



Graduated Response

Stage		Who	Action	Time
1	<i>Universal</i> Quality First Teaching/Adapted Teaching	Class Teachers Senior Leadership Team/SENCO Teaching Assistants Pupils	Teachers to assess each pupil's current skills and levels of attainment on entry and half termly thereafter, including where pupils access support from teaching assistants or specialist staff. Teachers to deliver high quality teaching and lessons which include scaffolds to meet the needs of all individuals. SLT/SENCO improve teachers understanding of strategies to identify and support vulnerable pupils. This may be done through monitoring and staff training .	Daily/ongoing
2	<i>Universal/Targeted</i> Initial cause for concern	Class Teachers Senior Leadership Team Teaching Assistants	Pupil Progress meetings held half-termly with SLT will identify any pupils making limited progress or showing a cause for concern . Teachers should seek the views of parents and these should be recorded formally (on CPOMS). Teachers should seek the pupil's own views . Are there any barriers to overcome? E.g. socially or emotionally.	Monitor over half a term

		Parents Pupils	Teachers should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil as well as their previous progress and attainment. Appropriate interventions should be introduced based on any areas of need identified during the Pupil Progress Meetings. Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. Assessment should be reviewed regularly. This will help ensure that support and interventions are matched to need and barriers to learning are identified and overcome.	
3	<i>Targeted</i> SEN Support	Class Teachers Senior Leadership Team/SENCO Teaching Assistants Parents Pupils	For some pupils, a more individualised approach will be needed and specific information and targets should be set out in a Learning Plan and a Pupil Passport. These will be reviewed termly with parents and pupils and information will be altered as progress is made. For those with higher levels of need, these pupils may need to be placed on the SEN Register. Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents on a termly basis at least. This should feed back into the analysis of the pupil's needs.	Termly review with parents. Termly review by SENCO

			Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the Learning Plan.	
4	<i>Specialist</i> SEN Support with agencies	Class Teachers Senior Leadership Team/SENCO Teaching Assistants Parents Pupils Outside agencies	If progress is still limited after interventions have been in place, outside professionals may be contacted by the SENCO if the parents agree. Further assessment and screening will be necessary in order to gain support from outside agencies. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the Learning Plans and Pupil Passports. If a child needs support from an external agency, then a ‘Hertfordshire Service Request Form’ is completed. However, if advice is required from more than one agency then a Families First Assessment is completed. Following the completion of the assessment professionals from the various agencies involved will set up ‘A Team around the Family’ meeting. The parents will select a Lead Professional from the team members. In most cases children will be seen in school by the External Agency professionals and meetings will be held within the school. The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or teacher, they should still retain responsibility for the pupil. They should work closely with any teaching	Reviews based on timeframes of agencies work, e.g. 6 weeks.

			assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.	
5	<i>Specialist</i> Statutory assessment (EHCP)	Class Teachers Senior Leadership Team/SENCO Teaching Assistants Parents Pupils Outside agencies SEN Officer	Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school should consider requesting an Education, Health and Care Plan. Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews can be found in Chapter 9 of the Code of Practice June 2014. Where a pupil has an EHC plan, they will also have an interim Learning Plan. Targets from the EHCP, will feed into these.	See time frame for EHCP requests EHCP reviewed annually Interim termly reviews of Learning Plan