KNOTTY ASH PRIMARY SCHOOL
& DEAF RESOURCE BASE

LYDIATE
LEARNING TRUST

Graduated Appraoch









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Introduction and Our SEND Team

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This guide provides an overview of how our school supports children with Special Educational Needs and Disabilities (SEND). It highlights key information from Liverpool City Council's Graduated Approach and explains how this is implemented within our school to ensure every pupil receives the right level of support at the right time.



Our SEND Team



Andrea Kerr

SENCO

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All staff at Knotty Ash have a responsibility to meet the needs of all of the children within their classes.

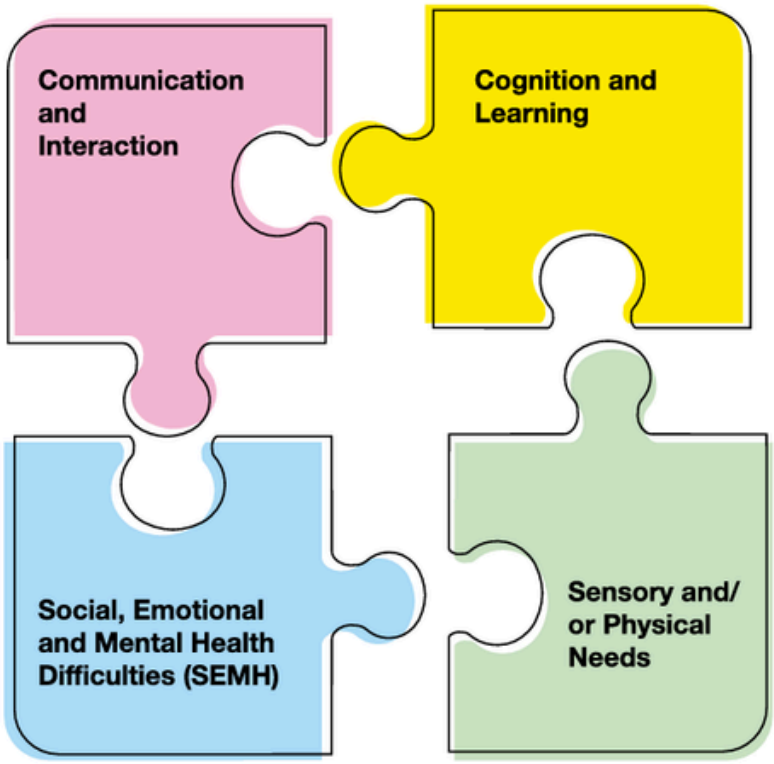
The Four Main Areas of Need

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SEND is grouped into four broad areas, these categories support us in identifying pupils' strengths and challenges, enabling tailored provision. We recognise that children may experience needs across more than one area, requiring a flexible and inclusive approach.

Communication and Interaction
This area includes children who find it difficult to communicate with others. They may struggle with speech, language, understanding, or social interaction, including those with autism spectrum conditions.

Cognition and Learning
This area relates to children who learn at a slower pace than their peers or have specific learning difficulties, such as dyslexia, dyscalculia, or general learning delays.



Social, Emotional and Mental Health
Children in this area may experience difficulties managing emotions, behaviour, or relationships. This can include anxiety, low mood, or challenges in regulating behaviour.

Sensory and/or Physical Needs
This area includes children with physical disabilities or sensory impairments, such as hearing or vision difficulties, which may impact their access to learning and the school environment.

The Graduated Approach

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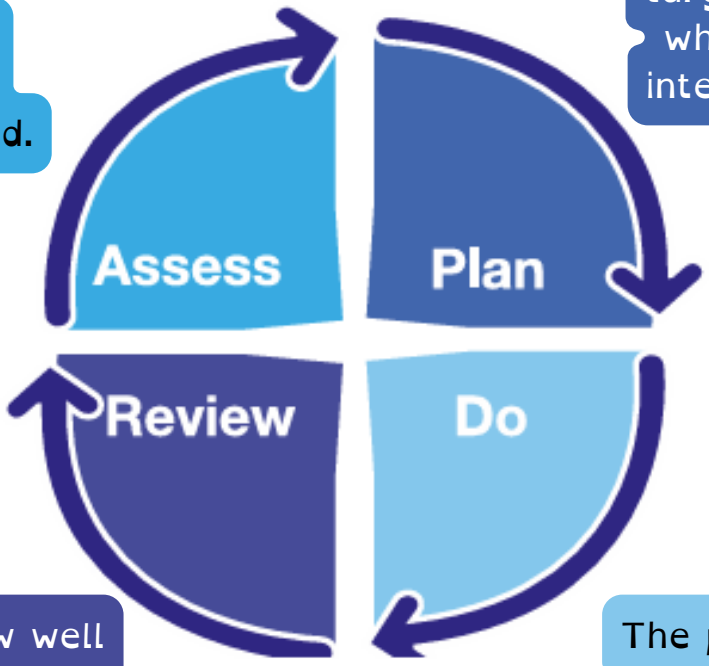
The Graduated Approach is a step-by-step way of identifying, supporting, and reviewing children's needs in school. It ensures that support is carefully planned, put in place, and regularly reviewed so that each child can make progress. It follows four simple stages:

Assess

We look closely at your child's needs, strengths, and difficulties. This may include teacher observations, assessments, and information from parents and the child.

Plan

We agree on the support your child needs. This includes setting clear, achievable targets and deciding what strategies or interventions will be used.



Review

We regularly review how well the support is working. Your child's progress is discussed, and next steps are agreed, making any changes if needed.

Do

The planned support is put into place by the class teacher and support staff, with guidance from the SEND team where needed.

Parents and pupils are an important part of this process. We work closely with families to share information, listen to their views, and agree on next steps together. Wherever possible, pupils are also supported to share their thoughts and be involved in decisions about their learning and support.

Waves of Support

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In school, we use a "waves of support" model to make sure every child receives the right level of help. This approach is part of the Liverpool Graduated Approach and is designed to be flexible, increasing or reducing support as needed. Children may move between waves as their need changes.

Wave 1 – Universal Support

All children receive high-quality teaching in the classroom. Lessons are carefully planned and adapted by the teacher to meet a range of needs. This may include different ways of explaining learning, visual supports, or small adjustments to help children succeed.

Wave 2 – Targeted Support

Some children may need additional support alongside whole-class teaching. This can include small group work or short-term interventions focusing on specific skills, such as reading, maths, or social skills. Progress is regularly monitored.

Wave 3 – Specialist Support

A small number of children may need more personalised and intensive support. This could involve individual programmes, advice from specialist services, or a more detailed support plan. Parents and pupils are closely involved at this stage.

Waves of Support

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Wave 1 – Universal Support

The Universal offer refers to High Quality Teaching for all children and young people regardless of their level of need, this is sometimes referred to as Ordinarily Available Provision. This encompasses a range of resources, practices and support systems which are designed to promote the development and well-being of children and young people. It involves creating a nurturing and stimulating environment that supports the holistic development of everyone. This provision should be structured to ensure that all children/young people, including those with additional needs, can access high quality education and care. In Liverpool, this provision is funded through the Early Years Entitlement (nursery settings & childminders), Element 1: Place Funding (schools) or Element 1: Core Education Funding (Post-16).

This can then lead to...

Wave 2 – Targeted Support

Emerging Needs should be considered when a child or young person fails to make expected progress; their potential needs are impacting on their ability to access the curriculum; they are not thriving; work needs to be adapted and reasonable adjustments put in place. At this stage, parents/carers will be fully informed and engaged in developing an understanding of the child/ young person's needs and a conversation may take place with the SENDCo or identified lead for SEND and Inclusion. In Liverpool, this provision is funded through the Early Years Entitlement and SENIF (for nursery settings and childminders), Element 1: Place Funding (schools) or Element 1: Core Education Funding (Post-16).

Having followed the graduated approach, it is recognised that the child or young person requires support that is additional to or different from what is ordinarily available. At this stage, the setting/school will record the child or young person as having a special educational need. When identifying their primary need, consideration should be taken of any formal diagnosis, co-occurring difficulties and/or the needs that are having the greatest impact at that time on the child or young person. The SENDCo or identified lead for SEND & Inclusion will be fully involved, and a Play Plan/ SEND Support Plan will be put in place. This will include person centred SMART targets (Specific, Measurable, Achievable, Relevant and Time-bound). Parents/carers will be fully involved and invited to regular review meetings. Alongside the introduction of specific interventions, adaptions to curriculum and timetable may be introduced. Some additional adult support may be required for parts of the day. Specialist advice may be sought from external agencies. In Liverpool, this provision is funded through the Early Years Entitlement and SENIF (nursery settings and childminders), Element 1 and 2: Place Funding and Notional SEN Budget (schools) or Element 1 and 2: Core Education Funding & High Needs Additional Support Funding (Post-16). High needs top-up funding may be considered across all phases.

Wave 3 – Specialist Support

Persistent and significant difficulties are observed despite previous reasonable adjustments, strategies and appropriate interventions being put in place. The child/young person continues to experience barriers to learning which impact their ability to make progress against appropriate targets. Specialist support from outside agencies will be sought. From information gathered and having followed the graduated approach, an EHC (Education, Health and Care) Needs Assessment may be considered at this stage.

Who we work with

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AROA Educational Psychology

LOTS - Liverpool Occupational Therapy Service



Child Counsellor - Sharon Rouse

Together Trust

Listening Ear

Mental Health Support Team

Seedlings

Cubbie

There are also other, more localised services that we refer to and work with when necessary.

More information on the services we work with at school can be found on our school website.

Windscreen on Support

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I am concerned about my child

Is your child on the SEN register? Does your child have a support plan?

Yes

Contact the school office for an appointment with either your child's class teacher, or the SENDCO

No

Have I discussed my concerns with the class teacher?

Yes

The teacher will implement strategies to support your child in class
They may write a support plan which will have targets

The teacher will continue to monitor your child in consultation with you, the SENDCo and any other staff or professionals invovled.

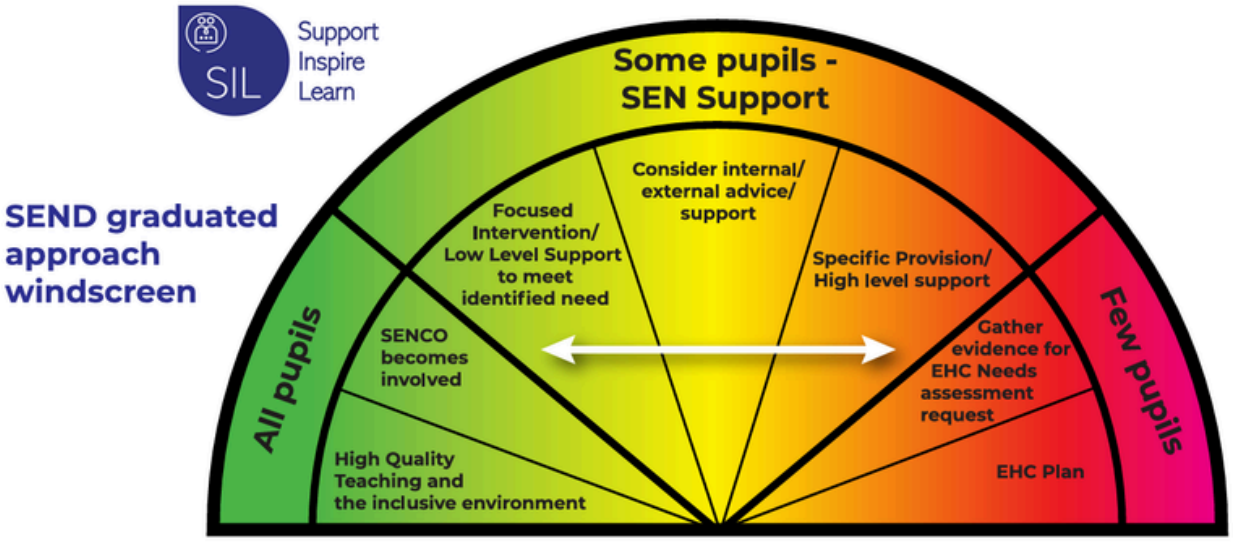
No

Communicate your concerns to the class teacher

Windscreen on Support

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Assess, Plan, Do, Review at each stage



For each area of need, we will work closely with you to identify your child's individual needs and develop a plan to support them effectively. We will use the Graduated Approach framework to assess, plan, implement, and review support, ensuring that your child receives the appropriate level of provision at each stage of their journey.



Intervention

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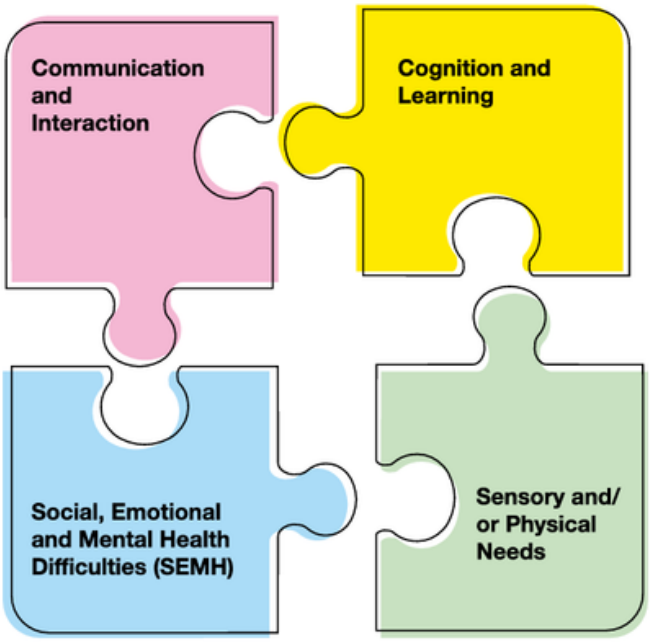
At our school, we provide a variety of interventions and support strategies to help meet the individual needs of our pupils. These supports are designed around the four broad areas of SEND and may overlap into a number of areas. They include:

Communication and Interaction

- Phonics 1:1 and small group interventions
- Play/Social Skills through provision
- Bucket Therapy
- Lego Therapy
- Blank Level Questioning
- Visual supports/aids

Cognition and Learning

- Phonics 1:1 and small group interventions
- Literacy Interventions
- Numeracy Interventions
- Colourful Semantics
- Blank Level Questioning
- Daily Reading
- B Squared



Social, Emotional and Mental Health

- Lego therapy
- Social Stories
- Drawing for Talking
- Zones of Regulation
- My Happy Mind

Sensory and/or Physical Needs

- Fine Motor Interventions
- Sensory Circuits
- Gross Motor Interventions
- The Cubbie
- Sensory through play and provision
- Forest School Environment

Appendix

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In addition to the support provided within school, parents and carers can access specialist advice and intervention from external agencies and providers.

Information on appropriate services for each area of SEND is signposted below:

Communication and Interaction

Specialist support

Identified needs	Contact
Community Speech and Language Therapy Service	Website: alderhey.nhs.uk Tel: 0151 295 3990 Email: childrenssIt@alderhey.nhs.uk
SENISS, LCC SEND Support Services including Lead Specialist Practitioner for SLCN	Website: fisd.liverpool.gov.uk Tel: 0151 233 5988 Email: seniss@liverpool.gov.uk
ASD Pathway	Website: alderhey.nhs.uk Tel: 0151 282 4930 (Ext. Option 3) Email: asdqueries@alderhey.nhs.uk
Children's Occupational Therapy, LCC SEND Support Services	Website: fisd.liverpool.gov.uk Tel: 0151 459 2606 Email: Chot@liverpool.gov.uk
ASD Training Team	Website: fisd.liverpool.gov.uk
ADDvanced Solutions	Website: addvancedsolutions.co.uk
Independent Travel Training Team	Website: fisd.liverpool.gov.uk

Support can be sourced from other traded services, including LCC Educational Psychology Service. Details can be found on Liverpool Local Offer fisd.liverpool.gov.uk

Cognition and Learning

Identified needs	Strategies and Interventions
SENISS	Website: fisd.liverpool.gov.uk Tel: 0151 233 5988 Email: seniss@liverpool.gov.uk

Support can be sourced from other traded services, including LCC Educational Psychology Service. Details can be found on Liverpool Local Offer
fisd.liverpool.gov.uk

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Information on appropriate services for each area of SEND is signposted below:

Social, Emotional and Mental Health Difficulties (SEMH)

Identified needs	Strategies and Interventions
The Behaviour Intervention Team (BIT), LCC SEND Support Services	Website: fisd.liverpool.gov.uk Email: bit@liverpool.gov.uk
Liverpool Children's Advice and Support Service (CASS) formerly known as Careline	Website: fisd.liverpool.gov.uk liverpool.gov.uk Tel: 0151 459 2606
Mental Health Support for Children & Young People in Liverpool formerly known as CAMHS	Website: liverpoolcamhs.com Tel: CYP Crisis Line – 0151 293 3577 CRISIS CARE FREEPHONE: 0808 196 3550 Fresh CAMHS – 0151 293 3662 Email: https://alderhey.nhs.uk/services/camhs
YPAS & Seedlings	Website: ypas.org.uk Tel: 0151 707 1025 Email: support@ypas.org.uk
Education Mental Health Teams (EMHT) & Mental Health Support Teams (MHST)	Website: Education Mental Health Support Teams - liverpoolcamhs.com Mental Health Support teams - liverpoollearningpartnership.com Tel: 0151 293 3642
KOOTH	Website: liverpoolcamhs.com Tel: 0808 196 3550 (24hr Crisis Care Line)
Family Help Assessment (FHA) formerly known as EHAT	Website: fisd.liverpool.gov.uk

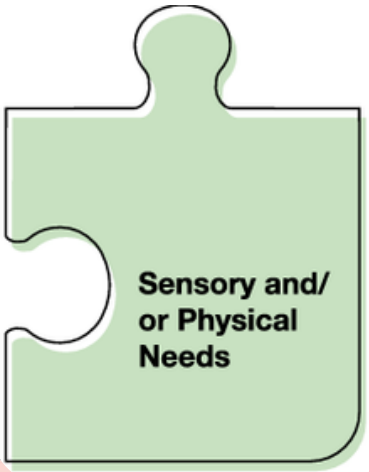
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Information on appropriate services for each area of SEND is signposted below:



Identified needs	Strategies and Interventions
Sensory Service (HI and VI), LCC SEND Support Services	Website: fisd.liverpool.gov.uk Tel: 0151 233 5970 Email: sensoryservice@liverpool.gov.uk
Children's Occupational Therapy Service, LCC SEND Support Services	Website: fisd.liverpool.gov.uk Tel: 0151 459 2606 Email: Chot@liverpool.gov.uk
Community Occupational Therapy (0 -5 years) & Community Physiotherapy Team, Alder Hey	Website: Community Occupational Therapy - alderhey.nhs.uk Community Physiotherapy Team - alderhey.nhs.uk Tel: 0151 607 2700 Email: commphysioadmin@alderhey.nhs.uk
Liverpool Wheelchair Services	Website: fisd.liverpool.gov.uk Tel: 0151 296 7770
Independent Travel Training Team	Website: fisd.liverpool.gov.uk
Support can be sourced from other traded services, including LCC Educational Psychology Service. Details can be found on Liverpool Local Offer fisd.liverpool.gov.uk	

Graduated Approach to Support

Liverpool has a graduated approach to supporting children and young people with their needs, including Family Help, Mental Health, and School Attendance. This approach ensures that the right level of support is provided at the right time, with additional help available where needed. For more information, please see the documents and links below:

FAMILY HELP	liverpoolscp.org.uk
What is family help?	liverpoolscp.org.uk
Liverpool's Family Help Partnership Strategy	
MENTAL HEALTH	liverpoolcamhs
Liverpool's Integrated Children and Young People's Mental Health Offer	liverpoollearningpartnership.com
Liverpool Learning Partnership - What we do	liverpoollearningpartnership.com
ATTENDANCE	
Liverpool Learning Partnership - Education Mental Health Teams	liverpool.gov.uk
School attendance, behaviour and welfare	