

SEND Graduated Response Flow Chart



Step 1: Initial Concerns.

Parent/carer or member of staff expresses concerns around a child linked to one of the SEND areas: Cognition and Learning, Social, Emotional and Mental Health, Communication and Interaction, Sensory and/or Physical Needs.

Teacher and parents meet to complete an Initial Concerns Form (available through the school website SEND Page). The SENDCo will be made aware of these early concerns and the form will be shared with The Inclusion Team.

Based on information from the Initial Concerns Form, the class teacher should use reasonable classroom adjustments, a focus on Quality First Teaching and any appropriate interventions, within that year group, to try and meet the additional needs of the child. This level of intervention should proceed for a minimum of a term (6-7 weeks) before the class teacher assesses if it has had an impact.

The Inclusion Team (including the SENDCo) can be consulted by the class teacher for support with strategies if needed and the "resources" section of the SEND Drive should be used to seek any specific resources that may support the child.

Has the child made satisfactory progress related to the initial concern that was raised/ identified?

Yes

Carry on with these adaptations

Child does not need to be added to the SEND Register at this time.

No

Step 2: Targeted Support

If sufficient progress is still not being made, the parents/carer, Class Teacher and SENDCo will meet to discuss developing individualised paperwork for the child. This will be done based on the child's specific needs and level of need but will mean one of the following forms of paperwork is created for the child:

- Pupil Passport
- My Support Plan
- Individual Behaviour Plan

If none of these forms of internal paperwork are appropriate, seeking external support will be discussed and the SENDCo will take responsibility for gathering this information and ensuring a referral is actioned.

This level of intervention should proceed for a minimum of 3 terms (18-21 weeks) before the SENDCo, in collaboration with other stakeholders, assess if it has had an impact.

At this point the child will be added to the school's SEND Register.

Has the child made sufficient progress through targeted support, related to the initial concern that was raised/ identified?

Yes

Carry on with targeted support

If the child's progress continues, the SENDCo will consult with the class teacher and parents about an appropriate time to remove them from the SEND Register.

No

Step 3: Complex Support

If the child is not making sufficient progress then a Needs Assessment will be considered. This decision will involve advice from professionals such as the Educational Psychologist, SENs Team or Behaviour Support (if this intervention has not been required during Step 2).

If all stakeholders are in agreement, including the Local Authority, that the child's needs are greater than Step 2 then the school may begin the EHCP Application Process on behalf of the child. This process takes a minimum of 20 weeks.

Please note, this Graduated Response Flow Chart will be used to assess and support the majority of children, who present with a concern that requires SEN support at The Grove. Some cases may be deemed more urgent and the SENDCo, along with the Senior Leadership Team, may take the decision to escalate a child's case more quickly than shown on the flow chart due to individual circumstances.