

Graduated Approach

Western Primary School

Cycle One – Monitor

Key:

Parent / Carer

School

Everyone

Assess: Parents, carers, professionals and staff and pupils may address concerns.

Meetings, phone calls and conversations are held to raise concerns with the SENCO, family, carers and teachers.

Teachers provide evidence of school attainment and progress. Professionals can discuss concerns with the SENCO.

Parents, collect evidence, ask questions and discuss previous support for the pupil. Discussion around medical and professional support previously sought.

School: SENCO may observe the pupil in class. Discussions held about strengths and areas of concern. Plans will be created for provision, intervention and learning support.

Plan: Pupils, parents, carers and teachers monitor progress, observe and create a support plan for pupils.

A profile may be put into place if support provision is bespoke and tailored for the pupil. Targets will be set for the pupil.

Parents, carers and pupils are invited to discuss next steps and plan the support at home and school. Pupils may have a support profile in place. Home plan of support is also in place.

Do: Implement quality teaching, intervention support and offer tailored provision to address needs.

Teacher, pupils, carers and parents will be clear on the support in place to support at home and school.

School: Children will be taught using quality first teaching. The SENCO may observe the pupil further. Pupils will be supported through differentiated support, provided with suitable provision to address concerns.

Home support is followed.

Review: Careful consideration will be made about next steps, support and provision.

Monitor data, progress and consider the needs of the child.. Support Profiles may be altered for impact following evaluation. Children may be added to the SEND Register if more in depth support is required.

Evaluate success and impact, consider next steps and plan for further support.

Home support is followed and reviewed for next steps.

Graduated Approach

Western Primary School

Cycle Two – SEND School Support

Key:

Parent / Carer

School

Everyone

Assess: Parents, carers, professionals and staff and pupils consider strengths and areas of concern. Children placed on SEND Register.

Meetings, phone calls and conversations are held to raise concerns with the SENCO, family, carers and teachers. A clear identification of need is made.

Teachers provide evidence of school attainment and progress. Professionals can discuss concerns with the SENCO. Needs are identified and assessments.

Parents help identify clear needs.

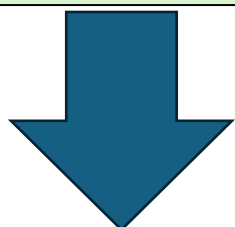


Plan: Pupils, parents, carers and teachers monitor progress, observe and create a detailed support plan / profile for pupils.

Detailed profiles are created with pupils, parents, carers, teachers, professionals and the SENCO. Measurable targets are set, interventions are identified and support. Referrals are considered to health and professionals.

School: SENCO further observe the pupil in class. SENCO monitors the progress and provision. Interventions, assessments may be identified.

Parents may refer to outside support.



Do: Implement quality teaching, intervention support and offer tailored provision to address needs.

Teacher, pupils, carers and parents will be clear on the support in place to support at home and school.

School: Children will be taught using quality first teaching. The SENCO may observe the pupil further. Pupils will be supported through differentiated support, provided with suitable provision to address concerns. Referrals made to identify professionals for support.

Home support is followed. Appointments are supported and attended. Discussions with other services supported.



Review: Careful consideration will be made about next steps, support and provision. Consider Education, Health, Care Plan.

Monitor data, progress and consider the needs of the child.. Support Profiles may be altered for impact following evaluation. Children may be referred for an Education, Health, Care Plan Assessment (EHCAR). Consult further professionals.

Evaluate success and impact, consider next steps and plan for further support. Consider EHCAR. Teachers, parents and family complete referrals.

Home support for referrals and assessment referrals.

Graduated Approach

Western Primary School

Cycle Three – EHCP / EHCAR

Key:

Parent / Carer

School

Everyone

Assess: Parents, carers, professionals and staff and pupils consider strengths and areas of concern. EHCP in place or awaiting assessment.

Meetings, phone calls and conversations are held to raise concerns with the SENCO, family, carers and teachers. A clear identification of need is made. Regular meetings with SENCO.

Teachers provide evidence of school attainment and progress. Professionals can discuss concerns with the SENCO. Needs are identified and assessments. Annual meetings held for progress and support.

Parents help identify clear needs. Parents attend annual meetings.

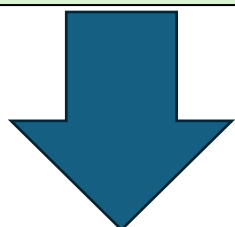


Plan: Pupils, parents, carers and teachers monitor progress, observe and create a detailed EHCP Plans / Profiles.

EHCPs are created with pupils, parents, carers, teachers, professionals and the SENCO. Measurable targets are set, interventions are identified and support. Referrals are considered to health and professionals. Meetings held termly and one annual review.

School: SENCO further observe the pupil in class. SENCO monitors the progress and provision. Interventions, assessments may be identified. Plan for continued support, work with services and ensure plan for updated provision maintained.

Parents may refer to outside support, signposted for support.



Do: Implement quality teaching, intervention support and offer tailored provision to address needs.

Teacher, pupils, carers and parents will be clear on the support in place to support at home, school and from professionals.

School: Children will be taught using quality first teaching. The SENCO may observe the pupil further. Pupils will be supported through differentiated support, provided with suitable provision to address concerns. Referrals made to identify professionals for support.

Home support is followed. Appointments are supported and attended. Discussions with other services supported.



Review: Careful consideration will be made about next steps, support and provision in the EHCP.

Monitor data, progress and consider the needs of the child.. EHCPs may be altered for impact following evaluation. Children may be referred to supporting professionals and provision outside of school setting.

Evaluate success and impact, consider next steps and plan for further support. Consider EHCP.

Home support for referrals and assessment referrals.