

Bury's Graduated Approach

Introduction

Bury's education, health and social care services are committed to working in partnership (the partnership) to help settings to remove the barriers to children accessing education; we want Bury children to be thriving in education. Our local area partnership ambition is to remove barriers to include children and young people better from the earliest stages of entering an educational setting so that every child in Bury, regardless of background, ability, identity, or circumstance, will have equitable access to health, care and educational support that meets their needs and empowers their belonging.

Bury's graduated approach sets out how the local area partnership will support a borough wide growth in understanding and how services will support educational settings to refine their action to meet the needs of all our children and young people, regardless of which setting they attend. This approach will ensure that children and young people will receive the right support in the right place at the right time.

Ordinarily Available Inclusive Provision

Ordinarily Available Inclusive Provision (OAIP) is a term used to describe the educational provision that will be made available to all children and young people, and which will be delivered through inclusive **Quality First Teaching**.

It is expected that all Bury educational settings will follow the Greater Manchester guidelines for OAIP. The guidelines are based on the principles of inclusion and the understanding that by establishing clear expectations, we can offer families and providers clarity, consistency and confidence in the support that should be ordinarily available in mainstream settings. In this way, we believe that the majority of children will have their needs met through access to services that are available to all, guided by an ethos of best practice and reasonable adjustments. The education that children receive from the outset is of utmost importance; we believe that additional intervention and support cannot compensate for a lack of good quality teaching.

The OAIP guidelines are located here: [SEND Support Services - Bury Council](#)

In addition to the OAIP guidelines, Bury has a toolkit for education settings outlining additional strategies, approaches and resources to support children and young people throughout their education: [Bury SEND Graduated Approach Toolkit - Bury Council](#)

'Notice, Check and Try'

For a range of reasons, some children will experience additional barriers to accessing their education; this can happen at any stage of education. For these children, it is vital to identify the barriers as early as possible and to address them so that children can continue to make progress. Examples might include children requiring **bereavement counselling**, or those experiencing **difficulties with reading**. For some children, health needs may affect progress at school such as **mild hearing loss**. For others, **speech and language development** may present a barrier.

This does not necessarily mean that children have a special educational need. 'Notice, Check and Try' supports the early identification of need along with appropriate intervention to address the need before difficulties escalate.

This stage is about thinking simply and acting quickly. The first step is **noticing** emerging barriers; alert and responsive practitioners are key in the early identification of need. **Checking** is the next

step; good communication with everyone who knows the child, including the child themselves, will help to identify the barriers. Then information can be analysed to decide on the next steps.

Trying is the next step. This means putting new strategies or approaches into place to accommodate the barriers. It involves flexibility, persistence and monitoring to see if concerns can be resolved quickly and easily. It will be important to keep families informed and involved to build a trusting relationship.

Early intervention in children's education at this stage does not need to be complex. It is based on the information gathered and might start, for example, with a daily check-in to relieve a child's anxiety, or it may be that a **Story So Far** is opened to bring partners together to put a plan into place. At all stages, open communication with all parties involved and regular review is vital.

The language we use to talk about children's needs is important. Parents/carers of children with additional needs in Bury tell us the importance of the language that is used during meetings and when talking about their child's strengths and needs. The document '[Words have Power](#)' provides guidance to ensure that communication fosters trusting relationships with families.

SEN Support

For a smaller proportion of children, need may not be able to be met through the approaches outlined at the earlier stages. Additional **targeted intervention** may be required to address the special educational need. As children's needs are better understood in the earlier stages, the school SENCO (Special Educational Needs Co-ordinator) may be consulted and a decision made as to whether the child has a special educational need or disability (SEND).

Children with identified SEND are placed at **SEN Support** and provision that is additional to or different from the provision ordinarily available is put into place. Provision at SEN Support is targeted to meet the child's specific needs. This provision is more focused than the reasonable adjustments outlined at the earlier stages and will target the child's individual need.

At SEN Support, the child's needs will be categorised into one of **four areas of need** as defined in section six of the SEND Code of Practice ([SEND code of practice: 0 to 25 years - GOV.UK](#)).

SEN Support is structured through careful planning and delivered in cycles of intervention. The cycle used follows a consistent format of **Assess, Plan, Do, Review**. The Code of Practice notes that 'Every teacher is a teacher of SEND' meaning that the delivery of SEN Support is not the sole responsibility of support staff. Teachers will be actively involved in the planning and implementation of provision.

Leading toward EHC needs assessment

There may be a minority of children whose needs cannot be met despite accessing all available resources in school and within the local area partnership. At this point, settings and families may want to consider requesting an Education, Health and Care (EHC) needs assessment from the Local Authority: [The EHC Assessment application - Bury Council](#)

To do this, evidence will need to be collated to explain the child's special educational needs, along with detail of the special educational provision that has been put into place, and the review of its impact: [The EHC assessment process - Bury Council](#)

Where can I go for help?

Below is a summary of the local area resources and services available universally (available to all) or for targeted support (available to some children according to need) with links to more detailed guidance about what is on offer:

Universal support	Targeted or additional support (SEN Support)
Local Offer Bury SEND Local Offer - Bury Council	
Graduated Approach Toolkit Bury SEND Graduated Approach Toolkit - Bury Council – getting advice sections	Graduated Approach Toolkit Bury SEND Graduated Approach Toolkit - Bury Council – getting help and getting more help sections
SEND and Inclusion Team offer SEND Support Services - Bury Council	SEND and Inclusion Team offer SEND Support Services - Bury Council
	Virtual School (children looked after and those with a Social Worker) Virtual School - Bury Council
Bury Youth Service Bury Youth Service Bury Directory	
Children's Centres and Family Hubs Children, Young People and Families Bury Directory	
Home Start Home-Start Rochdale and Bury - Greater Manchester Home-Starts	
Multiagency Family Help meetings Early Help - Bury Council	Early Help Locality Team Early Help - Bury Council
Early Help Consultants Early Help - Bury Council	Story So Far assessment completed by Children With Disabilities Social Care Team Children with disabilities - Bury Council
Early Break Rise programme Emotional Health and Wellbeing Support Early Break — Early Break	
School Nursing Team School Nursing: Northern Care Alliance	Paediatric Occupational Therapy Paediatric Occupational Therapy Service: Northern Care Alliance

Health Visiting Team Health Visiting: Northern Care Alliance	Paediatric Physiotherapy Paediatric Physiotherapy: Northern Care Alliance
Primary Care for GPs Find an NHS GP in Bury Choose From 27 Practices	Paediatric Speech and Language Therapy Paediatric Speech and Language Therapy: Northern Care Alliance Bury Speech Language and Communication Support While Waiting
Community Dental Service Community Dental Service Bury Directory Find a dentist - NHS	Community eye service for children with sight impairment Community Eye Service - Bury, Heywood, Middleton and Rochdale
Opticians Primary Eyecare Services provides NHS-funded eyecare services via local opticians	SEND Health Visiting Team Bury Health Visiting Service Bury Directory
CAMHS duty line CAMHS (child and adolescent mental health services): Pennine Care NHS Foundation Trust	Bury Community Continence and Stoma Service Continence and Stoma Service: Northern Care Alliance
Information for families I think my child might need extra help... - Bury Council	
Information for children educated at home Elective Home Education - Bury Council	
SENDIASS Bury SENDIASS Barnardo's	First Point Family Support Service Home First Point Family Support Services
J-SENSE Home - JSENSE	

Glossary and exemplification

Quality First Teaching	A teaching approach that prioritizes high-quality, inclusive instruction for all students within a classroom. It emphasizes differentiating learning, employing strategies to support students with special educational needs (SEN), and utilizing ongoing formative assessment.
Bereavement Counselling Notice/Check/Try	A KS4 student unexpectedly lost their mother. School was alerted to their bereavement due to a sudden increase in absence and a check-in from the school attendance team confirmed this. School worked closely with the child and their family to ensure that enhanced pastoral support was in place along with a referral to 'Winston's Wish' for specialised support.
Difficulties with Reading Notice/check/Try	A teaching assistant noticed that a Y8 pupil was unable to retrieve information from a text without verbal explanation and prompting. A check was made against the primary school records to gain more information about their learning history. Strategies implemented included familiarising the pupil with the text before the lesson (pre-teaching) and reducing the level of information to retrieve.
Mild hearing loss Notice/Check/Try	The teacher of a Y3 child noticed that she was often having to repeat questions and instructions; the child was disengaged in lessons. She checked with the child's carers to ask if they had noticed similar concerns at home. She then tried a range of seating arrangements to allow better interaction in class and asked staff to face the child when talking, speaking slowly and clearly to allow for lip reading and use of cues.
Speech and Language Development Notice/Check/Try	A teaching assistant noticed that a Y1 child was struggling to use longer sentences. They checked with parents which words the child used at home and then observed the child's interactions in the classroom. They decided to try and reduce background noise when talking to the child and to create quiet times within the day when the child could listen to an adult talking to the group.
Noticing	What subtle clues is this child giving us emotionally, socially, academically, or physically that something might not be

	working? Look for patterns and possibilities, not problems.
Checking	Have we heard from the child directly, spoken with their family, and gathered input from staff who know them well? Is there a risk we're overlooking something because of assumptions or bias?
Trying	What practical changes can we introduce now? For example, adjusting the learning environment, tweaking routines, using more inclusive resources, or simply rethinking how we relate to the child day-to-day.
Story So Far	The Story So Far is a document which gathers family information into one place so that services can understand what help children and their families may need.
SEN Support	This means children are placed on the setting's SEN list. Special educational provision is put into place; it is regularly monitored and progress reviewed.
Targeted Intervention	Targeted intervention is an individual or group activity which is additional to or different from the provision that is ordinarily available to all children e.g. additional reading sessions or sessions to learn breathing techniques to help to manage anxiety.
Four areas of need	The four areas of need are: Communication and Interaction (C&I) Social, Emotional and Mental Health (SEMH) Cognition and Learning (C&L) Physical and sensory (P&S)
Assess, Plan, Do, Review	At the Assess stage, settings will use assessments to find out more about the child's strengths and needs. At the Plan stage, settings will analyse the assessments to set targets or outcomes for the intervention. An appropriate intervention or targeted provision will be chosen. At the Do stage, the intervention or provision will be carried out regularly for an identified period of time. At the Review stage, the success of the intervention will be reviewed and next steps will be decided. This will lead into the next cycle, if one is needed.