



A Graduated Response (Cognition and Learning) 2018-2019

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

