

Early Identification, Early Intervention in the pre-Graduated Approach

‘Notice Check Try’

Early Identification (Notice)

Noticing is the first step

It is the job of classroom practitioners

Is about viewing a child’s presentation, be it withdrawn or extreme, as a form of communication

Noticing, for example, if a child is withdrawn, if a child is absent a lot

Early Intervention (Check and Try)

Is the job of classroom practitioners

Is about **checking** what is going on for that child by asking the child themselves, asking parents/family, asking colleagues

Check is about deciding from all the information gathered what you might do e.g. actively listening to the child’s views, not dismissing what they say, reasonably acting on what they say

Try does not need to be a mammoth task:

- Taking 2 mins to check in every day or arranging for someone else to do this
 - Asking others to similarly **notice** and let you know what they think
 - Keeping an eye on the situation

Needs persistence and monitoring to see if concerns can be resolved quickly and easily:

- Trying different approaches
 - Continuing to keep an eye on the situation
 - Involving others close to the child
- Keeping families informed and involved and building a trusting relationship

This would constitute up to the first 2 terms of the period of concern with a flexible approach according to the level of need

At this stage, there is no need for children to be considered as having special educational needs

This is pre-graduated approach

Children are not at SEN Support

At every stage of **Notice Check Try** schools should look across all agencies for support in identifying the underlying need

- Education concerns (i.e. concerns in respect of learning) can be raised at pupil progress meetings
- Social Care concerns can be raised through Multi Agency Family Help meetings or by contacting the school’s Early Help Locality Team
- Health concerns can be discussed with the School Nursing Team or via the Healthy Young Minds duty line

Use the Local Offer to source a large range of services and their contact details

[Bury SEND Local Offer - Bury Council](#)

- Schools should have comprehensive recording systems in place for **Notice Check Try** so that should children enter the graduated approach, there is sufficient information to help SENCOs decide if the child has a need which requires special educational provision to be put in place.

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The graduated approach

If concerns cannot be resolved after time (around 1-2 terms depending on the severity of the concern), and then the SENCO should become involved

If you're sure this is a Special Educational Need, the child can be entered on the SEN list
Special Educational Provision (SEP) will need to be put into place – this is the definition of SEN Support in the CoP

Consider

Is there sufficient assessment information to identify the type of need and allocate a school census disability code (SCDC)?

How the underlying need which is causing the concern will be addressed

This is not just about supervising or managing behaviour (although this sometimes is also required to reduce risks) but is about how adults are providing or delivering special educational provision

Going straight to needing 1-1 adult support may be a sign that the pre-graduated approach has not been thorough

This is the start of your first APDR cycle

Initial cycles might be kept quite short so that monitoring/review is frequent

As cycles run over time, by each review stage, more should be understood about the underlying need, regardless of whether the provision has been 'successful' or not

Continuing cycles might:

- Completely address the need over time, in which case children leave the graduated approach
OR
- A balance of provision which is securing progress in the area of need is found and the pupil need is met; provision is then sustained to continue to meet need
OR
 - After several cycles, need might continue to cause concern

Schools may begin to feel that they have tried everything available within school and may want to engage other advice and support to help them to plan further cycles:

- Discussing ideas with colleagues at SENCO events
- Contacting other SENCOs through group emails or within Academy Trusts
- Requesting the involvement of the SEND Support Service or Outreach Team

This would constitute up to a further two terms of the concern period

Should a point of balance still not be found, schools will be able to evidence that all the above steps have been taken

The point at which schools have exhausted the extent of delegated funding, an application for top up funding (SEN Support Plus) can be made to support school to plan further cycles of assess, plan, do, review.