

Graduated Response

Class teacher identifies pupil's needs from observation, parental discussion, pupil assessments, data scrutiny and intervention planning and checklists from SEND green file.

a) Class teacher, teaching assistant and when necessary, the SENDCO, will complete teacher questionnaire documents. This may involve observations of the child by SENDCO/EY SENCo. Support will be planned for using the data scrutiny and intervention planning document and CPD session.

b) If a teacher questionnaire is not required, or has previously been in place, a classroom support plan will be written with the class teacher, TA and SENCO. The child will be placed on the SEND monitoring register and interventions will be planned for and recorded using plan, do, review sheets. Pre and post data will be collect to identify the impact on these interventions. The classroom support plan will be shared with parents during a meeting with class teacher and SENCO if required.

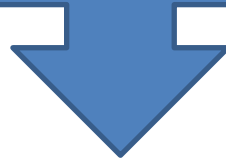
a) If progress has been made identified through post data, these will continued until the gap has been closed.

b) If there has been no noticeable progress following interventions identified in the intervention planning, then the interventions will be reviewed, altered using data analysis and continued for 6-8 weeks with post data analysed.

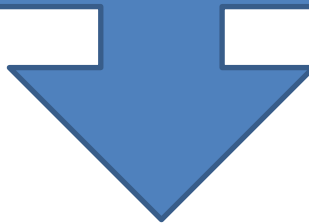
If there is again no, noticeable progress then a meeting between the class teacher and SENCO will be had and a classroom support plan will be written using the graduated response documents.

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After 6-8 weeks using targeted support, a review of the classroom support plan will be completed and exit data will be gathered from the interventions. If progress is being made the interventions will continue. The review of the classroom support plan will be shared with parents. If there is no noticeable progress not, the intervention will be reviewed and altered using data analysis form post data, and a new classroom support plan will be written. This will be shared with parents.



Following this cycle of classroom support, a review will be completed again using entry and exit data. If little/no progress has been made, a discussion will be had with class teachers and the SENDCO regarding SEND support. The child will be placed on the SEND register and an IEP will be written by the class teacher using SMART targets. A meeting will be held with parents, class teacher and SENDCO to discuss this next step and the targets alongside activities that can be completed at home. Interventions will be structured and on a 1:1, small group basis to support the child's targets. All interventions will be recorded on plan, do, review sheets and the whole school provision map. The targets will be shared with children and pupil voice will be gathered. After 6 weeks, a review of the targets will be completed using data analysis and new SMART targets will be set based on the children's needs. The review and new targets will again be shared with parents and children.

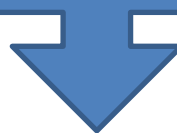


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If further support is required, the SENDCO may make a referral to the SEND hub or involve outside agencies such as Speech & Language, Educational Psychologist, Behaviours Support, Community Paediatrics. Discussion will be had with parents prior to the referrals being made.



After at least 3 cycles (terms) of IEP documents and interventions, if there is no noticeable progress a referral to the Educational Psychologist will be made. Following two assessments, a case for EHCP application may be made.



If an EHCP is provided, a timetable of support will be put in place to identify where the hours of support are being used and if these are on a 1:1, 1:2 or small group basis alongside the adult supporting. The EHCP will be shared with the class teacher and teaching assistant. An IEP will be written with the targets based on the outcomes detailed in the EHCP document. The IEPs will continue to be reviewed termly and an annual review of the EHCP targets will be completed with parents and a member of the local authority SEND team.

