

SPRINGFIELD PRIMARY ACADEMY – Graduated Response

Wave 1: Quality First Teaching. Need identified by Class Teacher/ Professional/ Parent	Assess Formative/ summative assessments show that a child is not making progress or is finding an area of learning difficult.	Plan The class teacher will differentiate planning as a means of removing the barriers to learning.	Do Differentiation could be done in a number of ways including: <ul style="list-style-type: none"> • Pre and post learning • Differentiated task • Adult support • Specialised resources • Peer support • Prompts and frameworks 	Review Use formative and summative assessments to evaluate the impact of the differentiation. This will also be discussed at pupil progress meetings.
	The barrier to learning will fall under one of four categories; <ul style="list-style-type: none"> • Cognition and learning • Sensory or physical • Communication and interaction • Social, emotional or mental 	Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, move onto Cycle 1		
Wave 2 – Cycle 1 Concern form completed. (Additional to) Discussion with parent and child moves onto Register for School Monitoring	Assess Use formative, summative and standardised assessments (PIRA, PUMA, Ashton Index etc) to get a full picture of the child’s learning profile. VSend tool to identify level of need Complete a SEND concern form and outline the area(s) of difficulty or need under the following categories: <ul style="list-style-type: none"> • Cognition and learning • Sensory or physical • Communication and interaction • Social, emotional or mental 	Plan Planning at this stage will be completed using the Academy’s provision mapping. The SENCo and the class teacher will discuss the SEND concern form and appropriate additional support will be put into place, if necessary. Initial planning – class teacher with parents to present plan and agree targets.	Do Additional support will begin and additional support in the classroom or additional support groups will be evaluated and further developed.	Review Use formative and summative assessments to evaluate the impact of the additional support and differentiation.
	Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, move onto Cycle 2			

Wave 3 – Cycle 2 (Different from’) (PLP, SAS/ Outside agency support)	Assess	Plan	Do	Review
	<p>A request for outside agency assessment and/or support will be made at this stage. The following services may be utilised;</p> <ul style="list-style-type: none"> • Specialist Advisory Service (S.A.S) • Educational Psychologist (EP) • ASD SEND outreach support • Physical disabilities SEND outreach support • Speech and language support (SALT) • Child development centre (CDC) • Compass Go! / YMM • VI team/ ETHV 	<p>Class teacher creates personalised learning plan (PLP) following the completion of a child’s view questionnaire. Any recommendations from reports by outside agencies (EP, SAS) to be included.</p> <p>A meeting will be held with parents to gain their view, present the plan and agree targets.</p>	<p>The Personalised Learning Plan and any further interventions and differentiation will be implemented for another cycle.</p> <p>At this level there may also be some staff training and support.</p>	<p>Use formative and summative assessments, observations and the child’s views to evaluate the impact of the PLP, interventions and differentiation.</p> <p>This will be done at a review meeting with parents, class teacher and SENCO (and may involve outside agencies).</p>

**Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary.
If no, review and implement at least one more cycle at this level with PLP before moving onto Cycle 3**

Wave 3 – Cycle 3 Request EHCP/ EHCP	Assess	Plan	Do	Review
	<p>A request for an Education, Health and Care Plan will be discussed with all interested parties.</p> <p>If it is agreed that this is the best pathway to removing barriers from the child’s learning then the SENCo will move forward with this request.</p>	<p>EHC Plan</p>	<p>EHC plan implementation</p>	<p>Annual Review with LA Termly reviews within the Academy and any outside agencies involved.</p>