

SEND Graduated Response Road Map

Step 1: First Concerns.

Parent/carer or Teacher express concerns around a child's progress or needs.

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)

Teacher and parents meet to complete the First Concerns Form. The SENDCo will be made aware of these early concerns.

Has the child made satisfactory progress through Quality First Teaching?

NO: Step 2: Targeted Support

If sufficient progress is still not being made, the parents/carer, Class Teacher and SENDCo will meet to discuss a Dedicated Support Plan. Targeted Strategies will then be put in place (including support from outside agencies if appropriate). (a minimum of 16 – 24 weeks – 2 Assess, Plan, Do, Review cycles)

Yes.

Carry on with adaptations and regularly review.

Monitor the child's progress through the 'Assess, Plan, Do, Review' process.

Has the child made satisfactory progress through targeted Dedicated Support?

NO: Step 3: Complex Support

If a child is not making sufficient progress then a Needs Assessment will be considered. This decision will involve advice from professionals such as the Education Psychologist. If the school feels there is evidence that the needs of the child are greater than Step 2, then the school can apply for an Education and Health Care Plan (EHCP) on behalf of the child. This process takes 20 weeks to be implemented.

Yes.

Carry on with Dedicated Support

Monitor the child's progress through the Interim and Annual Review process.

Is the child making progress through an EHCP?

NO: Step 3: Specialist Support

If the EHCP does not meet the needs of the child, then consideration may be given to alternative provision in exceptional cases where a mainstream setting cannot meet the SEND of a child. Interim reviews are held to consider specialist placement.

Yes.

Continue with the EHCP.