

# **SEND Process – The ‘Graduated Response’**

**The Graduated Response** is an ongoing cycle to enable SEN provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

## **SEND Definition**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The graduated response can be simplified to the following cycle

## **Assess – Plan – Do – Review**

### **Quality First Teaching**

Class teachers will:

- plan and organise appropriately differentiated work to meet each child's needs and aid the academic progression of all pupils
- set suitable learning challenges, responding to pupils diverse learning styles.
- monitor any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and offer interventions / support
- continue to monitor any pupil who has recently been removed from the SEN list
- share information about progress and development with the parent(s) at pupil progress meetings.

### **Raise informal concerns**

Class teacher will:

- take responsibility for the initial identification of the needs of all their children by monitoring the progress of each child in their class, referring to the SEND identification document
- closely monitor any pupil who has been identified as *possibly* having SEN in order to gauge their level of learning and possible difficulties
- inform and engage with parents about their child's progress and development and the circumstances under which they are being monitored.
- consult informally with the SENCO as needed for support and advice.

### **Referral to SENCO – Initial Assessment**

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty

Class Teacher will:

- formally record that the child is referred to the SENCO and inform parents this will be happening

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- Complete the referral form to SENCO detailing the needs of the child, and the support already offered, including the views of the parent and child. This will be emailed.

SENCO will (within 2 weeks of the initial referral):

- Conduct a formal observation / review of the child in question and the strategies put in place.
- Refer to outside agencies if deemed necessary.
- Complete audits/checklists to determine the needs of the child.
- Decide on the appropriate course of action and next steps required to support the needs of the child.

## **Referral Outcome – No Further Action**

Where the Senco deems there to be need for no further action the child will continue to be taught in class through **Quality First Teaching**.

SENCO will:

- Open a file online and in the SEND cabinet to record the details
- Provide written feedback as to why the result is no further action

Class teacher will:

- Feedback to parents the result of the referral.
- Be able to refer the child again, if required, once 3 months have passed after the initial referral.

## **Referral Outcome – Cause for concern / monitor**

Where the SENCO deems there to be a **cause for concern**, the child will be monitored closely for half a term.

SENCO will:

- Open a file online and in the SEND cabinet to record the details
- Request additional data or information from the class teacher
- Possibly request advice from SFSS through their advice surgeries
- Possibly request advice through Springboard meetings.
- Possibly request advice from the family SENCO
- Refer to additional agencies if required.

Class teacher will

- Put in place strategies to support the pupil
- Complete additional information gathering / evidence as required
- Feedback to parents that the child is in the monitoring cycle and further evidence is being gathered.

Following the monitoring cycle, the child will either move to **Vulnerable to SEN / SEN Support** or there will be **no further action**.

## **Referral Outcome – Vulnerable to SEN**

When the SENCO deems the child to be vulnerable to SEN then a plan of action needs to be formulated.

SENCO will

- Open a file online and in the SEND cabinet to record the details
- Request additional data or information from the class teacher
- Possibly request advice from SFSS through their advice surgeries
- Possibly request advice through Springboard meetings.
- Possibly request advice from the family SENCO
- Refer to additional agencies if required.

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Class Teacher will:

- Put in place strategies to support the pupil
- Document the additional support being put in place for the pupil. These may be classroom changes or may be intervention groups.
- Feedback to parents that the child is classed as Vulnerable to SEN. They are receiving some additional support for their primary area of need but are not on the SEND register
- Monitor the progress of the child as part of the termly data analysis process.

Children who are vulnerable to SEN will be reviewed termly. If support is successful they may move to **no further action**. If support is partially successful they will remain as **Vulnerable to SEN** and the support reviewed and changed. If support is not successful and they make no progress they may remain as **Vulnerable to SEN** with increased support, or they may move to **SEN support**.

**This is part of the Plan – Do – Review Process of the Graduated Response**

### **Referral Outcome – SEND support**

Where a child has a significant learning difficulty, they will be classified as being SEND support. This means they are on the SEND register.

SENCO will:

- Open a file online and in the SEND cabinet to record the details
- Request additional data or information from the class teacher
- Possibly request advice from SFSS through their advice surgeries
- Possibly request advice through Springboard meetings.
- Possibly request advice from the family SENCO
- Refer to additional agencies if required.
- Support the teacher with planning the provision for the child.
- Support the teacher with conducting SEND reviews each term.

Class Teacher will:

- Put in place strategies to support the primary need of the pupil.
- Document the additional support being put in place for the pupil. These may be classroom changes or may be intervention groups. This is known as the provision map
- Feedback to parents that the child is classed as SEND Support. This means they are on the SEND register
- Monitor the progress of the child as part of the termly data analysis process.
- Conduct a SEND review termly to feedback to parents what is working well and what can be improved.

At the termly SEND review meeting, the class teacher, with advice from SENCO, will determine how to progress with support for the child.

The child may step down from SEN Support to **Vulnerable to SEN** or **Quality First Teaching**.

The child may continue with the same level of provision to support their primary area of SEN.

The child may need to have the amount or frequency of support increased to support their primary SEN.

**This is part of the Plan – Do – Review Process of the Graduated Response**

Where a child has significant needs, the SENCO may apply for additional funding to pay for any additional support above 6.5 hours per week being provided to the child. This is managed by the Family SENCO.

Where a child has severe and complex needs, the SENCO or parent may apply for an Education Health Care Plan (EHCP) which is managed by the Local Authority.

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