Graduated response to SEN

Initial Concerns

Parent/carer, class teacher or other professional express concerns around a child's progress. If appropriate class teacher to communicate with parents to discuss concerns.
Log meeting onto Edukey (even if not SEN).

Inform SENDCo of early concerns by email, with actions that have been taken.

Monitor

Class teacher refers to **OAP** document and puts in place Quality First Teaching strategies. This is monitored and recorded for at least 6 weeks. If no progress CT brings to PPM to discuss with year group or refer to HM/JC/SA. Email SENCO with summary of adaptions and outcomes (and add to edukey).

Has the child made progress with Quality First Teaching?

YES

Carry on and monitor at HQT add to class strategies.

NO

Start the ASSESS, Plan Do REVIEW cycle.

ASSESS

Gather information to understand pupils needs including progress levels, books, specific information, Rand R, attendance. Assessments to be made if appropriate.

PLAN

((refer to OAP document))
CT and SENDCO discuss further provision and adaptions to be made. Targeted strategies to be put in place and recorded in an **IPP on Edukey or as OAP** . Parents to be part of discussions.

DO

Implement **strategies** and run **provisions** for an appropriate amount of time (at least one Assess, plan, do review cycle.)
Monitor and update on Edukey. Using SMART targets and data.

REVIEW

Monitor and record the progress the pupil has made in response to the support given and their targets. Use data PPM, book looks, CT assessment and other indicators such as R and R, attendance. Review **STRATEGIES** and **PROVISIONS** on Edukey. Feedback to SENDCo and parents.

Does the child make expected progress from starting points?

YES

Keep on the Assess, Plan, do and Review Cycle and monitor and adjust IPP on Edukey.

NO

If sufficient progress is not made a CT, parents and SENDCo meet to consider to discuss, further support or a referral to outside agencies.
If referral made interventions will be monitored and recorded on Edukey.
If expected progress is not made and it is appropriate, consideration is given to an EHCNA in discussion with parents and professionals.

ECHP

IF an EHCP in a mainstream school cannot meet the needs of the child, then consideration may be given to alternative specialist provision.