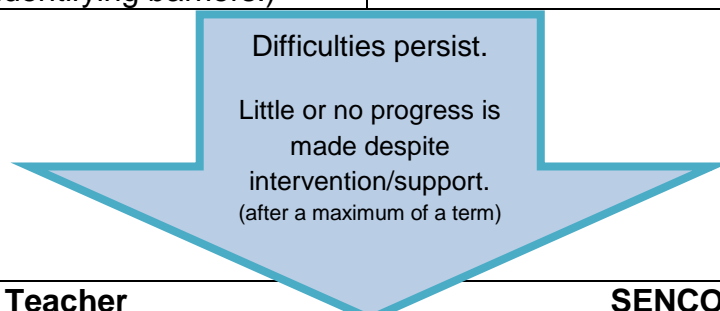


## Identification of SEND and Procedures for Graduated Response

Concerns about a child's progress/attainment/development or social needs arise. These concerns may be flagged up in a variety of ways, for example through observations, during a pupil progress meeting, through scrutiny of internal tracking, in conversation with parents or other staff members.

Teacher	SENCO
<p>Discuss concerns with parents to see if similarities have been observed at home. Share observations with colleagues and SENCO.</p> <p>Check high quality inclusive teaching is in place. Make any reasonable adjustments necessary.</p> <p>Possible use of 'At-a-glance' pupil profile to gather initial information.</p> <p>Put together an informal 'support plan' to remove any barriers identified/enable child to reach expected outcomes. (Consider current life circumstances/changes when identifying barriers.)</p>	<p>Check high quality inclusive teaching is in place. Advise and support with any reasonable adjustments necessary.</p> <p><b>Record 'short note' in child's records (using SEND chronology of support and intervention).</b></p> <p>Advise and support re the use of any appropriate 'catch-up' programmes.</p> <p>Advise and signpost parents to support and resources if necessary eg when life circumstances/changes are identified as potential barriers.</p>



Teacher	SENCO
<p>More detailed and formalised meeting with SENCO.</p> <p>Discuss and agree next steps with parents, sensitively informing them that their child has SEND.</p> <p>Begin more formalised assess-plan-do review cycle, using in depth observations, diagnostic and/or standardised assessment tools.</p> <p>Discuss and write a support plan (formerly known as an IPM) with parents (and child where appropriate). This should include a clear date for review.</p>	<p>Record child at SEN Support on school system (Code K for census purposes).</p> <p>Support teacher in meeting with parents should this be requested/considered useful.</p> <p>Make arrangements for any in depth observations, diagnostic and/or standardised assessments to be carried out.</p> <p>Support with writing of the support plan should this be requested/considered useful.</p> <p>Record date for review on school system and personal diary.</p>

Repeat Assess-Plan-Do-Review as often as required (at least termly).

Difficulties persist with little or no progress.

If the review of a support plan shows that little or no progress has been made despite the use of evidence-based interventions and support, a referral to the SEND Hub may be considered. (There should be at least a full term's worth of evidence available to support the referral.)

Teacher	SENCO
Discuss concerns with parents and SENCO, providing evidence of support and interventions and any impact.	Complete referral to SEND Hub (or other external agencies).
Gain verbal agreement for any referrals to be made.	Gain written consent from parents and include with referral.
Implement any recommendations from SEND Hub or any other external agencies.	Gather evidence of the impact of the recommendations from the class teacher.

Repeat Assess-Plan-Do-Review as often as required (at least termly).

Difficulties persist with little or no progress.

Consider the need for an Education Health Care Plan (EHCP).

Teacher	SENCO
Meet with the SENCO to evaluate the child's needs using the provision bandings.	Meet with the class teacher to evaluate the child's needs using the provision bandings.
Consult with parents (and child where appropriate).	Consult with parents (and child where appropriate). Gather the views of the child and parents (often at a person-centred meeting).
Assist in providing any information required for the completion of the EHCAR (request for statutory assessment).	Complete and submit EHCAR.

NB: The child's 'SEND Chronology of Support and Intervention' is regularly updated with any significant information eg interventions, involvement of external agencies, conversations with parents, etc.