



APPENDIX 1

MORECAMBE BAY COMMUNITY PRIMARY SCHOOL

SEND GRADUATED RESPONSE

1. Initial Concerns

- **Quality First Teaching is in place**
- Concerns about a pupil - lack of progress/displaying difficult behaviour/speech production difficulties or understanding/coordination or motor skill development below ARE
- Additional reasons for concerns are explored/ruled out (e.g. attendance, EAL, ACEs)
- SENDCo may make referral to relevant agencies (e.g. Speech and Language Therapy Service). A referral to Early Help services may be made
- Class teacher records nature of difficulties observed and initial discussions observed and initial discussions with parents/child's voice

2. Adapt Provision

- Provision is adapted within quality first teaching - different strategies or resources, etc.
- Discussion with parents and child
- Class teacher records adaptations and evidence of impact following a review period
- SENDCo may complete an observation

3. Specialist involvement

- SENDCo requests specialist advice from relevant professional
- EHA/TAF is initiated where appropriate
- Class teacher/SENDCo record recommendations, actions and discussions with parents/child's voice
- Targeted learning plan co-produced to identify what adaptations will be in place and what outcomes are desired
- SENDCo adds child to SEND register - parents informed
- Advice, strategies and support provided by specialist are implemented

4. Educational Psychology Involvement

- SENDCo refers to/consults with Educational Psychologist
- Educational Psychologist provides recommendations/completes further assessment as appropriate
- Class teacher/SENDCo record actions, strategies, impact of adaptations and discussions with parents/child's voice

5. Request for EHCP needs assessment

- Usually to follow at least 2 review periods from action on specialist advice
- SENDCo involves LA where appropriate
- EHCP needs assessment is requested by SENDCo
- Quality First Teaching including strategies/advice from specialist continues in provision
- SENDCo/class teacher to record actions, strategies, impact of adaptations and discussions with parents/child's voice

ASSESS-PLAN-DO-REVIEW