

Patcham Junior Graduated Response

Child is identified as needing additional support through:

- Parental concerns
- During pupil progress meeting/tests/performance in class

Child is provided with UNIVERSAL SUPPORT through QUALITY FIRST TEACHING (adjustments to lessons, teaching approaches, class organisation, differentiated work etc.)

Does the child still require additional support?

Yes:

- Meeting arranged with child/parents/SENCo/Class Teacher and any initial actions agreed
- Child is provided with TARGETED SUPPORT (interventions groups e.g. speech and language/additional phonics/additional maths/reading support/writing support/nurture work/social skills works/gym trails/emotional support etc.)

No:

Continue to monitor child's progress

At the end of each term pupil's targeted support is discussed with SENCo, teachers, pupils and parents/carers

Does the child still require additional support?

Yes:

Continue to change targeted support

No:

Continue to monitor child's progress

Is support required from outside agencies?

Yes:

- SENCo and teacher create provision map
- Child's name added to school's Special Needs Register
- Child referred to relevant agency
- SPECIALIST SUPPORT involving outside agencies begins

Is support successful?

Yes:

Continue to provide support for as long as is needed

No:

If after the above interventions have been carried out the child continues to make little progress, a referral will be made to assess whether the child needs an Education, Health and Care Plan (EHC) which replaces the former statement of Special Educational Needs.

This is for pupils whose SEN are long term, severe and complex Who have not responded to sustained and relevant measures taken by the school and external agencies