

SEND Graduated Response Flowchart

Step 1: Initial Concerns

Teacher/parent/carer/pupil expresses concerns around pupil's progress.

Teacher/parent/carer/pupil meet to for initial discussion. Actions agreed which are made available through Quality First Teaching (QFT).

Teacher put QFT strategies into place and starts the Assess, Plan, Do, Review (APDR) process (minimum 6 weeks).

Review: Has the pupil made expected progress through QFT strategies?

YES

Carry on with QFT strategies

NO

Step 2: Intervention

As expected progress hasn't been made, a further meeting is held (SENDCo to be informed/ attend) to discuss more targeted support. An Individual Learning Plan (IPP) is created with specific intervention to target identified areas and increase progress. APDR cycle continued - to be reviewed between 6 and 12 weeks.

Review: Has the pupil made expected progress through intervention?

YES

Carry on with Intervention in place. On-going review to identify when intervention can cease

NO

Step 3: Targeted Support

Complete targeted assessment to identify any specific barriers to learning. Seek external advice if this is needed eg Educational Psychologist, Speech and Language Therapist. Incorporate advice into IPP regarding needs identified and provision to be made available. ADPR cycle continued – to be reviewed between 6 and 12 weeks

Review: Has the pupil made expected progress through targeted support?

YES

Carry on with targeted support. On-going review to identify when targeted support can reduce

NO

Step 4: Complex Support

If expected progress still isn't be made, consideration will be given to request a statutory EHC needs assessments. 20 week process from request being made. If an EHC Plan is issued, consideration will be given to the provision which will be most suited to the needs of the pupil.

**All reviews to include parent/pupil/school and external professionals as appropriate.*