

The Graduated Response



For pupils identified as having Special Educational
Needs

Easy Read Guide

Children and Young People's Services

SEND Implementation & Development Team



Who is this guide for?



This guide may be useful if you:

- are a **parent**
- are a **young person**
- have **special educational needs or disabilities.**

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Introduction



The Graduated Response is how schools and the Education Authority (EA) try to make sure children and young people have the right support in school, at the right time.



What is SEN?

If a child or young person finds it harder to learn in school than other pupils their age, they may have a Special Educational Need (SEN). If so, they may need Special Education Provision to help them.

The Graduated Response



Who will help?

All schools will have a special teacher, known as a Special Educational Needs Coordinator (SENCo) or Learning Support Coordinator (LSC), who can give support and advice to you and your child's teachers.

You can speak with the SENCo/LSC or class teacher if you think your child or young person needs more help.



What are the different types of SEN?

There are five different types or categories of SEN. Your child may have more than one type of need.



Cognition and Learning

Some children and young people learn differently than their others and find it hard to learn and to understand others.



Social, Behavioural, Emotional and Wellbeing

Some may find it hard to manage their emotions, their friendships and relationships with others, and have some mental health challenges.



Communication and Interaction

Others have difficulties with speech and language development



Sensory Needs

This includes vision, hearing or multi-sensory impairments.

	<h3>Physical Needs</h3> <p>This includes physical disabilities or sensitivities to things around them, such as smells and sounds.</p>
 <p>The views of the child/young person and parents will be considered at each stage in the process.</p>	<h3>What is the Graduated Response?</h3> <p>The Graduated Response begins with Whole School Provision and may move through the stages of the Code of Practice. It is the process used to identify the level of support a young person needs to meet their needs and fulfil their potential.</p> <p>Schools will use a six-step cycle of identify, plan, action, monitor, evaluate and review to make sure the right level of support is in place.</p>
	<h3>What is Whole School Educational Provision?</h3> <p>This is where support begins. Teachers should recognise and respond to the different abilities, aptitudes, interests, and diverse needs of their pupils</p>

	<p>through teaching and learning which offers a range of support.</p> <p>This recognises that children and young people are individual, learn in different ways and at their own pace.</p>
	<p>What is Special Educational Provision?</p> <p>This is when a child or young person needs more or different help than others their age.</p> <p>Schools should make sure that they have tried everything they can themselves, before asking for help from experts outside of the school.</p>

The IPAMER Process....	
	<p>What is IPAMER?</p> <p>IPAMER can help schools to decide whether a child or young person needs to move from Whole School</p>

	<p>Educational Provision to Special Educational Provision.</p>
	 <p>Identify what the pupil needs right now.</p> <p>Plan what school needs to do to meet these needs and take Action.</p> <p>Monitor the strategies put in place and their impact on the child.</p> <p>Evaluate the progress made by the child.</p> <p>Review the plan to decide whether to continue, change or cease.</p>

	<p>Parents/carers will be involved throughout the IPAMER process. Their views and the views of the child/young person are central to this cycle.</p>
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What is a Personal Learning Plan (PLP)?



What is a PLP?

If the school decides that special educational provision is needed, they may add your child's name to the SEN Register and create a Personal Learning Plan (PLP) for them.



A Personal Learning Plan (PLP) will describe what strengths and difficulties your child/young person has and what the school is doing to best meet their needs.

The school will involve you in deciding what your child/young person's priority needs are and what the content of their PLP should be.

Note: A PLP is not yet a statutory duty for schools and some schools may still use an Individual Education Plan (IEP) instead.

What is a Statutory Assessment?



What is a Statutory Assessment?

If, after a period of ongoing support in school, a child's educational needs cannot be met through the resources available (Stage One of the Code of Practice) or through additional help from EA/Health (Stage Two of the Code), a Statutory Assessment may be requested. This is a detailed assessment, seeking information from a range of people involved with the child or young person, and may lead to additional support being made available through a Statement of Special Educational Needs.



For help or advice in relation to the Statutory Assessment process, or Special Educational Needs in general, contact SEND CENTRAL **02890317777**.

Select Option 1 for Statutory Review Service (SARS) or Select Option 2 for SEND advice and information.

Telephone Advice Helplines

Monday to Friday, 9am to 4.30pm.