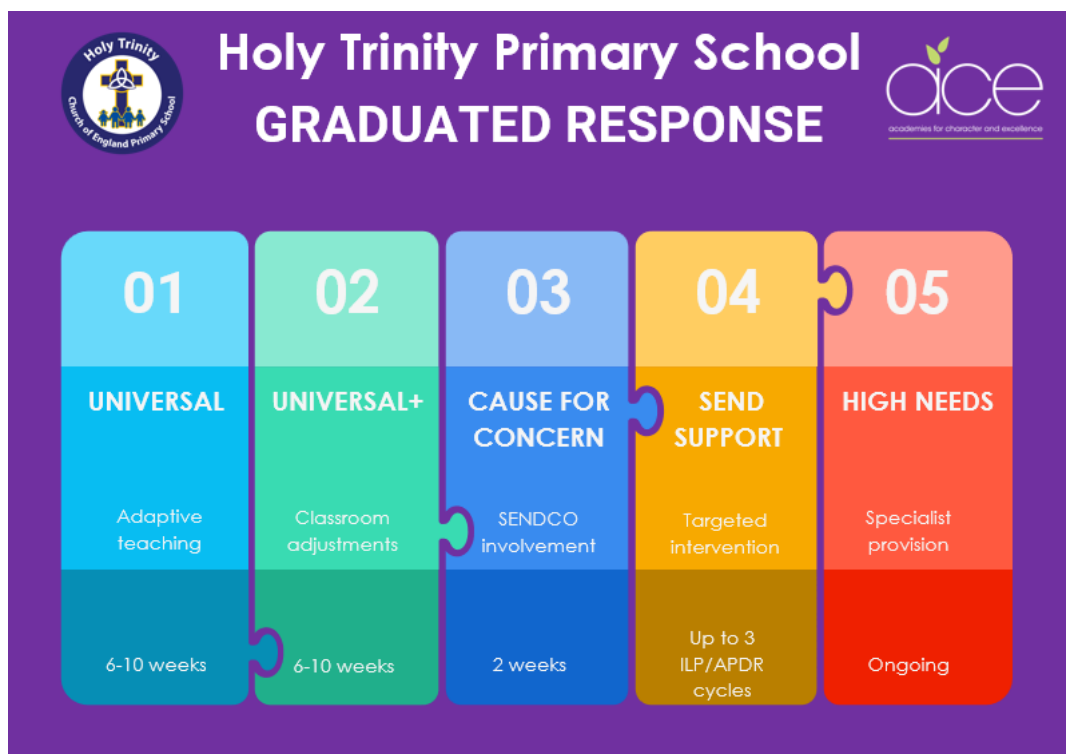


SEND graduated response

Our graduated response to meeting the needs of children with SEND reflects our belief that:

- 1) Early identification of needs or potential needs is crucial
- 2) Quality First Teaching meets the needs of the majority of children for the majority of the time
- 3) Teachers are ultimately responsible for the meeting the needs of all children in their class
- 4) An assess, plan, do, review cycle is key to tracking progress from the very beginning
- 5) Provision above SEND support should be robust, focused and reviewed to ensure its effectiveness

Our graduated response is split into 5 stages over differing timescales as follows:



Each stage works as follows:

Stage 1 Universal

- Concern noted by teacher or raised with teacher by parent
- Teacher considers the 5 adaptive teaching strategies as part of quality first teaching and identifies key actions



Stage 2 Universal +

- Formal monitoring begins
- Teacher observes child
- Pupil Voice form is completed with child
- Parent/Carer voice form is completed with parent/carer
- Quick checkers completed to identify barriers to learning
- Universal+ assessments carried out by teacher
- Adjustments/small scale interventions are put in place

Stage 3 Cause for Concern

- Teacher completes a cause for concern form
- SENCO observation of child
- SENCO decides on next actions – further assessment? ILP? Referral? Add to SEND register at SEND support?

Stage 4 SEND support

- ILP in place and shared with parents/carers, child and TAs
- Target sheet completed
- ILP evaluated each half term
- Progress discussed with SENCO at half termly SEND Workshop

Stage 5 High Needs

- Continue with ILP process until gap has closed.
- Continue to gather evidence required for EHCP applications – external assessment and support, high needs provision in place