



Graduated Approach to SEND support at Hill View Primary School

Teachers scrutinise children's progress. Any pupil not making expected progress is closely monitored and targeted. QFT and differentiation is considered. Alongside the appropriate SEND profile of needs document.

The class teacher takes positive steps to provide, monitor and record additional differentiated learning opportunities and personalised strategies to support the child's progress and development on the appropriate SEND profile of needs and graduated response document.

If, after reviewing personalised strategies, the child has not made progress, the class teacher completes a 'Cause for Concern' form. The teacher must discuss their concerns with the parent / carer.

The 'Cause for Concern' form is discussed at a meeting with the SENDCo or SENDCo assistant. After discussing the concerns, a decision is made whether further modifications to teaching approaches are required or whether the pupil requires further observation or assessments.

The SENDCo may review the child's current provision and progress or direct the SENDCo assistant or LSM to support. If needed assessments may be carried out. The SENDCo or SENDCo assistant will work with the class teacher to follow the graduated response.

If progress is still not made or there are further concerns the pupil is placed on the SEN Support Register if agreed by parents/carers. An Early Support Plan is written, by the teacher, with specific targets to support the child's progress in consultation with / is shared with the child and the parents / carers. The targets are frequently reviewed and updated to support the child's progress.

If the pupil's needs cannot be met by the provision after frequent reviews and modifications an EHCP Statutory assessment may be requested from the L.A.

The Early Support Plan is reviewed to measure the impact of the support being provided and consider any changes that may be needed. Parents and carers may contribute to the discussion with the teacher and SENDCo or SENDCo assistant. Further advice may be sought from outside agencies.

Appropriate intervention and support is provided to suit the pupil's individual needs based on the school's provision mapping.

