

Graduated Response for Early Identification - for parents

Concern

- A teacher raises a concern in their lesson- they will contact you to share this.
- You are worried about your child and raise a concern with the pastoral staff or one of your child's teachers.
- You raise a concern with the school's SENCo (email address on the website)
- Other mechanisms, such as data drops, behaviour reports, trigger a concern
- Outside professionals raise a concern

Assess

- Referral is completed and raised at our Inclusion Forum
- Round Robin sent to all staff involved with the student- Round Robin ascertains what strategies have been tried and inquires further with regard to concern
- Cognitive assessments completed by SENCo/ASENCO- to see if there is a learning need.
- Home visit arranged by SENCo/Attendance Lead /Safeguarding if we are worried about your child not wanting to come to school.

Plan

- SENCo/ASENCO collates information and devises suitable strategies, accessing advice from external professionals if required.
- Strategies formulated by SENCo/ASENCo and shared with all staff via Class Charts in the form of Pupil passport/IEP

Do

- SENCo/ASENCo will contact you to discuss strategies
- Staff implement strategies and adaptations as per Pupil passport/IEP on Class Charts
- Targeted interventions carried out
- Transition plan in place if attendance is a concern
- Strategies implanted for at least 8 weeks (or longer if required)

Review

- Round Robin sent to all staff involved to give feedback and collated by SENCo/ASENCo
- Student voice
- Decision made depending on progress and feedback. This may be:
 - Impact of interventions are reviewed through provision maps
 - Strategies are successful and student is able to engage.
 - Further cycle of strategies to build on what worked and tweak those that didn't
 - Contact made with parents/carers to discuss review
 - Parents / carers invited in to school to discuss if we think that your child needs to be on the SEND register.
 - Decision made by SENCO / ASENCO, in conjunction with parents, as to any onward referrals required. You will always be asked to consent to any referrals. All referrals must be sanctioned by SENCO

Graduated Response for Student on the SEND Register - for parents

Concern

- Your child is already on the SEND register but a concern is raised through the review process.
- Attendance concern
- Transfer or Off Site Directive already on SEND at previous school and a discussion is had at meeting and if required contact school SENDCo
- A teacher raises a concern in their lesson- they will contact the SENDCo/ASENDCo
- You are worried about your child and raise a concern with the SENDCo/ASENDCo.

Assess

- Review attendance, behaviour and academic data
- Round Robin sent to all staff involved with the student-
- Cognitive assessments completed by SENCo/ASENCO- if needed

Plan

- SENCO/ASENCO collates information and devises suitable strategies, accessing advice from external professionals if required
- Strategies and provisions added to Pupil passport/ IEP and updated on provision maps and Class Charts for all staff to follow
- You and your child will be involved in the writing of the Pupil passport/IEP
- Update the IEP/Pupil passport with parents/carer and Student

Do

- Staff implement strategies and adaptations as per Pupil passport/IEP
- Targeted interventions carried out
- Transition plan in place if attendance is a concern

Review

- Review during normal termly review cycle using Provision Map review template
- Round Robin sent to all staff involved to give feedback
- Student voice.
- Decision made by SENCO/ASENCO, in conjunction with parents, as to any onward referrals required. All referrals must be sanctioned by SENCO. Any referrals to other agencies will always need your permission.
- Continue with Graduated Response Assess, Plan, Do, Review Cycle