

**Millhouse Primary School and Nursery
Graduated approach to SEND**

Parents/carers/child express concerns about their learning to the class teacher / other member of staff

Teacher expresses concerns about child's learning to their parents/ carer. SENCo is informed (Parental contact logged on CPOMs).

Quality First Teaching Methods are adapted which result in the child showing an improvement within the identified area for concern.

Significant concern is raised about need that is not being met using quality first teaching methods.

Class Teacher/SENCO discusses outcomes with parent.
No further SEN intervention is required.

Teacher confers with SENCo (and ideally assessment coordinator). Evidence is provided that quality first teaching has not resulted in expected progress (this could be summative or formative).

Improvements are made and SMART targets are met. The child is able to fully access the curriculum again.
Child is taken off of the SEN register but will remain on the monitoring list for a period of time.

Recommendations are made for specific quality first teaching methods and/or additional resources, in class focus grouping, support or booster grouping.
Improvements are made.

Recommendations are made for specific quality first teaching methods and/or additional resources, in class focus grouping, support or booster grouping.
Improvements are not

A decision is made, with parental consent, to place the child on the SEN register.

Step 1 (SEN support)
Additional assessments may be made. SMART targets are set.
Specific small group/1:1 intervention put in place and progress monitored by the SENCo and class teacher.
A provision cycle is written and shared with the parents. Children's views are also taken into account.

Step 2 (One planning)
A one planning meeting is held with SENCo, class teacher and other adults that work with the child. A meeting to review progress will be scheduled.
Possible referral to external service to gain more information about area of need and to identify specific next steps e.g. Educational Psychologist / Specialist teacher team.

Statutory assessment
The graduated response has not been successful and progress has not been made and/or a specific/complex need has been identified
Further support is requested through an EHCP.

Progress

Progress

Poor progress

Poor progress