

The Graduated Response

How do we identify whether a child or young person has Special Educational Needs (SEN)?

Start

Internal tracking systems show that progress has slowed/child, teacher, parents have concerns about progress in core subjects, development or behaviour.

Check

High quality inclusive teaching and whole school systems for assessing, planning, implementing and reviewing progress in place?

SEN support is no longer required if the attainment gap has diminished or the child has made accelerated progress with their wider development or social needs in order to make a successful transition to adult life

Review

A meeting is held termly (see schedule) to review **impact** and plan next steps with child and parental views. Outside agencies may be requested and involved with parental consent.

Chronology of Support

In the second summer term, the child's chronology of support is to be updated. This will form part of the transition documentation for the following class teacher in the new academic year

A 'short note' is recorded in child's records (CoP 6.39). SENCo and teacher gather information using diagnostic and standardised assessments. Discussions are held with pupil and parents and a clear plan made to support the pupil in reaching the expected outcome and removing any barriers. Consider current life circumstances and changes when deciding barriers. 'At a glance' pupil profile may be used to support identifying needs/barriers. The short note is to be recorded on a 'Chronology of support' document.

Assess

What are the needs/barriers to learning?
What targets are we hoping for the child? (Keep these SMART and maximum of 3 at once)

Do

Implement the plan. Class teacher remains responsible for working with child on a daily basis and assessing impact of the plan. Class teacher shares the plan with any members of staff working with the child.

expected progress made

The child has 'caught-up' and not identified as SEN. A record to be made on the child's 'Chronology of support' document.

expected progress not made

Child Identified as having SEN

The child is identified as having SEN. Parents must be formally informed. The child will appear on the school census as 'K'.

Plan

Class teacher, SENCo, parent and child agree provision and support to be put in place. This is recorded on a support plan (previously IPM).

