What are the different levels of support?

Principles for supporting children/young people with SEND

Each child/young person is different and will likely benefit from unique interventions, and in certain cases children/young people may have more severe needs and therefore will need to start at a higher stage of support.

4 Specialist Support

3 Targeted Support

2 School Based Intervention

1 Emerging Needs

The diagram on the left represents the different levels of provision a child or young person with SEND may be receiving. In the following sections, the toolkit demonstrates what these levels mean for the school and the child or young person.
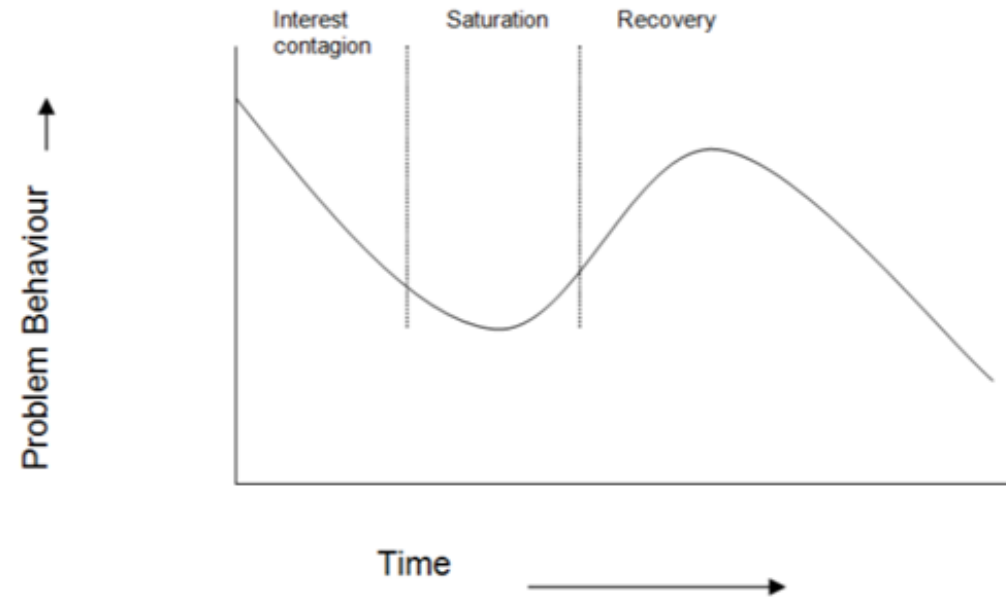
It is important to bear in mind throughout the following slides that any change in provision should involve **communicating the new provision** with the child/young person and their parent/carers, updating the child/young person's **plan and targets**, and support in line with the assess, plan, do, review cycle for **a reasonable length of time (although some CYP may need rapid escalation**) to ensure the child/young person has had time to adapt. (SEND Code of Practice 6.39, 6.44, 6.53)

Why should interventions be put in place for a reasonable length of time?

Each child/young person is different and will likely benefit from unique interventions, and in certain cases children/young people will have more severe needs and therefore will need to start at a higher stage of support.

4 Specialist Support

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Stages of Change (Van Geert)

Problem Behaviour

Interest contagion | Saturation | Recovery

Time

This model suggests that when a programme/strategy is initially introduced the child will respond positively to this. Overtime however, the child can become disengaged, and it can seem as if the programme or strategy has stopped working, and the challenges have returned (saturation period). In such situations, it can feel as if the programme or strategy is no longer working. In reality however, the child may be testing the programme/strategy, and it is therefore important that it continues to be implemented. Staff however, may wish to make some tweaks in order to support successful implementation.

Emerging needs

A child or young person who is supported by quality-first teaching without additional funding beyond the pupil entitlement.

Pyramid

4 Specialist Support

3 Targeted Support

2 School Based Intervention

1 Emerging Needs

Key Principles

The school has an inclusive ethos with suitable ambition for children and young people with SEND[250]

It is the primarily the responsibility of the class teacher to evidence relevant reasonable adjustments that have been made, and the impact these have had, sometimes before the SENCo is actively involved

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils and groups of pupils

Parent/carers and children/young people are asked what is working for them, and supported to embed strategies at home[250]

The school's assessment policy ensures assessments are used to check pupils understanding[214]

Pastoral support enables children/young people with SEND to thrive, and the school's behaviour policy ensures bullying is not tolerated, and dealt with quickly and effectively[134]

School have knowledge of and use the DfE Guidance "Working Together to Improve School Attendance"

The schools' policies (including the behaviour policy) should reflect the needs of the SEND Population of the school

*All superscript text references a paragraph in the OFSTED School Inspection Handbook

School based intervention

A child or young person whose needs are met by school-based additional support with some use of delegated SEND funding.

4 Specialist Support

3 Targeted Support

2 School Based Intervention

1 Emerging Needs

Key Principles
The child/young person may be added to the SEND register, with initial observations made by the SENCo
Interventions are the responsibility of class teacher but with some support from the SENCo
SMART targets are set with the input of the child/young person, and parent/carers are involved in planning[250]
Learning tasks and teaching style are adapted to meet individual needs
Teaching assistants are effectively used to support access to specific tasks
Information about the child/young persons difficulties and successful strategies is shared with relevant staff, in partnership with parent/carers[250]
School have knowledge of and use the DfE Guidance "Working Together to Improve School Attendance"

*All superscript text references a paragraph in the OFSTED School Inspection Handbook

Targeted support

A child or young person on the SEND register whose needs are met using delegated SEND funding, with initial advice from external partners. The Assess, Plan, Do, Review process demonstrates the impact of measures put in place and the involvement of pupil and parents in the process.

| 4 Specialist Support |
| 3 Targeted Support |
| 2 School Based Intervention |
| 1 Emerging Needs |

Key Principles
Interventions (including classroom-based support) are the responsibility of class teacher but with oversight from the SENCo
A SEND support plan is completed for this child/young person, and where applicable, assessment are used to ensure interventions are evidenced based
Individual targets/outcomes agreed and monitored following discussion with child and parents/carers[250]
Interventions demonstrate a commitment to developing independence
The needs of the child/young person are carefully reviewed prior to transitions in education
Local authority service teams (see external support offer section) are contacted for initial advice and strategies to support this child/young person in drop-in discussions (where available)
If relevant, health and social care are involved in planning for this child/young persons educational journey
School have knowledge of and use the DfE Guidance "Working Together to Improve School Attendance"

*All superscript text references a paragraph in the OFSTED School Inspection Handbook

Specialist support

A child or young person on the SEND register whose needs are met alongside external partners, using delegated SEND funding. The Assess, Plan, Do, Review process demonstrates the impact of measures put in place and the involvement of pupil and parents in the process.

| 4 Specialist Support |
| 3 Targeted Support |
| 2 School Based Intervention |
| 1 Emerging Needs |

Key Principles
Interventions are the responsibility of class teacher but with oversight from the SENCo and specialist services
Referrals are completed to relevant specialist support services, with specialist assessments completed (e.g. Autism outreach team, CAMHS, Educational psychology). Recommendations from support services are implemented and targeted support interventions delivered
SENCos in the schools surrounding network asked for advice, including area special schools
A one page profile is completed and is shared with all adults who interact with child/young person[273]
If relevant, the child/young person is discussed at the SEIP's/Inclusion forums or SENIF funding is used to support interventions
School have knowledge of and use the DfE Guidance "Working Together to Improve School Attendance"

*All superscript text references a paragraph in the OFSTED School Inspection Handbook