



Graduated Approach to SEND support at Hill View Primary School

Teachers scrutinise children's progress/needs. Any pupil working in excess of 2 terms behind expected/ of their current flight path is closely monitored and targeted. QFT and adaptation is considered (see note A and B). Alongside the appropriate SEND profile of needs graduated response document.

If the pupil's needs cannot be met by the provision after frequent reviews and modifications- after at least 2 cycles progress is not as we would hope as per Note (A) explore and discuss with parents/carers the possibility of further assessment of need

The class teacher takes positive steps to provide, monitor and record additional adapted learning opportunities and personalised strategies to support the child's progress and development on the appropriate SEND profile of needs and graduated response document (Cycle 1) (see note B and C).

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. 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.

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 started by the teacher, with specific targets to support the child's progress in consultation with / is shared with the child and the parents / carers and the child. (see note D) The targets are frequently reviewed and updated to support the child's progress.

Quality

First

Teaching

If, after reviewing personalised strategies, the child has not made progress, the class teacher completes a 'Cause for Concern' form and begins to keep a record of additional support put in place and the impact.

The 'Cause for Concern' form is discussed at a meeting with the SENDCo. 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. Any outcomes and discussions, including concerns are shared with parents/carers (see note D).

The SENDCo may assess/review the child's current provision and progress or direct a member of the inclusion team. If needed assessments may be carried out. The SENDCo will work with the class teacher to follow the graduated response (see note E)



Entry to SEND support cycles

Teachers scrutinise children's progress/needs. Any pupil working in excess of 2 terms behind expected / of their current flight path is closely monitored and targeted – as per the beginning of a graduated response. The highlighted documents, relevant to the child's area of needs, must be saved in the child's individual folder.

Early Support plans need to be updated and reviewed half termly. These must include the child's voices alongside every target and parent voice every term (see notes H) These are monitored half termly by the inclusion team to ensure targets are being worked upon. If further support is needed to set and deliver SMART targets, then please speak to the inclusion team.

Cycle 1

6 – 12 weeks (dependent on intervention and needs – see notes F)

Appropriate intervention and support is provided to suit the pupil's individual needs based on the school's graduated response documents. These documents need to be highlighted and annotated demonstrate and clarify, the child's needs. The additional support or intervention that is being put in place should also be noted. The response documents must be used as a working document and reviewed and dated every half term.

(See notes B, C and D)

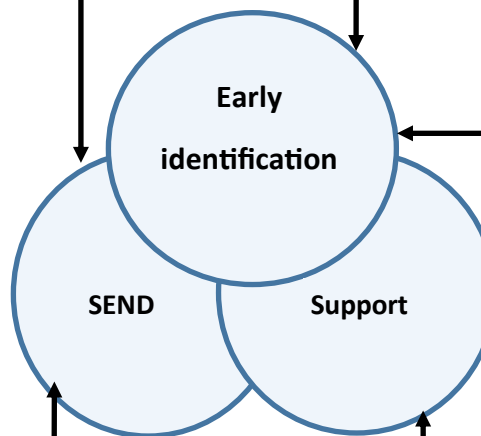
If progress is still not made or there are further concerns, the pupil is placed on the SEN Support Register, if agreed by parents/carers. An Early Support Plan is continued by the teacher, with specific targets to support the child's progress in consultation with / is shared with the child and the parents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

If no progress or impact has been noted after a six week period, teachers need to seek advice from the SENDCO prior to beginning cycle 2. You will need to book in this time with the SENDCO and bring along a completed concern form, any evidence of the graduated response, attainment and interventions (see notes C and D)

Cycle 2

6– 12 weeks (once further intervention or support has been decided—see notes F)

The SENDCo may assess/review (see note E) the child's current provision and progress or direct a member of the inclusion team. If needed, assessments may be carried out and further interventions or guidance / resources will be offered. The SENDCo will work with the class teacher to continue following the



Explanatory notes on SEND Support Identification Flowchart



A. The Code of Practice (June 2015) characterising less than expected progress as progress which (page 95):

is significantly slower than that of their peers starting from the same baseline

fails to match or better the child's previous rate of progress

fails to close the attainment gap between the child and their peers

widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life

B. Year Leaders/subject Leaders/ SENDCo to advise/support the class teacher to ensure pupil is receiving quality first teaching appropriate to their needs. e.g. adaptation, targeted feedback, use of in-class support, use of enhancing technology. Has the class teacher been provided with advice, support and training to support this pupil? - refer to entry / exit document for additional strategy suggestions.

C. QFT might include targeting a small group for focused teacher input 2 times per week or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included at this stage. This should be agreed with the parent at the *Initial Concerns Meeting*, after the class teacher has discussed with SENDCo (parental consent needs to be gained at this meeting ahead of cycle 2.)

D. 'Communicate' – i.e. let parents know results of your review in a timely manner, but this might not be a formal meeting which would probably be best held when further assessment/information in school has been carried out. ESP targets and reviews must be shared with parents/carers at regular intervals and each half term, where appropriate include the pupil's voice (see also note H)

E. Assessment can include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness ; analysis of samples of relevant work e.g. mis-cue analysis, ABC behaviour log, audio recordings; use of school screening and assessment tools; could include specialist assessment depending on severity/type of need.

F. Interventions should be well-founded and evidence based. A cycle of intervention should always last a minimum of one half term (6/7 weeks) and more frequently two (12 weeks).

G. Definition of SEN in Code of Practice 2015 (page 15/16)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

H. 2 of the 3 meetings with parents can be held alongside the standard parent consultation (Autumn 2 and Summer 2) The other parent/carer meeting should be held in Spring 2 at a convenient time for both parties.