## BURY STARS — Views on the **Graduated Approach**



Don't me

Ask rather than tell me

Include me in meetings

> If people have a passion for something, let them pursue that

speak for

**Understand** my perspective Listen!

**Respect different types** of disabilities and individual perspectives

What should all teachers know?

Learn about disability

Staff make the difference! Don't use disability as a barrier rather than adapt lessons

Individuals are the best judge of what they can and can't do

Let me decide if I can do it or not



This document was co-produced as part of the development of Bury's SEND Graduated Approach Toolkit (2021-22)

## BURY STARS – Views on the Graduated Approach – Best Practice



**Earlier support** 

Personalised support based on individual skills

Sharing views in advance and inclusion in meetings about me

Having young people greet new young people when starting school (e.g. Young person (YP) with a Visual Impairment (VI) will know how best to explain the school to other YP with VI

Feeling included and supported in education is...

Listening to aspirations and passions

Being included in meetings

Good SENCO and teaching assistant support

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## BURY STARS – Views on the Graduated Approach – room to improve



Someone else picking college course

Not listening to young people's views

Not being included in EHCP reviews and other adults presuming they know your views

Things taking too long – snail pace

Making adult's lives easier by not including us in meetings (they can't be bothered to try)

Feeling included and supported in education is NOT...

No choice in picking courses or subjects

It's different if you say you can't do it – it's not for other people to decide this for you

Not sharing plans

Feeling pushed out at high school (felt better supported at college)



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