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Strengthening the graduated approach and building parent confidence in SEND provision

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Strengthening the graduated approach and building parent confidence in SEND provision

Improving support plans through collaboration

School/Background Context

School profile: Large mainstream primary with 67% pupil premium and ARP provision for 33 children.

SEND statistics: 18.9 % SEND, including 5.3% EHCP (Nur – Y6). Communication and interaction is the highest area of need with the number of children added to the SEND register for cognition and learning increasing this year.

Specific challenge: The implementation of the graduated approach was varied across the phase as well as the quality of IEP targets and how effectively they supported pupils to make progress in their individual areas of need. Additionally, parents often did not understand how school was supporting their child's needs.

Local challenge: High levels of deprivation and no availability in specialist provisions.

The Challenge

Historically on our IEPs parents/carers have been asked to share concerns and identify a target for their child to work on. This can feel forced and is often based upon a current need that may be unrelated to the child's Special Educational Need.

In this current system provision for children is not meeting need and is impacting upon progress.

Greater impact is needed on specific needs and parents need to feel they have the information presented to them in a way that helps them make informed decisions and can understand the progress being made as well as the appropriate next steps in the child's development.

What They Did

- Phase Lead and Teachers in the Early Years initiated new 'My Book' Approach, capturing contextual information including effective practice for the individual and three SMART targets and suggested evidence of progress.
- Teachers shared 'My Book' with parents and carers including the rationale behind the IEP targets. Teachers also explained the reasoning behind the IEP targets and how these link to individual need.
- Parent voice was captured within the IEP format/My Book.
- Teachers implemented specified strategies and intervention, capturing evidence of progress made against targets, along with regular 'Check-in' points to ensure pupils remain on track. Parents were kept informed of any deviation from the target or early completion and next steps as appropriate.

What They Did (continued)

- Parent voice was sought again at the end of the cycle, based upon and following the evidence presented, feeding into a new cycle. Record of outcomes was commented on by parents and was captured again within the 'My Book'.
- Support given to teaching staff to develop knowledge of appropriate My Book content based upon individual needs as well as ongoing Professional Development for Staff.
- Phase leads monitored 'My Books' and evidence was gathered against individual targets and the progress being made towards these.
- Parent voice was captured before and mid-way through the implementation of the 'My Book' approach to measure impact on parent voice being based upon informed discussion, supported by evidence and their satisfaction and understanding of how their child's needs are met in school.
- Parent voice will also be sought at the end of the academic year to ensure that parent's feel involved in their child's learning journey and to ensure that as a school we continue to develop our practice to ensure that parent's know and understand how their child's needs continue to be met.

Outcomes and Anticipated Impact

The 'My Book' approach is in place for all pupils on the SEND register in EY. IEP SMART targets are appropriate and linked to pupil's prime area of need.

The EY lead has supported staff to develop SMART targets and has responded to parent feedback from surveys to develop effective means and ways of sharing the targets with parents using the 'My Books'.

Graduated approach is becoming more streamlined with evidence of information collected informing day to day provision. Our systems are now reflecting our statutory compliance with SEN Code of Practice.

Review Cycle and SLT standardisation meetings has ensured that the approach is becoming consistently embedded throughout EY and staff have ensured that parents have been actively involved in understanding their child's needs and how the targets produced will support these needs.

Following the parent surveys 100% of responses from parents of children with SEND reflect that they understand their child's current needs and areas of development, that their child's targets reflect their needs and they have been given opportunity to discuss their child's progress and IEP targets with staff. 100% of parents who responded to the survey also feel that their concerns and views regarding their child's needs are listened to and acted upon.

Anticipated impact – By the end of the academic year, the 'My Book' approach will be firmly embedded and parents will feel that they are well included in their child's learning journey and that the 'My Book' approach is helpful in providing information about their child's needs and the next steps of development.