

## SEND Graduated Response Approach

Here is a flow chart showing you the steps we take to support children with SEND. We only move from one step to another if the child still needs more support and is not making good progress. If your child makes accelerated progress, we may decide to move back a step. In some cases, early signs of SEND can be identified and can skip to Step 4 on discussion with the SENDCo.

<b>Step 1</b> <b>Every child</b> <b>Wave 1</b>	<b>Step 2</b> <b>Initial concern</b> <b>Wave 2</b>	<b>Step 3</b> <b>SEND Support</b> <b>Wave 3</b>	<b>Step 4</b> <b>SEND Support</b> <b>further concern</b> <b>Wave 3</b>	<b>Step 5</b> <b>Application for</b> <b>funding</b> <b>Wave 3</b>	<b>Step 6</b> <b>EHCP in place</b> <b>Wave 3</b>
<p>Quality first teaching (QFT) is provided to all children in the class by teachers and TAs.</p>	<p>Teacher or parent has cause for concern.</p> <ul style="list-style-type: none"> <li>- Assess QFT strategies already tried.</li> <li>- What others could be tried?</li> <li>- Appropriate reasonable adjustments are made.</li> <li>- Include child on the weekly timetable of support.</li> <li>- Teacher and parents to meet to discuss concerns.</li> <li>- Review at least termly as part of Pupil Progress meetings.</li> <li>- The class teacher puts in place Quality First Teaching strategies to start the 'Assess, Plan, Do, Review' process (a minimum of 8-12 weeks – 1 Assess, Plan, Do, Review cycle)</li> </ul>	<p>Insufficient progress or further concerns.</p> <ul style="list-style-type: none"> <li>- Inform SENDCo and <b>complete a SEND support form.</b></li> <li>- Meet with parents to discuss moving onto SEN register and planning a school focused plan (plan on provision map).</li> <li>- Targeted Strategies (school level) will then be put in place (a minimum of 8 – 12 weeks – 1 Assess, Plan, Do, Review cycle).</li> <li>- Relevant staff will carry out specific assessments if necessary.</li> <li>- SENDCo will refer to Banding Document for suitable use of Element 2 funding</li> <li>- Staff to review 'All About Me' sections on provision map with the child. Parents have access to provision map to contribute to their plans and 'All About Me' section. Review termly</li> </ul>	<p>Insufficient progress or further concerns.</p> <ul style="list-style-type: none"> <li>- Inform SENDCo</li> <li>- Meet with parents to discuss</li> <li>- Outside agency advice sought by SENDCo – e.g. Educational Psychologist, Speech and Language Therapist, Autism Team.</li> <li>- Recommendations put in place and added to provisions on provision map.</li> <li>- Referrals to paediatrician and/or diagnoses may be sought at this time by SENDCo, outside agencies or parents.</li> <li>- Review termly – Assess, Plan, Do, Review cycle.</li> </ul>	<p>Insufficient progress or further concerns.</p> <ul style="list-style-type: none"> <li>- SENDCo meets with parents to discuss funding applications.</li> <li>- If EHCP application is required a community assessment meeting (CAM) is held with the SENDCo, parents and relevant professionals to decide if a EHCP should be applied for.</li> <li>- SENDCo collects application information.</li> <li>- Paperwork completed by SENDCo, class teacher, relevant professionals, parents and child.</li> <li>- EHCP application made to SEN Panel.</li> </ul> <p style="color: red; font-weight: bold;">See separate flow chart for the application process with time frames.</p>	<p>If EHCP application is successful:</p> <ul style="list-style-type: none"> <li>- SENDCo holds annual reviews in conjunction with the teacher, parents and relevant professionals where appropriate.</li> </ul> <p style="color: red; font-weight: bold;">See separate flow chart for the annual review process.</p> <p>Where there is still insufficient progress or further concerns:</p> <ul style="list-style-type: none"> <li>- School may seek further specialist support.</li> <li>- Alternative setting may be sought.</li> </ul>