Our Graduated Approach to SEND

This flowchart shows our **Graduated Approach** to SEND concerns raised about a child.

Stage One - Initial Concern

A concern is raised by the child's parent or class teacher.
The class teacher is responsible for informing the SENDCO.
Class teacher completes an **Early Identification of Need** plan outlining:

- **What support has been in place;**
- **What support has been planned.**

Class teacher liaises with child's parents.

Stage One - Initial Concern

A concern is raised by an outside agency.
If appropriate, the SENDCO holds meeting involving all (e.g. parents, teacher) to discuss the concern. Class teacher completes an **Early Identification of Need** plan outlining:

- **What support has been in place,**
- **What support has been planned.**

Stage One - Monitoring

Ongoing monitoring (by class teacher) of the provision outlined on the **Early Identification of Need** plan. The class teacher starts the cycle of **Assess, Plan, Do, Review.** The child's progress is monitored closely by class teacher for **half a term**. The date for review is noted on **Early Identification of Need** plan on and is agreed with parents and class teacher. Class teacher will discuss progress with the SENDCO.



Needs are Met

The child's needs are met.
Progress is referenced on the **Early Identification of Need** plan.
The child may continue to need intervention to support their progress.

Concerns Remain

Concerns remain even after **several** monitoring cycles of **Assess, Plan, Do, Review.**
Child will move to **Stage Two, SEND Support**.

Stage Two - SEND Support

The child is placed on the **SEND List** at **SEND Support**.
The class teacher continues cycle of **Assess, Plan, Do, Review.**
A **SEND Pupil Support Plan will be completed outlining the area of concern and the additional and different support in place.** This is different to the adaptive teaching that takes place each lesson. The child's progress is monitored closely by class teacher. Parents are invited to contribute towards the **SEND Pupil Support Plan** termly and the pupil where appropriate.



No Further Concern

If child is on track and there is no further concern they are removed from SEND register after a period of time and attainment is reviewed through pupil progress meetings with class teacher, SLT and SENDCO where appropriate.

Further Advice

Review identifies external advice needed. Parents informed of further concerns and agree to the referral. Support is requested from outside agencies for advice and assessment. Parents are informed of the outcome. Continue to assess progress and collect evidence.

Stage Three - EHCP

If concerns continue and the *provision required cannot reasonably be provided from the resources normally available*, an application for an **EHCPNA** will be completed. Child and parents will be involved in the process. The EHCP takes **20 weeks** to complete by the Local Authority. Progress is monitored termly and the EHCP is reviewed annually.