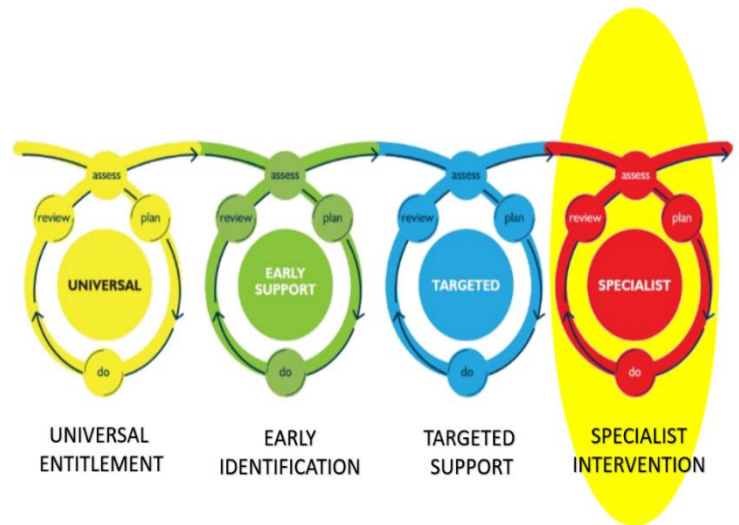


## What does a good SEND offer look like in Dudley? A Graduated Model of Provision continued

Our approach is that children and young people will get the right support at the right time in the right setting suitable for their needs.

The SEND graduated model demonstrates ways in which a child or young person's needs may be met.

Many children and young people are identified as requiring additional support for SEN, but the level and extent of need will vary significantly, and one size will not fit all. Settings need to be flexible and be able to adapt to a child's needs.



We want to support schools to ensure that most children and young people are supported within mainstream schools, by ensuring schools are better equipped and utilising universal Quality First teaching principles, which is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class.

Settings are required to have a clear, defined approach to identifying and responding to SEND. If, for example, despite consistently high-quality teaching, a child or young person experiences difficulties in accessing the same learning as their peers of a broadly similar age or needs there may be an underlying need.

Where a child or young person is identified as having Special Educational Needs, schools and settings should take action to remove barriers to child or young person's learning and put effective special educational provision in place.

This is called SEN support (targeted support). Support should take the form of a four-part cycle involving the parent and carers and the child or young person.

By taking this approach earlier decisions and actions are revisited, refined, and revised with a growing understanding of the child or young person needs and of what support will help to secure good progress and good outcomes for them. This approach is known as the Graduated Response.

Specialist intervention may follow if needs are not met for a child or young person. This could look like for example

- attending a specialist inclusion base or hub within a mainstream school,
- having support from a specialist teacher or professional,
- or attending a special school for pupils with the most complex needs

Every child or young person is different and there is a variety of support that can be utilised at the specialist support level.

We are working hard towards this; however we recognise that it's not consistently across the brough currently and our Delivering Better Value work is aiming to address this.