

SEND School Support – Graduated Response Road Map

Step 1: Initial Concerns.

Concerns are raised in relation to a pupil's progress or needs. It has been recognised that something additional or different to our core offer may be needed.

Teacher and parents/carers meet to complete the **Initial Support Plan**. The SENDCO will be made aware of these early concerns.

The class teacher makes adaptations to existing Quality First Teaching strategies and reviews their impact after 6 weeks.

Has the pupil made satisfactory progress through adaptations to Quality First Teaching?

NO: Step 2: Dedicated Support

If sufficient progress is still not being made, the teacher, with support from the SENDCO, will write a **Dedicated Support Plan** and share this with parents/carers. Targeted strategies will then be put in place (including support from external agencies, if appropriate). The pupil will be added to the school's SEND register so that additional monitoring can take place.

Yes: Continue to monitor and apply adaptations to Quality First Teaching strategies.

Parents/carers will be invited by the class teacher to a termly review of this support. This model follows the 'Assess, Plan, Do, Review' process.

Has the pupil made satisfactory progress through targeted Dedicated Support?

NO: Step 3: Complex Support

If a pupil 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 pupil are greater than Step 2, then the school can apply for an **Education and Health Care Plan (EHCP)** on behalf of the pupil. This process takes at least 20 weeks to be implemented.

Yes: Carry on with Dedicated Support.

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

Is the pupil making progress through an EHCP?

NO: Step 4: Specialist Support

If a pupil is not accessing their school environment with EHCP support in place, then consideration may be given to alternative provision. This applies to exceptional cases where a mainstream setting cannot meet the specific needs of a pupil.

Yes: Continue with the EHCP.