# Graduated Approach for Supporting SEND

Teacher referral at stage 3 of graduated response if child not making satisfactory progress

## Quality First Teaching

All children are entitled to quality teaching. Regular monitoring of environment & teaching strategies

Person Responsible: Class Teacher

## Enhanced Quality First Teaching, EQFT

School based specific interventions delivered by TA/teacher Regular monitoring and training

Information shared with parents/carers

Persons Responsible: SENDO, SLT and Class Teachers

## SEND response /referral

If children are failing to make progress using EQFT, monitor interventions and inform SENCO. Class teacher completes referral form and QFT checklist

Persons Responsible: Class Teachers and SENCO, parents

## Complete individual SEND support plan

Arrange to meet with parents and child to include their views and complete the profile. Devise SMART targets linked to children's individual needs. Review data half termly. Meet with parents termly for SEN review.

Persons Responsible: SENDCO, class teacher, child, parents/carers

## Involve outside agencies, when needed

Advice from and referrals to: Educational Psychologist OT, SALT, OSSME, Paediatrician, school nurse. Consider HNF application if appropriate.

Persons Responsible: SENDCO, class teachers, TAs, LEA

## Stage 5 Complete EHC assessment

Complete EHC assessment to be submitted to panel to decide if EHCP is required (Parents/school can submit)

Persons Responsible: SENDCO, Head teacher, Class teacher Parents/Carers outside agencies

## Ongoing Support

Year 2 and Year 6 booster classes, phonics screening boosters Termly work plan meetings with Inclusion

Persons Responsible: SENDCO Class Teachers, TAs, booster teachers

# Individual Provision Summary