



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 learning. Regular monitoring of environment and 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, SENCO and 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 SEND review.

Persons Responsible: SENDO, Class Teacher, Child, and Parents/Carers.

Involve outside agencies, when needed

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

Persons Responsible: SENCO, Class Teachers, Tas and LEA.

Stage 5 complete EHCP assessment

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

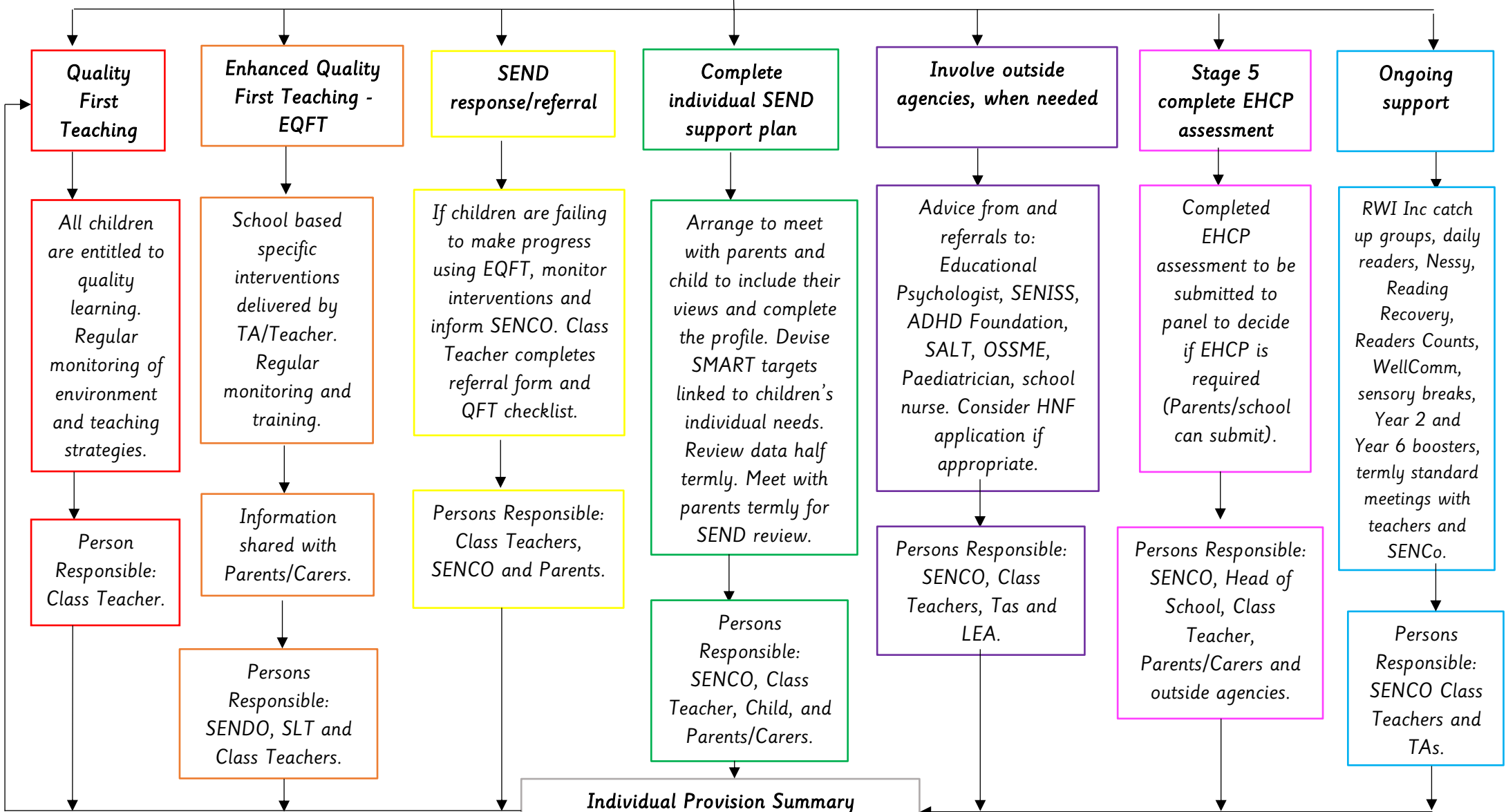
Persons Responsible: SENCO, Head of School, Class Teacher, Parents/Carers and outside agencies.

Ongoing support

RWI Inc catch up groups, daily readers, Nessy, Reading Recovery, Readers Counts, WellComm, sensory breaks, Year 2 and Year 6 boosters, termly standard meetings with teachers and SENCO.

Persons Responsible: SENCO Class Teachers and TAs.

Individual Provision Summary





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