



Waverley School
Primary Phase: SEND Graduated Response Flowchart

Every Teacher is a Teacher of SEND

Step 1: Initial Concerns

Parent/Carer or Teacher express concerns about a child's progress.
 Teacher and parents meet to discuss Concerns. The SENCO will be made aware of these early concerns.

Has the child made satisfactory progress through Quality First Teaching?

The class teacher ensures Quality First Teaching strategies and scaffolding prompts are in place in every lesson. Child is added to 'SEND Monitoring List' on Toolkit Progress Tracker. Teacher monitors for a minimum of half a term, following 'Assess, Plan, Do, Review' process. Teacher creates a **Pupil Passport** identifying strengths, stressors, motivators and strategies that are effective for identified pupil. The impact of a further half term of provision is evaluated using TPT.

Concerns continue that the child's needs are different from and additional to other pupils.

After two cycles (a term), if concerns continue, the teacher will meet the parent to discuss progress/provision and impact using data from TPT and TT, informing the SENCO of the meeting. The pupil's needs may indicate SEND and the SENCO (with parental permission) will decide if the pupil needs to be added to the school **SEND Register**. Teacher to create a **SEND Support Plan (SSPP)** in liaison with parents, which is reviewed termly.

Step 2: Targeted Support

If sufficient progress is still not being made, the parents/carers, Class Teacher and SENCO will meet to discuss 'Next Steps'. This will involve pupils being offered targeted support in addition to QFT- through interventions and personalised strategies for support. School will review the available evidence for the child to identify whether additional referrals should be made at this point. If referrals are required, the Class Teacher, under the SENCO's direction, will lead on these. Recommendations, interventions, provision and adaptations should be implemented and recorded by the teacher on the child's **SEND Support Plan** under the 'Other' category on the 'Agency Support' section. This is a working document, which is shared with parents, who receive updated copies at parent consultation meetings (minimum of thrice a year). Pupil Progress Meetings are held between the Teacher and Senior Leadership Team to monitor progress. If the child is making sufficient progress through targeted support, the provision is working and should remain in place. If the child is not making adequate progress, the Class Teacher should escalate the support to the next step.

Step 3: Agency Support

If concerns for a pupil's progress and well-being continue, the Class Teacher will discuss further options, support and provision with the SENCO. All previous provision up until this step should remain in place for the child i.e. HQT, interventions, personalised provision. The teacher will consult with parents/carers to continue the individual target plan to work towards the outcomes listed in the **SSPP**, ensuring that holistic SMART outcomes are set. The teacher and parents will continue to meet to review the pupil's progress towards the academic, social and life skills outcomes at least three times a year. If a pupil needs a higher level of support, the SENCO will submit evidence to request external agencies input to continue the **Graduated Approach**, ensuring that the 'Assess, Plan, Do, Review' process is adhered to at all stages. This will typically involve Speech and Language (**SALT**), Pupil School Support (**PSS**), the Communication and Autism Team (**CAT**) and Occupational Therapy (**OT**) at this stage. This should be tracked on an **Individual Provision Map**.

Step 4: Specialist Support

Should further action be required, the SENCO will raise this with the Educational Psychologist (**EP**) through a Multi-Agency Meeting. In very rare and complex cases, where input from more than one professional agency is required and adequate progress is not evident, a Team Around the Child (**TAC Meeting**) will be held. The SENCO & Class Teacher will attend the TAC meeting with professionals and parents. Class Teachers are required to provide evidence for an application to the Local Authority for additional funding- via a **funded SSPP** or an Education Health Care Plan (**EHCP**). After an SSPP, external agencies will decide if a statutory assessment for an EHCP is required. EHCP applications are reviewed by and determined by the Local Authority. **Parents can make their own request for an EHCP at any stage.**