






**Herefordshire All Ages Graduated Approach for Special Educational Needs, Disability (SEND) across ALL Educational Settings (0-25 years).**

Early Years Setting/School/College Support From within Setting's own budget			Wider Support and/or funding from External Agencies Local Authority involvement/funding (targeted and specialist support)		
Universal Offer	Monitoring	SEND Support	SEND Support	SEND Support/ Funding	EHCP
<p>This should be provided by the setting as part of its 'universal' level, to secure an inclusive learning environment. (See Herefordshire Intervention guidance for SEND for detailed guidance <a href="#">here</a>).</p> <p>If the setting would like support with the general practice that underpins quality inclusion, please contact staff from the LA (Early Years Improvement Advisors (EYIA), Specialist Teaching Services, Educational Psychology Service (EPS) as required directly.</p> <p><i>If despite providing daily opportunities through the <b>Universal Offer</b> available for all children there is a lack of progress for a child/student...</i></p> 	<p>Meet/discuss concerns with parents.</p> <p>Begin first cycle of <b>Assess, Plan, Do, Review (APDR)</b> through setting's Graduated Approach. Gather relevant background information. For some children/students this may include a home-visit with parental consent.</p> <p>Provide differentiated activities/strategies/interventions to be implemented with child/student. <b>This may involve the setting paying for extra training/staff/resources.</b></p> <p>Complete an <b>Individual Plan</b> for child/student with <b>SMART</b> targets, detailing strategies and interventions to be implemented. Look for and attend further training if needed. See 'Herefordshire Writing SMART Targets' guidance document...<a href="#">here</a></p> 	<p>Monitor child over a time limited period collecting evidence: observations, tracking, assessments.</p> <p>Make further referrals e.g. SaLT/ paediatrician/OT/EP as appropriate.</p> <p>Use their Individual plan and Review documents to follow and adjust their targets and levels support in response to the progress made.</p> <p>If after completing <b>one</b> cycle of APDR there is a lack of progress using the setting's Graduated Approach then begin second cycle of APDR</p> 	<p>If appropriate, request involvement from LA by completing their relevant request forms (i.e. for EYIA's, Specialist Teaching Services, EPS).</p> <p>The recommendations of these professionals should be included in the action plan written by the setting.</p> <p>The setting should implement the recommendations, strategies and interventions detailed by all professions included on the child/student's Individual Plan and worked towards regularly.</p> <p>Continue to regularly review the Individual Plan using cycles of APDR. This process should ensure targets are reviewed, progress recorded, and successively more intense and frequent levels of support/strategies or interventions are applied. Progress should also be tracked using developmental/curriculum assessments and if necessary specialist assessment.</p> <p>After sufficient time for recommendations to be implemented and an accumulation of evidence, if further intervention and support is required in spite of an evidenced <b>Graduated Approach</b> then...</p> 	<p>An application can be made for Additional Funding from LA if required.</p> <p>Continue to use APDR approach leading to next targets/ priorities and hold regular reviews.</p> <p>Evaluation must show how additional funding has been used and the impact of funding. Review of the Individual Plan including parents should be completed termly for monitoring by the LA...</p> 	<p>After following <b>Graduated Approach</b>, applying Cycles of <b>Assess, Plan, Do, Review</b> with <b>support from LA</b> if more extensive support is required then a Family Conversation Form (<a href="#">find here</a>) can be completed to request an assessment for an <b>Education, Health &amp; Care Plan</b> (further information can be found <a href="#">here</a>). The setting will need to evidence a comprehensive <b>Graduated Approach</b> supported beyond the expected level of delegated funding and informed by the advice of wider agencies/professionals, and that in spite of these cycles of support and intervention, that high levels of SEND have persisted for the child/student.</p>