

A Graduated Response to SEND at Wath Central: SEND Support Steps

Step 1: Universal Provision

A concern is first noted.

- Professional discussions e.g.
 - teachers & teaching assistants in the Key Stage or with the SENDCO
- Discussion with parents / carers of the child
- Decision as to the primary area of need:
 - Cognition and Learning
 - Communication and Interaction
 - Social, emotional and mental health (SEMH)
 - Physical and / or sensory
- A **graduated response** for the primary need is completed
- Quality First Teaching** in place
- Universal support strategies and reasonable adjustments are put in place
- Child is added to the **inclusion register** and monitored
- Progress or difficulties recorded using RecordMy
- One Page Profile** completed and communicated to all staff working with the child.



Step 2 (a): Targeted Provision

Concern continues / worsens and only small steps of progress are noted.

- ✓ Professional discussions continue
- ✓ Discussions with parents / carers of the child continue
- ✓ Graduated Response is continued, moving from Universal to Targeted provision where needed
- ✓ Create a **Personal Support Plan (Step 2)** using targets from Graduated Response and continue to update the child's **One Page Profile (Step 1)** to ensure this remains up to date.
- ✓ Keep the inclusion register up to date with any amendments
- ✓ Record any meetings or updates on Record My
- ✓ Registered as "K" code on School Census.

Communication and Interaction	Cognition and Learning	SEMH	Physical and Sensory
<ul style="list-style-type: none"> ✓ Autism Spectrum Conditions ✓ Speech, language and communication needs 	<ul style="list-style-type: none"> ✓ Academic progress in reading, writing and mathematics 	<ul style="list-style-type: none"> ✓ Emotional Based School Avoidance (EBSA) ✓ ADHD, ADD, ODD, PDA ✓ Attachment ✓ Depression, Anxiety ✓ Trauma 	<ul style="list-style-type: none"> ✓ Hearing impairment (HI) ✓ Visual impairment (VI) ✓ Mobility issues ✓ Physical disability ✓ Sensory issues ✓ Medical needs
Assess: <ul style="list-style-type: none"> Birmingham Toolkit (S&L) Graduated Response documents Discovery Steps Engagement Model 	Assess: <ul style="list-style-type: none"> ✓ Birmingham Toolkit (R, W, M) ✓ Graduated Response documents ✓ Discovery Steps ✓ Engagement Model 	Assess: <ul style="list-style-type: none"> Graduated Response documents SEMH BOXALL Profile A B Cs (Antecedent, Behaviour, Consequence) Timetable colour coding 	Assess: <ul style="list-style-type: none"> Risk assessments Medical plans Occupational Therapy (OT) Medical signposting Sensory profiling (Glasgow Toolkit)
Plan: <ul style="list-style-type: none"> One Page profile moves to Personal Support Plan 	Plan: <ul style="list-style-type: none"> ✓ One Page profile moves to Personal Support Plan 	Plan: <ul style="list-style-type: none"> One Page profile moves to Personal Support Plan 	Plan: <ul style="list-style-type: none"> One Page profile moves to Personal Support Plan Medical Plan
Do: <ul style="list-style-type: none"> Implement PSP / SEND plan for 1 term. 	Do: <ul style="list-style-type: none"> ✓ Implement PSP / SEND plan for 1 term. 	Do: <ul style="list-style-type: none"> Implement PSP / SEND plan for 1 term. 	Do: <ul style="list-style-type: none"> Implement PSP, SEND or Medical plan for 1 term.



Step 2 (b): Targeted Support with Specialist Advice (dependent on need)

Personal Support Plan (PSP) has been used for at least two review periods / terms.

Concern continues or worsens and no progress is noted.

- Professional discussions continue with in-school teams
- Professional discussions take place with external agencies – details logged on Personal Support Plans
- Continue discussions with parents / carers of the child
- Continue Graduated Response – moving from targeted to specialist, update termly
- PSP Plan, Birmingham Toolkit / Elements for Learning / Engagement Model updated termly
- All updates, meetings and allocated resources recorded on Record My and in Pupil Files.
- Consider Early Help involvement
- Choose appropriate referrals based on primary need
- One Page Profile

Assess, Plan, Do, Review cycle continues termly (or sooner if requires) as outlined in Step 2.

Communication and Interaction	Cognition and Learning	SEMH	Physical and Sensory
<ul style="list-style-type: none"> ➢ Speech and Language Therapy advice ➢ Educational Psychology ➢ CAMHS 	<ul style="list-style-type: none"> ➢ Fusion Learning Support advice ➢ Educational Psychology ➢ Fusion LSS 	<ul style="list-style-type: none"> ➢ Kalmer Counselling advice ➢ Educational Psychology ➢ CAMHS ➢ ASPIRE Outreach 	<ul style="list-style-type: none"> ➢ Referral through GP to medical practitioners ➢ Referral to Health Services ➢ Specialist Inclusion Team





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Step 3 (a): Specialist Provision and/or Involvement

<p>Plans have been in place and implemented for at least 2 terms.</p> <p>Evidence has been collected. No improvement noted.</p>	<p>Continue as in Step 3 with the following:</p> <ul style="list-style-type: none"> Professional discussions continue with in-school teams and external agencies Continue discussions with parents / carers of the child Continue Graduated Response, update termly Complete an Enhanced SEND Support Plan (Step 3), to sit alongside the child's One Page Profile (Step 1) and Personal Support Plan (Step 2). Update this termly Birmingham Toolkit, Elements for Learning or Engagement Model targets updated termly All updates, meetings and allocated resources recorded on Record My and in Pupil Files. Consider Early Help involvement Choose appropriate referrals based on primary need One Page Profile 		
<p>Communication and Interaction:</p> <ul style="list-style-type: none"> Individual provision map, showing personal timetable and 13 hours of school support. Implementation of strategies from outside agencies e.g. EPS, Specialist SALT, Specialist Inclusion Team, Primary Inclusion Panel EHCP Discussions with SENDCO / Parent / Carer 	<p>Cognition and Learning:</p> <ul style="list-style-type: none"> Individual provision map, showing personal timetable and 13 hours of school support. Implementation of strategies from outside agencies e.g. EPS, Fusion Learning Support EHCP Discussions with SENDCO / Parent / Carer 	<p>SEMH:</p> <ul style="list-style-type: none"> Individual provision map, showing personal timetable and 13 hours of school support. Implementation of strategies from outside agencies e.g. ASPIRE, Specialist Inclusion Team, Primary Inclusion Panel EHCP Discussions with SENDCO / Parent / Carer 	<p>Physical and Sensory:</p> <ul style="list-style-type: none"> Individual provision map, showing personal timetable and 13 hours of school support. Implementation of strategies from outside agencies e.g. Occupational Therapy, VI, HI Teams EHCP Discussions with SENDCO / Parent / Carer
<p>May include;</p> <ul style="list-style-type: none"> Away with Words - Speech and Language Bespoke Support Autism Education Trust (advice) Educational Psychologist Bespoke Support 	<p>May include;</p> <ul style="list-style-type: none"> Dyslexia screening Fusion Learning Support specific learning assessments 	<p>May include;</p> <ul style="list-style-type: none"> WithMeInMind Fusion Learning Support Service Educational Psychologist Kalmer Counselling specific advice 	<p>May include;</p> <ul style="list-style-type: none"> School Nursing Team HI or VI team Occupational Therapy Physiotherapy



Step 3 (b): EHCP Application

<p>Child requires a high level of support beyond that which can be offered within the notional SEND budget (usually equivalent of 13 hours of school support.)</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"> Fusion Learning Support Aspire Outreach CAMHS WithMeInMind Primary Inclusion Panel Physiotherapist Early Help / Social Care Fusion Learning Support Service School Nursing Team Occupational Therapy Educational Psychologist Kalmer Counselling 	
	<p>Bespoke individual curriculum, timetable and/or provision is in place.</p> <p>Discussion around EHCP is held between parent, SENDCO, Class Teacher and our Educational Psychologist (where possible).</p> <p>EHCP request to assess is made in collaboration with parent / carer. EHCP Assessment takes place (carried out by the local authority.)</p>	
	<p>In event EHCP is granted;</p> <ul style="list-style-type: none"> Child is registered as "E" on school census. EHCP long term targets are set by the Local Authority in collaboration with professionals. SMART targets are set from the final EHCP by school and recorded on a Personal Support Plan EHCP SMART targets reviewed termly EHCP long term targets reviewed annually with EHCP Team. 	<p>In event EHCP is not granted;</p> <ul style="list-style-type: none"> Child remains registered as "K" code on school census. Graduated response process continues. Support for child continues in addition to professional involvement.