



SEND GRADUATED RESPONSE

Early Intervention &
more complex needs

STAGE 1 — TEACHER/TA

1. Teacher identifies a concern
2. Teacher gathers evidence for UPTO 6 weeks
3. Teacher adapts curriculum – offers a short intervention, differentiates differently, tries appropriate Have a go ideas
4. At end of 6 weeks records on Initial Concerns form – Page 1 & 2

STAGE 2 — ENTRY ON SEND REGISTER (ALY CHURCH AND TEACHER)

1. Teacher gives the initial concerns form to Aly
2. Aly and teacher meet to discuss
3. Aly to assess/observe if required and write a brief report to aid target setting if required
4. If meet criteria for SEND, AC and teacher meet parent to discuss
5. If the child does not reach criteria, AC and teacher discuss and plan adaptation and monitor. Child is added to monitoring list and parents informed by teacher.
5. Parent sign to agree to SEND Support.

STAGE 3 — ASSESS PLAN DO — CLASSTEACHER (SUPPORT FROM ALC CHURCH)

1. Teacher devises SMART targets based on needs
2. Maximum 3 targets – concentrate on most needed areas
3. Use previous year objectives to support – what is the earliest thing that they cannot do?
4. What are you going to do to support that target –intervention? gap filling? Adaptation in class? – it needs to be ABOVE and beyond what would be offered as normal classroom adaptation
5. Think about time given, who will support and when.
6. Ask parents to add a support strategy at home
7. Share with the pupil
8. AC and teacher to write a one page profile with the pupil

STAGE 4 — REVIEW — TEACHER (ALY CHURCH SUPPORTING)

1. Teacher and TA review targets – Achieved/Not achieved/partially achieved but more **importantly** how and why
2. Write new targets if required OR speak to AC about removing from SEND register
3. Share review with parents prior to parents evening and ask them to comment
4. Write new targets and share with parents with the review (if required) again before parents evening
5. Discuss the review and new targets with parents as part of parents' evening. If parents need longer than allotted time please make new appointment.
6. If you want AC to attend, please let me know in advance
7. If parents and teacher agree, child is removed from register and parents sign to say they agree.

STAGE 5 –SPECIALIST SUPPORT (HELEN CLIFF)

1. Within maximum of 2 reviews OR if a child enters school with known complex needs, a decision will be made as to whether the child has more complex needs – conversations between AC/HC and staff
2. Further assessment by staff and/or outside agency – if a child has standardised scores of below 70 OR a bundle of scores below 80– they become responsibility of HC
3. Outside agency may be support sought for further help
4. Parental meetings held separately in addition to parents evening
5. When enough evidence gathered, EHC plans applied for
6. Children already on EHC plans will be responsibility of HC

PAPER TRAILS AND COMMUNICATION

1. TA and teacher write notes on the Personal Learning Plan when pertinent to reaching target OR changing target
2. Intervention needs a register kept and brief notes (if needed)
3. TA adds info from intervention/support to ALPS so teacher knows what to focus on
4. Pupil has clear understanding that the targets happen across the curriculum

SUMMARY

