

# Graduated Response for Early Identification - for parents

## Concern

- A teacher raises a concern in their lesson- they will contact you to share this.
- You are worried about your child and raise a concern with the pastoral staff or one of your child's teachers.
- You raise a concern with the school's SENDCo (email address on the website)
- Other mechanisms, such as data drops, behaviour reports, trigger a concern
- Outside professionals raise a concern

## Assess

- Referral is completed and triaged by our SENDCo and Assistant SENDCo
- Round Robin sent to all staff involved with the student- Round Robin ascertains what strategies have been tried and inquires further with regard to concern
- Cognitive assessments completed by SENDCo/Asst SENDCo- to see if there is a learning need.
- Home visit arranged by SENDCo/Attendance Lead /Safeguarding if we are worried about your child not wanting to come to school.

## Plan

- SENDCo/Asst SENDCo collates information and devises suitable strategies, accessing advice from external professionals if required.
- Strategies formulated by SENDCo/Asst SENDCo and shared with all staff via Class Charts in the form of IEP/Pupil Passport

## Do

- SENDCo/Asst SENDCo will contact you to discuss strategies
- Staff implement strategies and adaptations as per IEP/Pupil Passport on Class Charts
- Targeted interventions carried out
- Transition plan in place if attendance is a concern
- Strategies implanted for at least 8 weeks (or longer if required)

## Review

- Round Robin sent to all staff involved to give feedback and collated by SENDCo/Asst SENDCo
- Student voice
- Decision made depending on progress and feedback. This may be:
  - Impact of interventions are reviewed through provision maps
  - Strategies are successful and student is able to engage.
  - Further cycle of strategies to build on what worked and tweak those that didn't
  - Contact made with parents/carers to discuss review
  - Parents / carers invited in to school to discuss if we think that your child needs to be on the SEND register
  - Decision made by SENDCo /Asst SENDCo, in conjunction with parents, as to any onward referrals required. You will always be asked to consent to any referrals. All referrals must be sanctioned by SENDCo
  - Update IEP

# Graduated Response for Student on the SEND Register - for parents

## Concern

- Your child is already on the SEND register but a concern is raised through the review process.
- Attendance concern
- Transfer or Off Site Directive already on SEND at previous school and a discussion is had at meeting and if required contact school SENDCo
- A teacher raises a concern in their lesson- they will contact the SENDCo/Asst SENDCo
- You are worried about your child and raise a concern with the SENDCo/Asst SENDCo

## Assess

- Review attendance, behaviour and academic data
- Round Robin sent to all staff involved with the student
- Cognitive assessments completed by SENDCo/Asst SENDCo- if needed

## Plan

- SENDCo/Asst SENDCo collates information and devises suitable strategies, accessing advice from external professionals if required
- Strategies and provisions added to IEP/Pupil Passport and updated on provision maps and Class Charts for all staff to follow
- You and your child will be involved in the writing of the IEP/Pupil Passport
- Update the IEP/Pupil passport with parents/carer and Student

## Do

- Staff implement strategies and adaptations as per IEP/Pupil Passport
- Targeted interventions carried out
- Transition plan in place if attendance is a concern

## Review

- Review during normal termly review cycle using Provision Map review template
- Round Robin sent to all staff involved to give feedback
- Student voice.
- Decision made by SENDCo/Asst SENDCo, in conjunction with parents, as to any onward referrals required. All referrals must be sanctioned by SENDCo. Any referrals to other agencies will always need your permission.
- Continue with Graduated Response Assess, Plan, Do, Review Cycle