



Linaker
Primary School



Graduated Response

Identification and provision for pupils with special educational needs and disabilities

A responsive pathway – not a rigid ladder

Timescales are approximate. At any review point, evidence may indicate that support should move forward, remain at the current stage or step back.

Assess • Plan • Do • Review

Child and family voice, evidence of impact and high-quality adaptive teaching run through every stage.

1	2	3	4
Initial concerns Notice and understand	Adapt teaching and provision Review: up to half a term	Adapt further Review: up to half a term	SENDCo and specialist involvement Assessment and advice

Stages 5-8 continue the pathway through targeted SEND support, educational psychology, refined provision and, where appropriate, statutory assessment.

From concern to targeted SEND support

Use review evidence to decide the next appropriate response.

STAGE	WHAT THIS LOOKS LIKE AT LINAKER
1 Initial concerns <i>Notice and understand</i>	• High-quality, adaptive teaching is in place. • Concerns are raised about progress, behaviour, speech and language, understanding, coordination or motor development. • Other possible factors are explored or ruled out, including attendance, EAL and adverse childhood experiences (ACEs). • The class teacher records the concerns on CPOMS, including initial discussion with parents or carers and the child's voice.
2 Adapt teaching and provision <i>Review: up to half a term</i>	• The class teacher adapts strategies, resources or the learning environment and reviews their impact. • The teacher may seek advice from colleagues and/or the SENDCo. • A referral may be considered to an appropriate medical practitioner, Speech and Language Therapy or Occupational Therapy. • Actions, adaptations, impact and discussions with parents or carers and the child are recorded on CPOMS or Arbor, as appropriate.
3 Adapt further <i>Review: up to half a term</i>	• Provision is further adapted - different strategies or resources are used and the impact of these is reviewed; may consult fellow practitioners / SENDCo • At this stage there may be a referral made to relevant medical practitioners, Speech and Language Therapy Service or Occupational Therapy Service • Class teacher to record on CPOMS actions, strategies and impact of adaptations and discussions with parents / child's voice
4 SENDCo and specialist involvement <i>Assessment and advice</i>	• The SENDCo may complete academic screening or social, emotional and mental health (SEMH) assessments. • A request for specialist teacher consultation or assessment may be submitted. • The SENDCo facilitates an Early Help Assessment (EHA) or Team Around the Family (TAF) process when appropriate. • The class teacher and SENDCo record advice, actions, impact and co-produced views on CPOMS.

From targeted support to statutory assessment

Use review evidence to decide the next appropriate response.

STAGE	WHAT THIS LOOKS LIKE AT LINAKER
5 Targeted SEND support <i>Review: up to one term</i>	• A Targeted Learning Plan and/or Pupil Passport is co-produced, identifying long-term outcomes and short-term targets. • Provision that is additional to or different from ordinarily available provision is implemented. • The pupil is added to the SEND register and parents or carers are informed in writing. • The class teacher records provision, impact, reviews and the views of the child and family on CPOMS.
6 Educational psychologist involvement <i>Further assessment and advice</i>	• The SENDCo makes a referral to the educational psychologist. • The educational psychologist completes further assessment and/or provides advice. • The class teacher and SENDCo record recommendations, actions, impact and co-produced views on CPOMS.
7 Refine targeted provision <i>Continue Assess-Plan-Do-Review</i>	• The Targeted Learning Plan and/or Pupil Passport is updated collaboratively to reflect desired outcomes. • Targeted provision remains additional to or different from ordinarily available provision. • The class teacher monitors progress, reviews impact and records evidence and discussions on CPOMS.
8 Statutory assessment for an EHCP <i>Where needs remain significant</i>	• A request for an Education, Health and Care needs assessment is considered and, where appropriate, submitted. • High-quality adaptive teaching, targeted provision and specialist advice continue throughout the process. • The SENDCo liaises with the local authority SEND caseworker and/or SEND officer. • The SENDCo and class teacher maintain clear evidence of provision, impact and the views of the child and family.

Throughout: involve the pupil and family • implement advice • record provision and impact • review responsively