

**A Graduated Response (Cognition and Learning) 2021-2022**

Cycle 1: Classroom Based

* Child causes concerns due to poor progress (if in Year One, continue with FS targets)
* Collaborate with parents
* Assess – class teacher to discuss with the support staff
* Plan – Quality First Teaching/differentiation/in-class and home support
* Do
* Review – including a discussion with parents
* Collaborate with parents

Cycle 2: SENCO involved

* Continued concern over lack of progress
* Assess – teacher to seek support from SENCO, include the parents and the child
* Plan – Quality First Teaching/differentiation/interventions/provision map
* Do
* Review – what further interventions may be required, include parents
* Collaborate with parents

Cycle 3: Support Services/Agencies Involved

* Continued lack of progress – involve advisory teacher
* Assess (AT)
* Collaborate with parents (AT)
* Plan – personalised programme
* Do – follow service guidance
* Review
* Collaborate with parents

Cycle 4: EP or other relevant Special Service Involved

* Continued lack of progress
* Collaborate with parents (EP)
* Assess (EP)
* Plan – personalised programme/Quality First Teaching
* Do – follow EP guidance
* Review
* Collaborate with parents

Cycle 5: Consideration to EHCAR

* Continued lack of progress
* Meeting with parents, school and agencies
* Begin EHCAR, if appropriate
* Collaboration between parents, school and agencies
* Submit EHCAR with evidence/reports from above process