

Our Graduated Response to SEND

1. Early Monitoring Stage	
Class teacher notices a pupil is having difficulties.	
Action needed -	
Assess	<ul style="list-style-type: none"> Identify through observations of pupil and discussions with TAs/parents/carers, what the difficulties are. Collect and consider relevant data: attendance/levels of attainment/progress etc. Review the differentiation/support being provided for the pupil in the class (QFT)
Plan	<ul style="list-style-type: none"> Adjust planning and teaching. Ask SENDCo for advice/guidance if needed. Set time limit.
Do	<ul style="list-style-type: none"> Put strategies/ class TA support in place for set time. Evaluate impact/progress. Include views of TAs/parents/carers/pupil where possible. Parents/carers to sign. Record details of above on Early Monitoring Stage sheet.
Review	<ul style="list-style-type: none"> Meet with SENDCo to plan Next Step. Take completed Early Monitoring Stage sheet and any supporting information, e.g., Target Tracker progress print out, to this meeting.
2. First Step Intervention	
Class teacher and SENDCo agree that the pupil would benefit from additional intervention.	
Action needed -	
Assess	<ul style="list-style-type: none"> Consider class based screening to gather more information about pupil's needs.
Plan	<ul style="list-style-type: none"> SENDCo and teacher identify which intervention is needed. Plan for intervention to be put in place and set time limit. Complete pre-intervention assessment (for measurement purposes). SENDCo provide additional advice/guidance if needed.
Do	<ul style="list-style-type: none"> Put intervention plan in place for set time. Evaluate impact/progress (complete post-intervention assessment). Include views of TAs/parents/carers/pupil where possible. Parents/carers to sign. Record details of above on First Step Intervention sheet.
Review	<ul style="list-style-type: none"> Meet with SENDCo to plan Next Step. Take completed First Step Intervention sheet and any supporting information to this meeting, e.g., initial school SALT screen, relevant checklists&/or assessments. SENDCo to apply for additional Inclusion Funding (if applicable).

3. School Based Assessment

Class teacher and SENDCo agree that the pupil is still not making expected progress and that further information about their strengths/difficulties is needed.

Action needed -

Assess	<ul style="list-style-type: none"> • SENDCo and teacher identify assessments needed. • SENDCo/teacher/TA carry out in-school assessments. • SENDCo and teacher analyse information gathered from the assessments.
Plan	<ul style="list-style-type: none"> • SENDCo and teacher plan for further intervention to be put in place and set time limit. <p>And/or</p> <ul style="list-style-type: none"> • Move to SEND Support
Do	<ul style="list-style-type: none"> • Put intervention plan in place for set time. • Evaluate impact/progress. Include views of TAs/parents/carers/pupil where possible. Parents/carers to sign. • Record details of above on School Based Assessment sheet.
Review	<ul style="list-style-type: none"> • Meet with SENDCo to plan Next Step. Take completed School Based Assessment sheet and any supporting information to this meeting.

4. SEND Support

The pupil is still not making expected progress so advice/support from outside agencies is needed.

Action needed -

Assess	<ul style="list-style-type: none"> • SENDCo to complete referral to appropriate external agency. • Reports shared with SENDCo, teacher, parents/carers. • Pupil placed on SEND Register in consultation with parents/carers.
Plan	<ul style="list-style-type: none"> • Use recommendations/advice to plan SEND provision and set time limit. <p>And if needs complex -</p> <ul style="list-style-type: none"> • SENDCo to consult outside agencies/parents/carers with a view to initiating a School Contract or Education, Health and Care Plan (EHCP).
Do	<ul style="list-style-type: none"> • Write SEND passport and share with parents/carers. • Write personalised timetable (if applicable). • Put plan for SEND provision in place for set time. • Evaluate impact/progress. Include views of TAs/parents/carers/pupil where possible.
Review	<ul style="list-style-type: none"> • SENDCo, teacher, parents/carers meet to plan Next Step. External agency staff may be involved if appropriate. • SENDCo to apply for additional Inclusion Funding (if applicable).

5. Education, Health and Care Plan (EHCP)

The pupil has enduring needs and need a higher level of support than is available through SEND Support. An EHCP is a legally-binding document detailing the child's needs and provision.

Action needed -

Assess	<ul style="list-style-type: none"> A request for Education, Health and Care Needs Assessment (EHCA) is submitted by the parents/carers, SENDCo, health or social care professional to the Local Authority. All professionals involved with the child submit their reports to the Local Authority.
Plan	<ul style="list-style-type: none"> Teacher and SENDCo to use EHCP outcomes (section E) and SEND provision (section F) to plan SEND provision in school. Teacher, SENDCo and parents/carers to hold an EHCP Implementation meeting to discuss how the provision will be delivered. Other professionals may also be invited to this meeting.
Do	<ul style="list-style-type: none"> Write EHCP SEND passport and share with parents/carers Write personalised timetable Put plan for SEND provision in place. Evaluate impact/progress. Include views of TAs/parents/carers/pupil where possible.
Review	<ul style="list-style-type: none"> SENDCo, teacher, parents/carers and any relevant professionals meet for a formal Annual Review. For pupils under the age of 5 years old, two formal reviews are required a year. For pupils aged 5 years old and over, one formal review a year is held. If the child's needs change, an emergency review can be called. SENDCo completes Annual Review paperwork and submits to the Local Authority within 2 weeks of the review meeting. Recommendations will be made about whether the plan will continue with no changes, to continue with changes made (including a change of school) or if the plan is no longer required. Local Authority will process the paperwork and confirm if the EHCP will continue, be amended or end. Local Authority will consult other schools if a change of placement is required.

This is a guide only. Not all children will go through this graduated response following the suggested route. The needs of the child are more important than the system.