

# A Graduated Response to SEND @WV: Steps to Success

## Step One: Universal Provision

A concern is first noted.	<ul style="list-style-type: none"> <li>Professional discussions e.g.                     <ul style="list-style-type: none"> <li>teachers &amp; teaching assistants in the Key Stage</li> <li>or with the SENDCO</li> </ul> </li> <li>Discussion with parents / carers of the child</li> <li>Decision as to the primary area of need:                     <ul style="list-style-type: none"> <li>Cognition and Learning</li> <li>Communication and Interaction</li> <li>Social, emotional and mental health (SEMH)</li> <li>Physical and / or sensory</li> </ul> </li> <li>A <b>graduated response</b> for the primary need is completed</li> <li><b>Quality First Teaching</b> in place</li> <li>Universal support strategies and reasonable adjustments are put in place</li> <li>Child is added to the <b>inclusion register</b> and monitored</li> <li>Progress or difficulties recorded using Record My</li> </ul>
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## Step 2: Targeted Provision

Concern continues or worsens.	<ul style="list-style-type: none"> <li>Professional discussions continue</li> <li>Discussions with parents / carers of the child continue</li> <li>Graduated Response is continued, moving from Universal to Targeted provision where needed</li> <li>Create a <b>SEND Support Plan (SSP)</b> using targets from Graduated Response</li> <li>Keep the inclusion register up to date with any amendments</li> <li>Record any meetings or updates on Record My</li> <li><b>One Page Profile</b>, page 1</li> </ul>
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## Step 3: Targeted and Specialist Provision

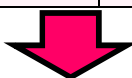
SSP has been used for at least one term. Concern continues or worsens.	<ul style="list-style-type: none"> <li>Professional discussions continue with in-school teams and external agencies</li> <li>Continue discussions with parents / carers of the child</li> <li>Continue Graduated Response – moving from targeted to specialist, update termly</li> <li>SEND Support Plan, Birmingham Toolkit / Evidence for Learning / Engagement Model updated termly</li> <li>All updates, meetings and allocated resources recorded on Record My and in Pupil Files.</li> <li>Consider Early Help involvement</li> <li>Choose appropriate referrals based on primary need</li> <li>One Page Profile, page 1 &amp; 2</li> </ul>
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<b>Communication and Interaction</b> <ul style="list-style-type: none"> <li>Autism Spectrum Conditions</li> <li>Speech, language and communication needs</li> </ul>	<b>Cognition and Learning</b> <ul style="list-style-type: none"> <li>Academic progress in reading, writing and mathematics</li> </ul>	<b>SEMH</b> <ul style="list-style-type: none"> <li>Emotional Based School Avoidance (EBSA)</li> <li>ADHD, ADD, ODD, PDA</li> <li>Attachment</li> <li>Depression, Anxiety</li> <li>Trauma</li> </ul>	<b>Physical and Sensory</b> <ul style="list-style-type: none"> <li>Hearing impairment (HI)</li> <li>Visual impairment (VI)</li> <li>Mobility issues</li> <li>Physical disability</li> <li>Sensory issues</li> <li>Medical needs</li> </ul>
<b>Assess:</b> <ul style="list-style-type: none"> <li>Birmingham Toolkit (S&amp;L)</li> <li>Graduated Response documents</li> <li>Evidence for Learning</li> <li>Engagement Model</li> </ul>	<b>Assess:</b> <ul style="list-style-type: none"> <li>Birmingham Toolkit (R, W, M)</li> <li>Graduated Response documents</li> <li>Evidence for Learning</li> <li>Engagement Model</li> </ul>	<b>Assess:</b> <ul style="list-style-type: none"> <li>Graduated Response documents SEMH</li> <li>BOXALL Profile</li> <li>A B Cs (Antecedent, Behaviour, Consequence)</li> </ul>	<b>Assess:</b> <ul style="list-style-type: none"> <li>Risk assessments</li> <li>Medical plans</li> <li>Occupational Therapy (OT)</li> <li>Medical signposting</li> <li>Sensory profiling (Glasgow Toolkit)</li> </ul>
<b>Plan:</b> <ul style="list-style-type: none"> <li>SEND Support Plan</li> </ul>	<b>Plan:</b> <ul style="list-style-type: none"> <li>SEND Support Plan</li> </ul>	<b>Plan:</b> <ul style="list-style-type: none"> <li>SEND Support Plan</li> </ul>	<b>Plan:</b> <ul style="list-style-type: none"> <li>SEND Support Plan</li> <li>Medical Plan</li> </ul>
<b>Do:</b> Implement SEND Support Plan for 1 term.	<b>Do:</b> Implement SEND Support Plan for 1 term.	<b>Do:</b> Implement SEND Support Plan for 1 term.	<b>Do:</b> Implement SEND Support Plan for 1 term.
<b>Review:</b> <ul style="list-style-type: none"> <li>Speech and Language Therapy</li> <li>Educational Psychology</li> <li>CAMHS</li> <li>Specialist Inclusion Team</li> <li>Autism Education Trust (advice)</li> </ul>	<b>Review:</b> <ul style="list-style-type: none"> <li>Fusion Learning Support</li> <li>Educational Psychology</li> <li>Specialist Inclusion Team</li> <li>Dyslexia assessment</li> <li>Dyscalculia assessment</li> </ul>	<b>Review:</b> <ul style="list-style-type: none"> <li>Fusion Learning Support</li> <li>Educational Psychology</li> <li>CAMHS</li> <li>ASPIRE</li> <li>Specialist Inclusion Team</li> </ul>	<b>Review:</b> <ul style="list-style-type: none"> <li>Referral through GP to medical practitioners</li> <li>Referral to OT</li> <li>Specialist Inclusion Team</li> <li>School Nursing Team</li> <li>HI or VI team</li> </ul>



## A Graduated Response to SEND @WV: Steps to Success

Step 4: Specialist Provision			
<p><b>SEND Support Plans have been in place and implemented for at least 2 terms.</b></p> <p><b>Evidence has been collected. No improvement noted.</b></p>	<p>Continue as in Step 3 with the following:</p> <ul style="list-style-type: none"> <li>• Professional discussions continue with in-school teams and external agencies</li> <li>• Continue discussions with parents / carers of the child</li> <li>• Continue Graduated Response Specialist, update termly</li> <li>• SEND or Medical Plan, update termly</li> <li>• Birmingham Toolkit, Evidence for Learning or Engagement Model targets updated termly</li> <li>• All updates, meetings and allocated resources recorded on Record My and in Pupil Files.</li> <li>• Consider Early Help involvement</li> <li>• Choose appropriate referrals based on primary need</li> <li>• One Page Profile, page 1 &amp; 2</li> <li>• Extended Support Plan to be completed</li> </ul>		
<p><b>Communication and Interaction:</b></p> <ul style="list-style-type: none"> <li>➤ Individual provision map, showing personal timetable and 13 hours of school support.</li> <li>➤ Implementation of strategies from outside agencies e.g. EPS, Specialist SALT, Specialist Inclusion Team, Primary Inclusion Panel</li> <li>➤ EHCP Discussions with SENDCO / Parent / Carer</li> </ul>	<p><b>Cognition and Learning:</b></p> <ul style="list-style-type: none"> <li>➤ Individual provision map, showing personal timetable and 13 hours of school support.</li> <li>➤ Implementation of strategies from outside agencies e.g. EPS, Fusion Learning Support</li> <li>➤ EHCP Discussions with SENDCO / Parent / Carer</li> </ul>	<p><b>SEMH:</b></p> <ul style="list-style-type: none"> <li>➤ Individual provision map, showing personal timetable and 13 hours of school support.</li> <li>➤ Implementation of strategies from outside agencies e.g. ASPIRE, Specialist Inclusion Team, Primary Inclusion Panel</li> <li>➤ EHCP Discussions with SENDCO / Parent / Carer</li> </ul>	<p><b>Physical and Sensory:</b></p> <ul style="list-style-type: none"> <li>➤ Individual provision map, showing personal timetable and 13 hours of school support.</li> <li>➤ Implementation of strategies from outside agencies e.g. Occupational Therapy, VI, HI Teams</li> <li>➤ EHCP Discussions with SENDCO / Parent / Carer</li> </ul>



Step 5: EHCP Application	
<p><b>Child requires a high level of support beyond that which can be offered within the 13 hours of school support.</b></p>	<p>At least 2 terms of evidence- Plan, Do, Assess, Review - have been collected.</p> <p>Outside agencies have been employed, e.g.:</p> <ul style="list-style-type: none"> <li>• Fusion Learning Support</li> <li>• Aspire Outreach</li> <li>• CAMHS</li> <li>• Primary Inclusion Panel</li> <li>• Specialist Inclusion Team</li> <li>• School Nursing Team</li> <li>• Occupational Therapy</li> <li>• Educational Psychologist</li> </ul>
	<ul style="list-style-type: none"> <li>➤ EHCP application is made in collaboration with SENDCO, parent / carer.</li> <li>➤ Bespoke individual curriculum and or timetable is in place.</li> <li>➤ EHCP long term targets are set.</li> <li>➤ SMART targets are set from the final EHCP</li> <li>➤ EHCP SMART targets reviewed termly</li> <li>➤ EHCP long term targets reviewed annually with EHCP Team.</li> </ul>