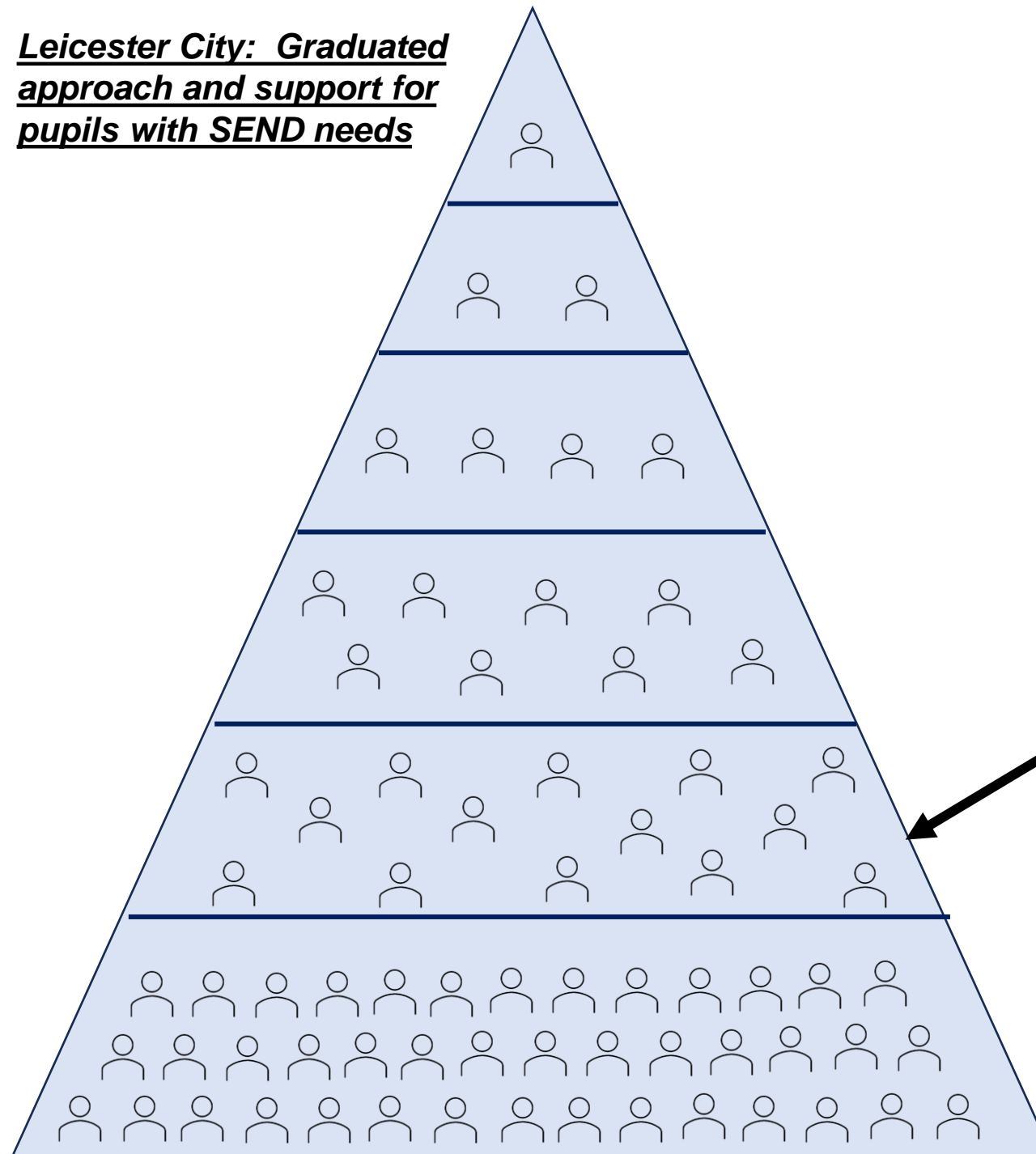
Leicester City: Graduated approach and support for pupils with SEND needs



**Mainstream, with differentiated learning opportunities
(adaptive teaching)**

- Most pupil's SEND needs can be met in the ordinarily available provision of a mainstream setting with work differentiated or adapted to their current level of learning by their class teacher.

Leicester City: Graduated approach and support for pupils with SEND needs

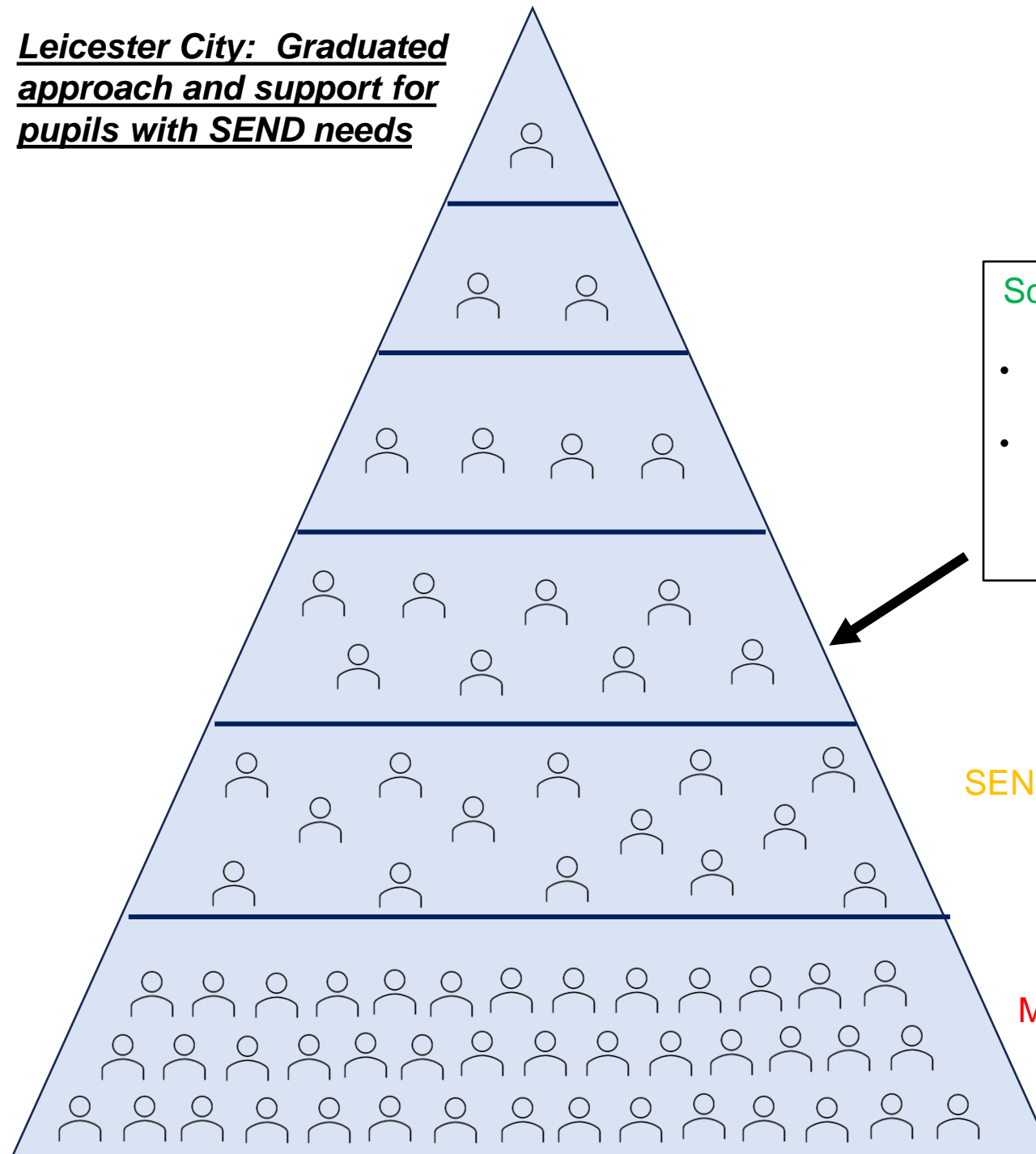


SENDCO: SEND monitoring. General interventions (e.g. additional phonics support)

- Some pupils may have needs that require additional support above the ordinarily available provision of the classroom or provision.
- The SENDCO will have processes in place to monitor these pupil's progress.

Mainstream, with differentiated learning opportunities (adaptive teaching)

Leicester City: Graduated approach and support for pupils with SEND needs



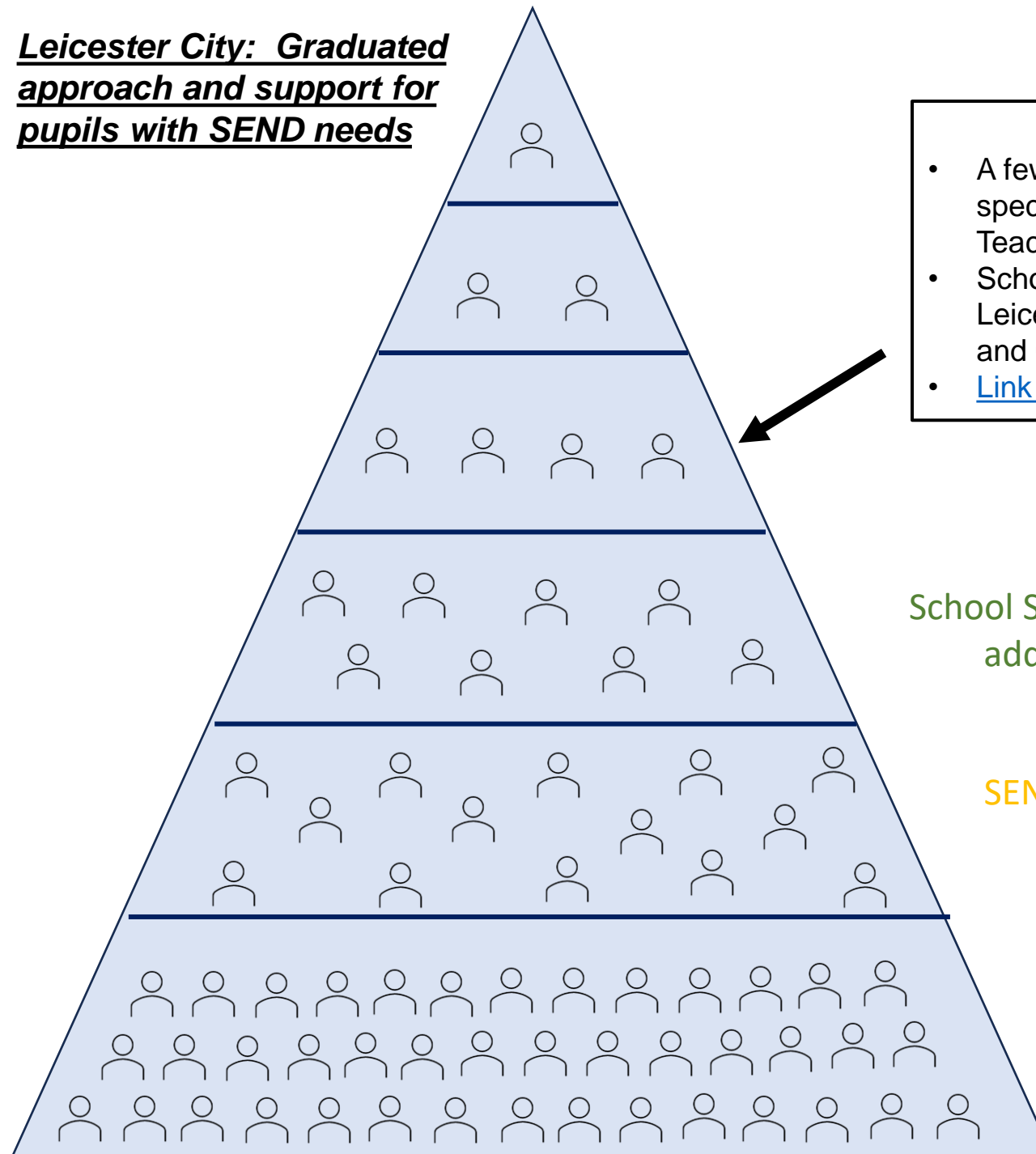
School SEND support – targeted interventions and additional support (School Support Plan)

- Some pupils may need additional support beyond the ordinarily available offer, provided through school resources.
- These pupils will be placed on the Special Educational Needs (SEN) Register and monitored more closely through the [Assess-Plan-Do-Review](#) process, including targets/outcomes that are reviewed in a meeting arranged with parents.

SENDCO: SEND monitoring. General interventions (e.g. additional phonics support)

Mainstream, with differentiated learning opportunities (adaptive teaching)

Leicester City: Graduated approach and support for pupils with SEND needs



Top up funding (Element 3)

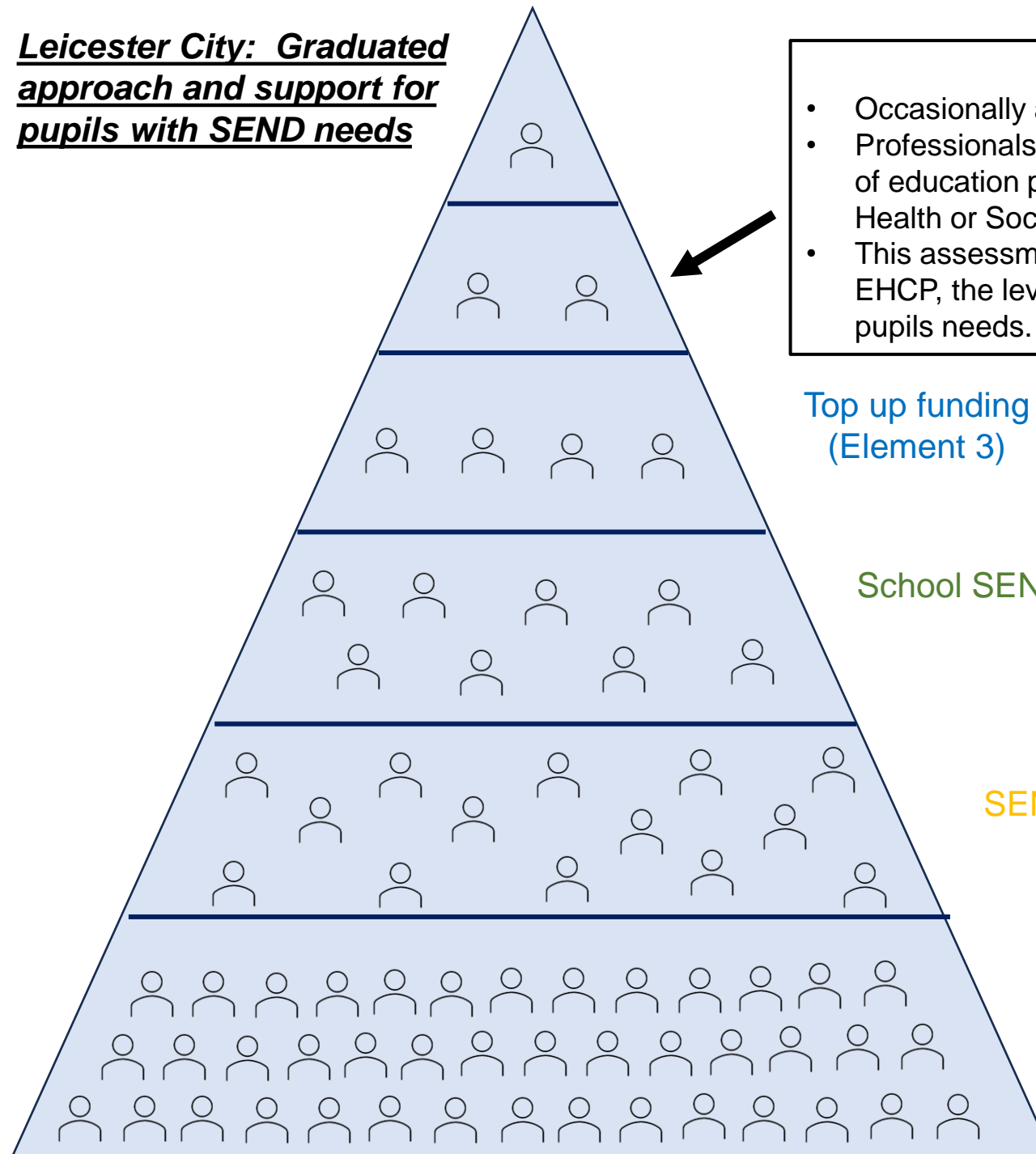
- A few pupils may need support that requires additional funding (for example specific 1:1 interventions, access to Alternative Provisions or additional Teaching Assistant time).
- Schools can apply for additional funding from the LA to support this. In Leicester City this funding matches the funding bands for Education, Health and Care Plan (EHCP)
- [Link for E3 applications](#)

School SEND support – targeted interventions and additional support (School Support Plan)

SENDSCO: SEND monitoring. General interventions (e.g. additional phonics support)

Mainstream, with differentiated learning opportunities (adaptive teaching)

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EHCP provision within mainstream

- Occasionally a pupil may need an Education Health and Care Plan.
- Professionals, schools and parents can ask for an assessment of need from a variety of education professionals working with the pupil, e.g. an Educational Psychologist, Health or Social Care.
- This assessment is taken to a panel to decide whether it meets the requirements of an EHCP, the level of funding needed and what provision is most suitable to meet the pupils needs. [Link for EHCP applications](#)

Top up funding
(Element 3)

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EHCP Specialist provision (Special School or DSP)

- The occasional pupil with high level and/or complex needs requires an EHCP and support at a specialist provision.
- In Leicester City this is available in Special Schools or at Designated Specialist Provisions (DSPs).
- A DSP has specialist classrooms situated within a mainstream school enabling pupils to access the specialist classroom alongside inclusion opportunities within the mainstream offer.

EHCP provision within mainstream

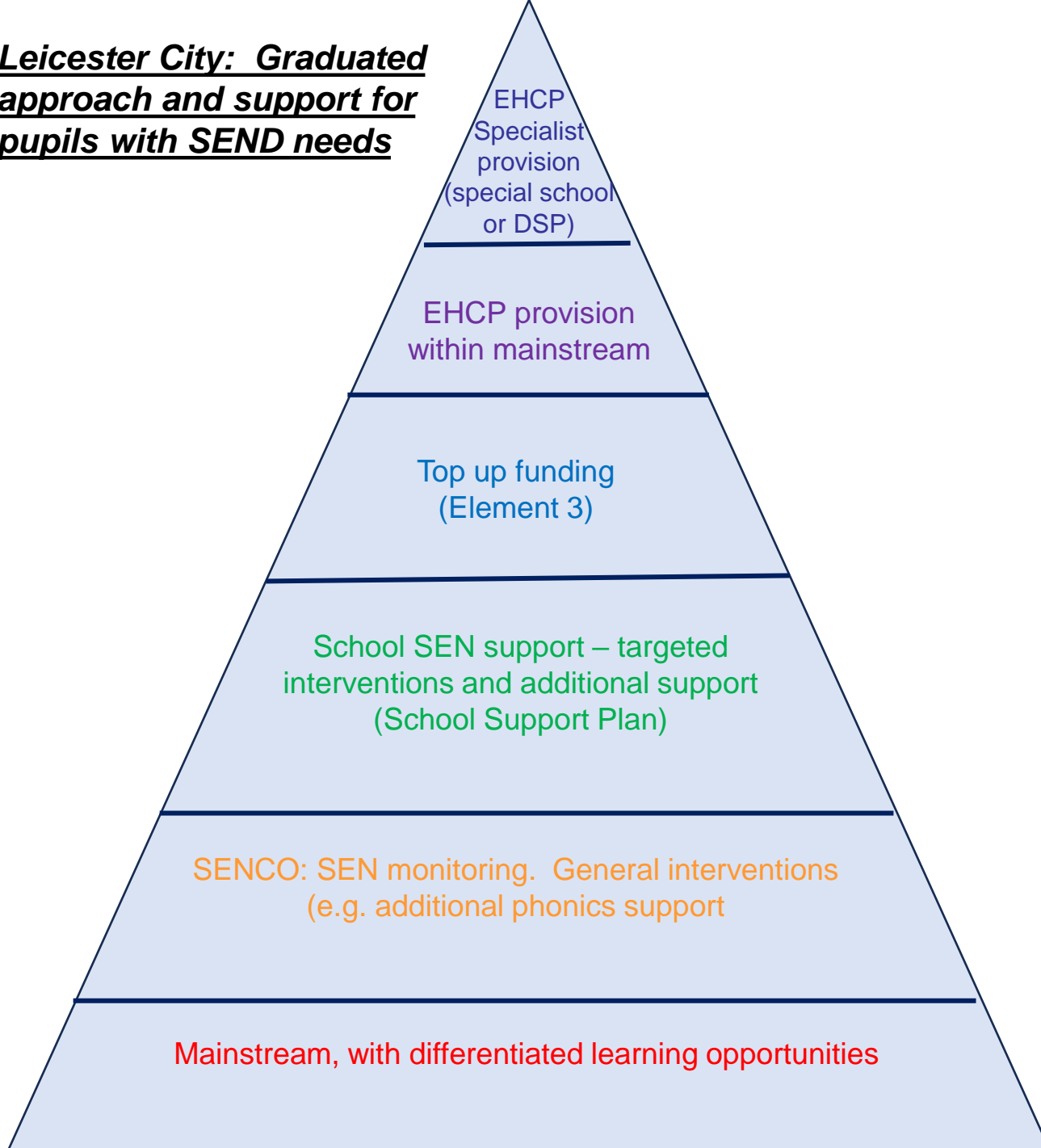
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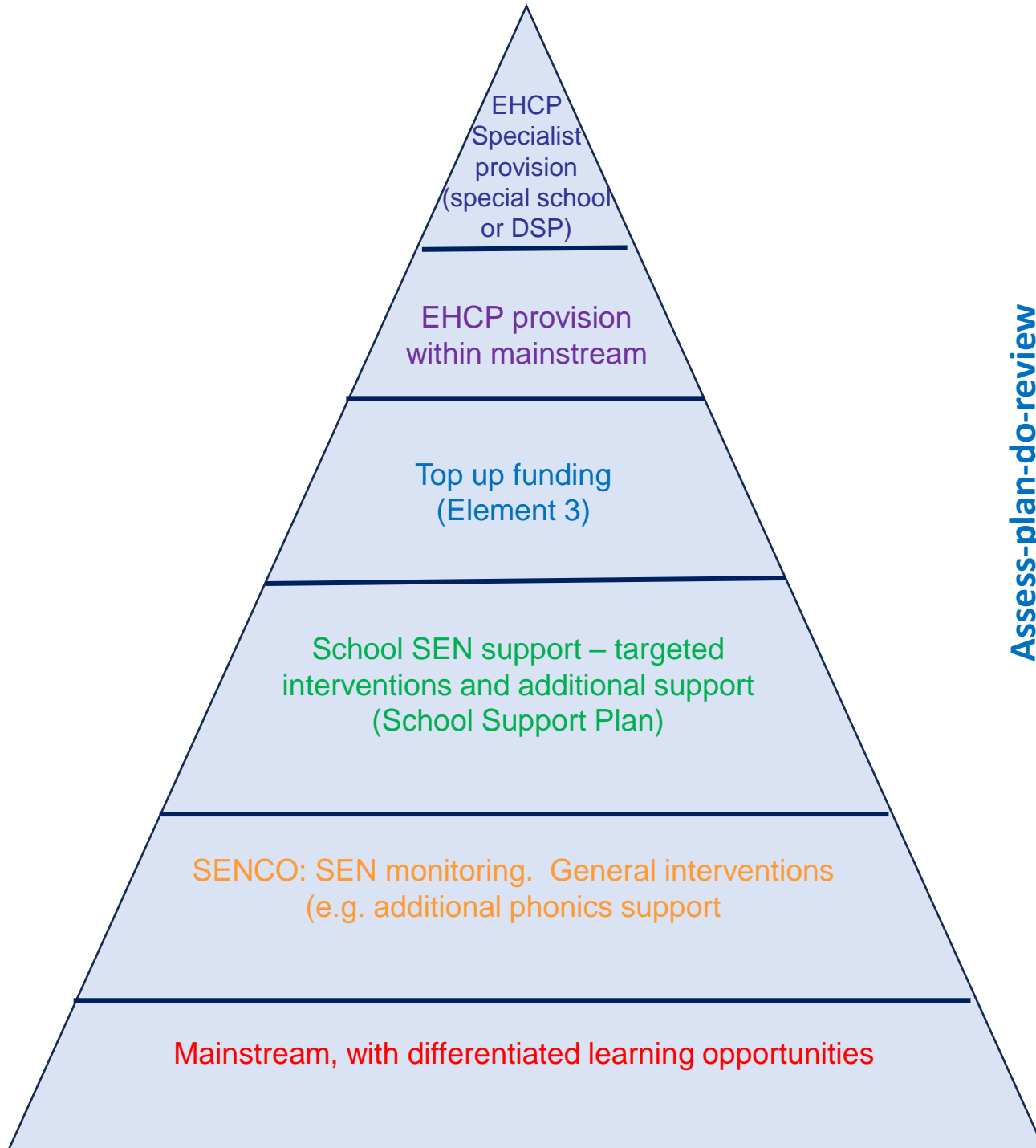


Education, Health, and Care Plans (EHCPs)

An Education, Health, and Care Plan (EHCP) brings together information from education, health, and social care to provide a comprehensive overview of a child or young person's needs. The EHCP outlines these needs across all three areas, specifies clear outcomes (targets) to work towards, and details the provision required (what support is needed, where it will be provided, and how it will be delivered).

For children or young people with significant health needs, these should be further detailed in a separate Health Care Plan (HCP) in addition to the EHCP. Health professionals often collaborate with schools to support pupils and develop the EHCP's provision. For instance, Speech and Language Therapists (SaLT) may play a key role in addressing communication needs. For more detailed information about EHCPs, visit:

[IPSEA - EHC Plans](#)



Assess-plan-do-review



Leicester City: Graduated approach and support for pupils with SEND needs
Assess-Plan-Do-Review

Assess – Plan – Do – Review;

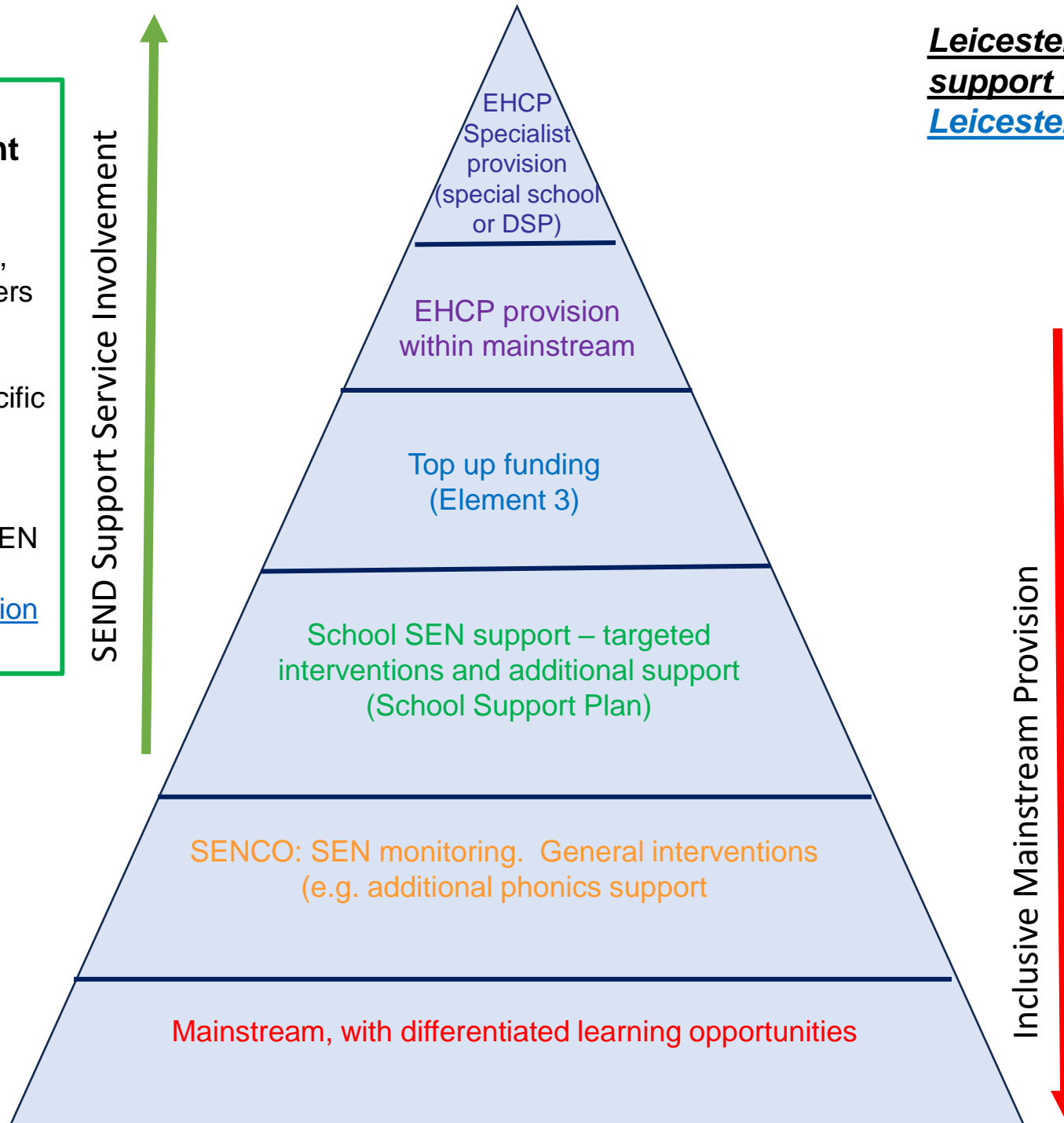
Pupils can move up and down through the graduated approach and different levels of support as their needs decrease or increase with age. This is done through the Assess-Plan-Do-Review cycle where pupils needs are assessed, a plan is made for intervention and support, the plan is put in place and reviewed before beginning again.

SEND Support Service Involvement

Leicester City has maintained a SEND Support Service of EPs, teachers and practitioners who are able to offer advice to schools to support pupils with specific needs (EYST, CI, CL, SEMH, HI, VI). This support is available to pupils on the schools SEN register.

[Link for further information about SENDSS](#)

SEND Support Service Involvement ↑

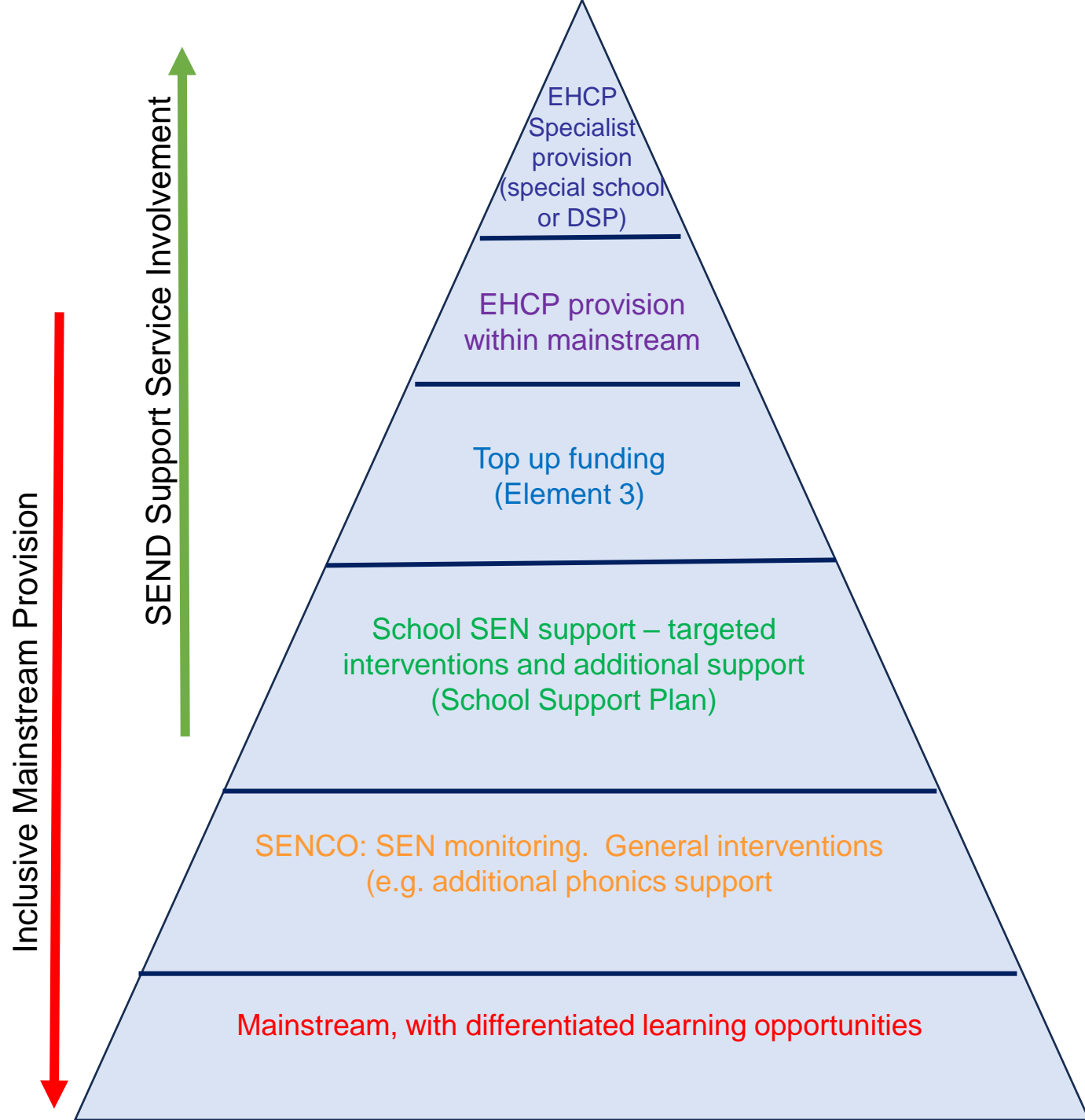


Leicester City: Graduated approach and support for pupils with SEND needs: [Leicester City Support Offer](#)

Inclusive Mainstream Provision or Ordinarily Available Provision

- This is the provision offered by all mainstream schools to meet the needs of pupils, it includes differentiated learning (adaptive teaching) and reasonable adjustments that some pupils will need.
- This is always on offer if a pupil is in a mainstream provision regardless of where they are on the graduated approach.

Inclusive Mainstream Provision ↓



BERA

Whole School BERA

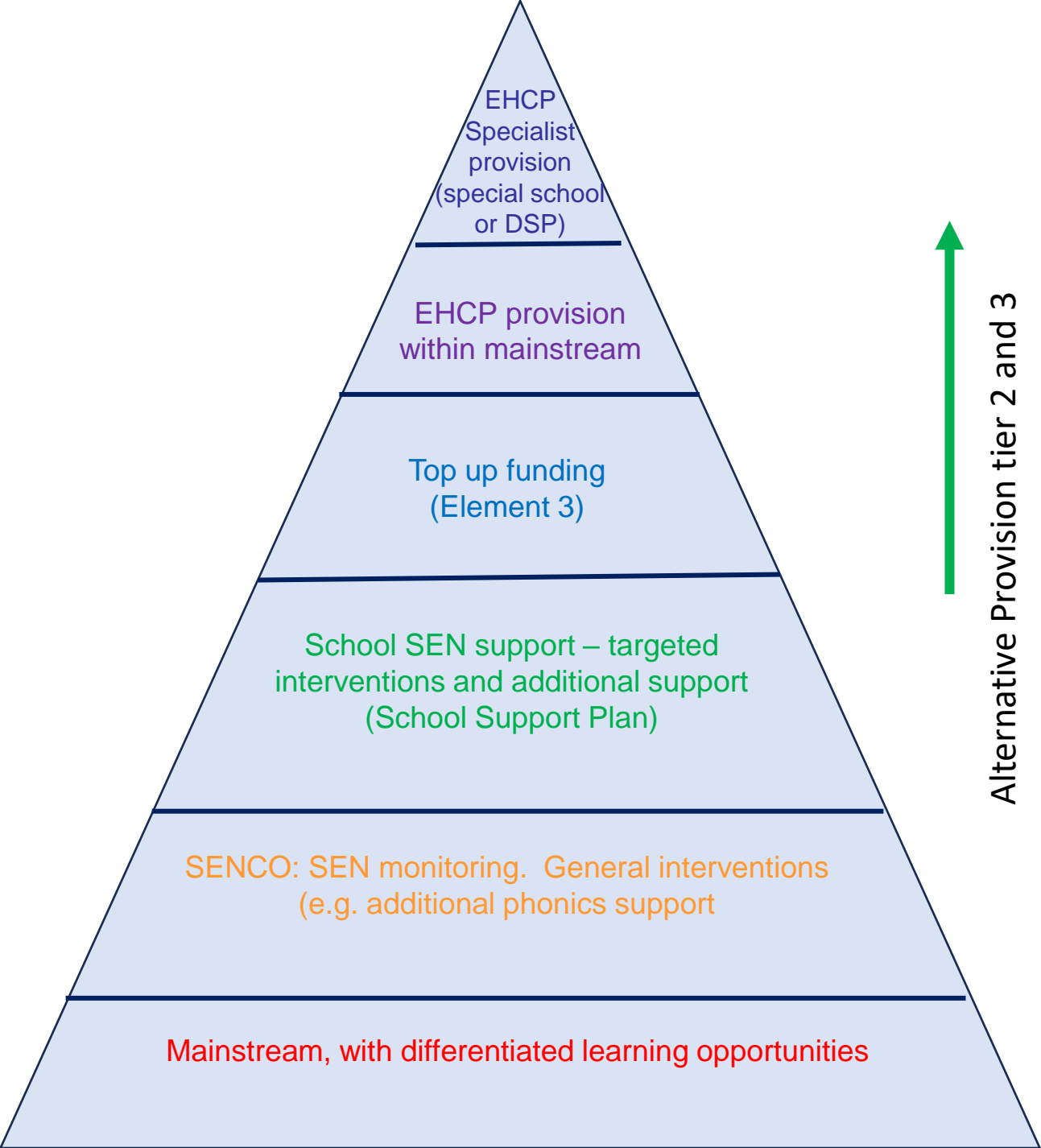
Specific needs BERA

Leicester City: Graduated approach and support for pupils with SEND needs overall map

Best Endeavour and Reasonable Adjustment (BERA)

The City have produced a set of Best Endeavour and Reasonable Adjustment (BERA) documents to support schools in meeting the needs of pupils with a variety of needs. These documents outline the adjustments that schools, colleges and settings should make to support pupils. They are written for use across all provisions but particularly mainstream and are also used in decision making panels for additional funding and in the EHCP process. [Link to BERA documents](#)

Leicester City: Graduated approach and support for pupils with SEND needs overall map – *Alternative Provision*

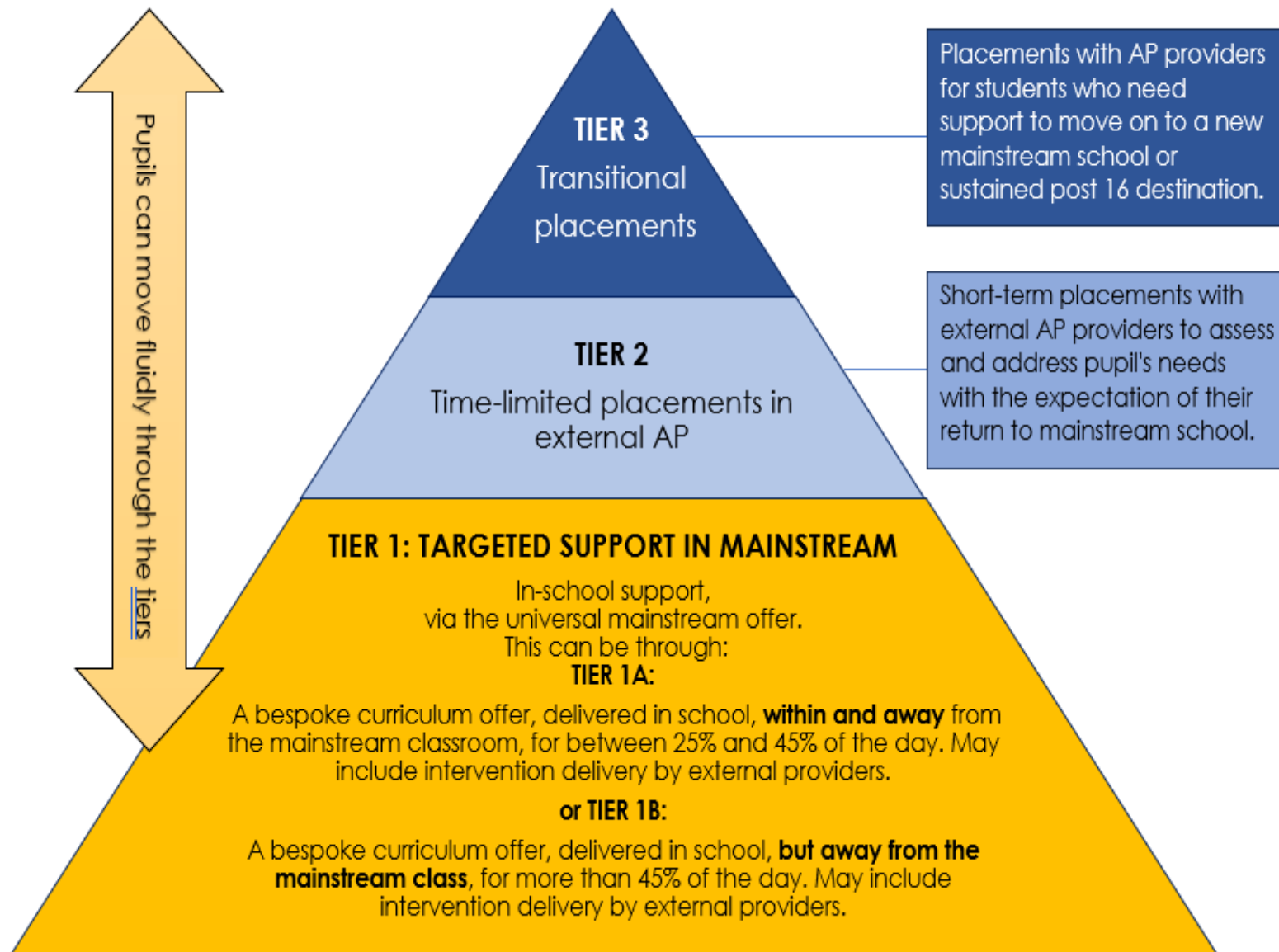


Alternative provision:

Additional support can be accessed for pupils through an Alternative Provision (AP). This provision may take place within a pupil's school or at a different location.

[Further AP information](#)

The Three-tier Model for Alternative provision



BERA

Whole School BERA



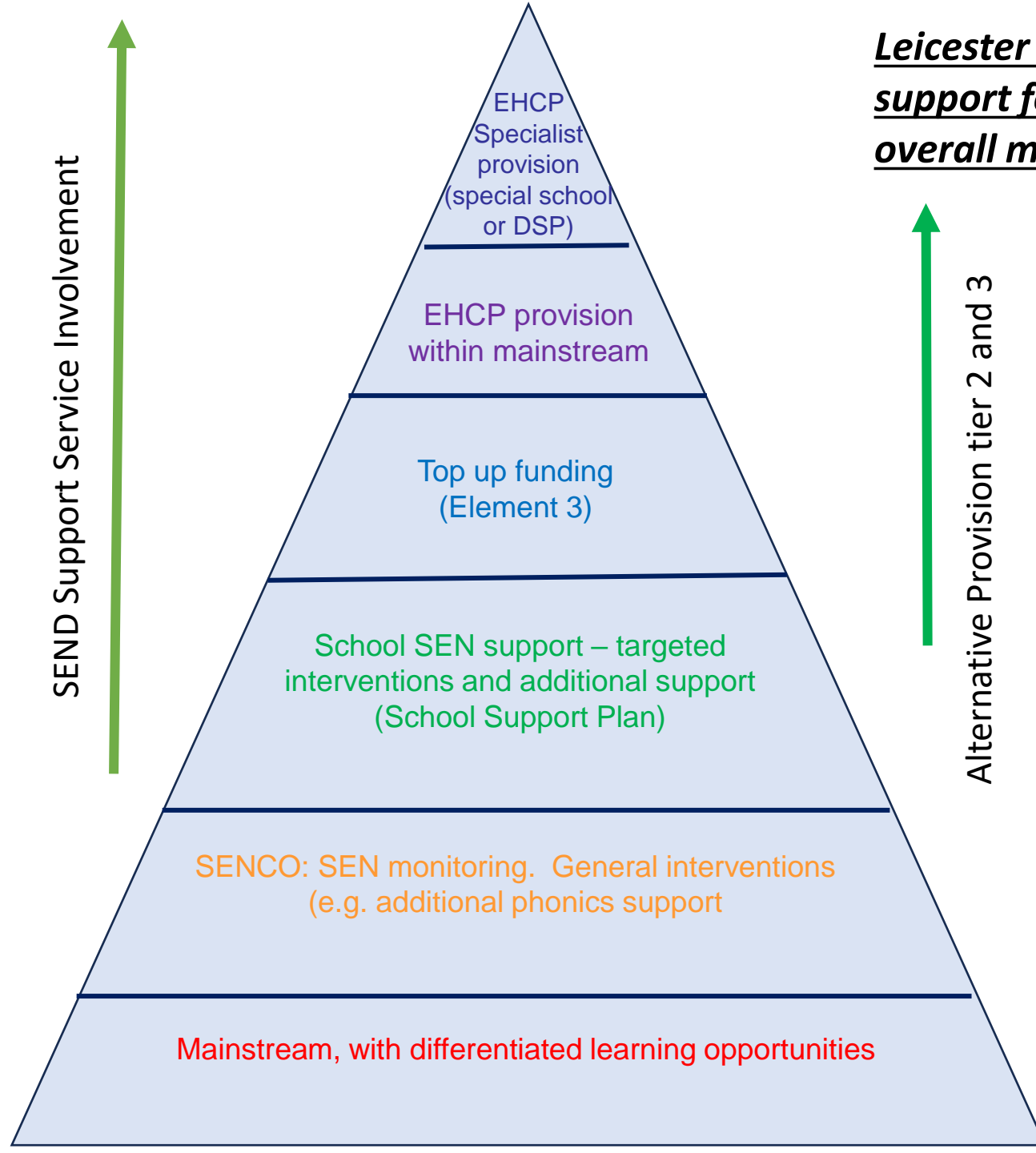
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Inclusive Mainstream Provision



SEND Support Service Involvement



Leicester City: Graduated approach and support for pupils with SEND needs overall map

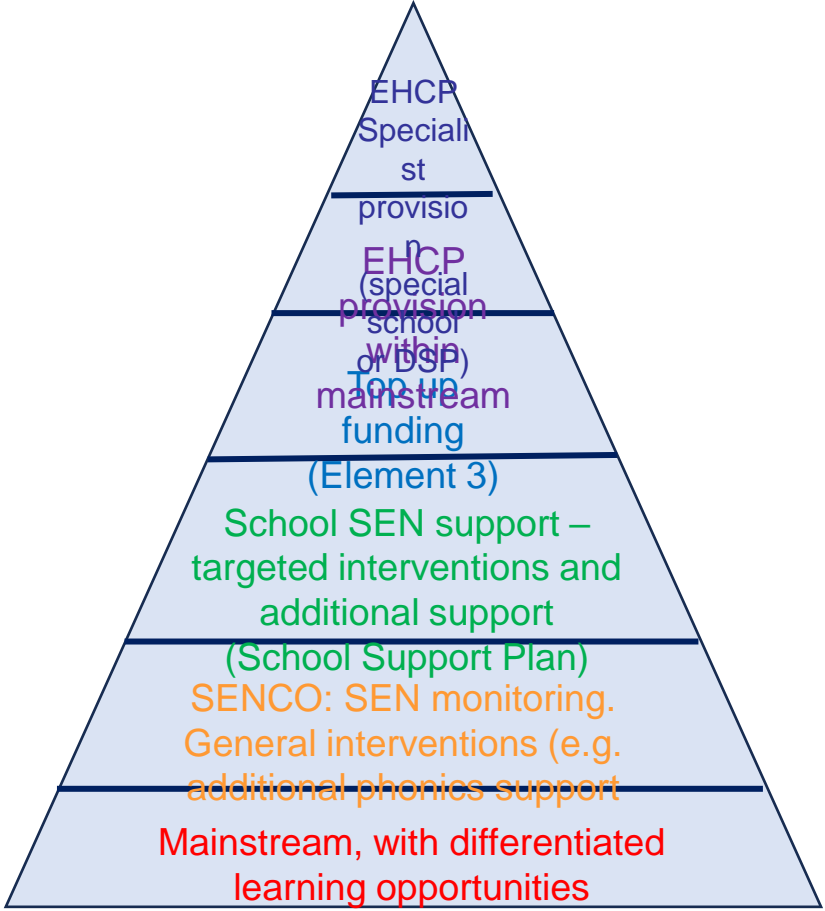


Alternative Provision tier 2 and 3



Alternative Provision tier 1





SEND Information Report

- All schools must publish a SEND information report on their website for parents.
- They are a requirement in the [SEND Code of Practice \(section 6.79\)](#) and should be updated at least annually
- SEND information reports are intended to explain HOW the school's SEND policy is used
- They must be factual - not a statement of what a school aspires to do
- They need to be accessible for parents, on the website and easy to find
- There should be a way to download it, and parents can ask for a paper copy