

A Graduated Response: Quality first teaching and personalised learning

Parent, child or school identify a concern

Class teacher meets with child and parent

Concerns alleviated
Monitor/ no further action taken

Assessment and Planning
Short time bound targets are put in place and a review meeting is set. Subject leaders are consulted.

Review meeting
Attended by parents, class teacher and where applicable child.

Concerns alleviated
Monitor, cease intervention

Partial progress against targets
Provision to be implemented and reviewed by class teacher.

Limited/No progress against targets
Increase graduated response.

Request SENDCo support - Expression of Concern completed by class teacher
Consider Early Help Assessment (EHA)

Assessment and planning
Assessments by SENDCo and a review meeting to take place with all appropriate stakeholders.

Need not identified as SEND
- Review intervention with CT, offer advice and support
- CT to amend and review provision

Need identified as SEND
Intervention captured in SEND Support Arrangements. Additional support identified within school based funds.

Person Centred SEND Support Arrangements Review
Attended by parent, child together with involved professionals
Consider evidence of progress towards outcomes.

Concerns alleviated
Monitor, cease intervention

Partial progress against targets
Provision to be implemented and reviewed by class teacher and SENDCo.

Limited progress against targets
Increase graduated response.

Further specialised assessments from external agencies/professionals.

Limited progress against targets
Team Round the Family meeting
EHCP application
Multi Professional Team meeting

Person Centred SEND Support Arrangements Review
Attended by parent, child together with involved professionals
Consider evidence of progress towards outcomes.