Laceyfields

GRADUATED RESPONSE

Process for identifying pupils with SEND

STEP 01

UNIVERSAL PROVISION

Quality First Teaching
Teachers are responsible for the progress and development of the children in their class, including where pupils access support from teaching assistants .Regular monitoring and review of progress.

STEP 02

SEND MONITORING

Children who are not making progress despite QFT and 2 terms of classroom interventions. Teacher to complete SEND Concern form and have initial discussions with parents. Teacher to identify key areas of needs through assessment and observation. Discuss with SENCo how to implement and monitor. Outside agencies can be involved at any step.

STEP 03

SEND SUPPORT

Specifically for pupils who require support which is additional to or different from their peers. Parents made aware when added to register. Provision Maps and personalised tracking are put in place. Ongoing use of personalised curriculum or significant adaptation. May or may not have diagnosis of need and may be eligible for inclusion funding.
. 3 x termly meetings to follow the Assess, Plan , Do , Review Cycle. Pupils can move from SEND support.

STEP 04

EHCP

Highest level of mainstream support for those with range of outside agencies and more complex needs.
Applications for EHCP's only made following two cycles of ADPR (two academic terms)
3 x SEND Reviews per year and yearly EHCP review