

A Graduated Response

The Special Educational Needs Code of Practice 2015 gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a step-by-step approach. You will be consulted at all stages of this graduated approach and staff will inform you of the additional work they do with your child.

Class teachers will assess your child to identify their strengths, needs and the extra help they require. If they need additional or different support than most children their age they may be placed at the SEN SUPPORT stage. This may involve the following

- extra help from a teaching assistant in class
- small group or individual support out of class
- alternative resources such as a sloping board, ICT access, visual prompts.

The type of support your child receives will be recorded on a provision map. If your child continues to have difficulty even with this extra support, we may seek professional advice from the following agencies:

- Speech and language therapists
- Visual/hearing impairment teachers
- Health professionals
- Educational psychologists

At this stage an Individual Education Plan (IEP) will be put in place with three or four key short term targets and strategies to aid their learning. The IEP will be monitored to check your child's progress.