

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 <i>Personal Support Plan (Step 2)</i> using targets from Graduated Response and continue to update the child's <i>One Page Profile (Step 1)</i> 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 ✓ Autism Spectrum Conditions ✓ Speech, language and communication needs 	 Cognition and Learning ✓ Academic progress in reading, writing and mathematics 	 SEMH ✓ Emotional Based School Avoidance (EBSA) ✓ ADHD, ADD, ODD, PDA ✓ Attachment ✓ Depression, Anxiety ✓ Trauma 	 Physical and Sensory ✓ Hearing impairment (HI) ✓ Visual impairment (VI) ✓ Mobility issues ✓ Physical disability ✓ Sensory issues ✓ Medical needs 	
 Assess: Birmingham Toolkit (S&L) Graduated Response documents Discovery Steps Engagement Model 	 Assess: ✓ Birmingham Toolkit (R, W, M) ✓ Graduated Response documents ✓ Discovery Steps ✓ Engagement Model 	 Assess: Graduated Response documents SEMH BOXALL Profile A B Cs (Antecedent, Behaviour, Consequence) Timetable colour coding 	 Assess: Risk assessments Medical plans Occupational Therapy (OT) Medical signposting Sensory profiling (Glasgow Toolkit) 	
 Plan: One Page profile moves to Personal Support Plan 	 Plan: ✓ One Page profile moves to Personal Support Plan 	 Plan: One Page profile moves to Personal Support Plan 	 Plan: One Page profile moves to Personal Support Plan Medical Plan 	
 Implement PSP / SEND plan for 1 term. 	 Do: ✓ Implement PSP / SEND plan for 1 term. 	 Do: Implement PSP / SEND plan for 1 term. 	 Do: Implement PSP, SEND or Medical plan for 1 term. 	



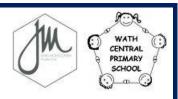
Step 2 (b): Targeted Support with Specialist Advice (dependent on need) Personal Support Plan (PSP) has Professional discussions continue with in-school teams •

been used for at least two review

- Professional discussions take place with external agencies details logged on Personal Support Plans •

no progress is noted. Assess, Plan, Do, Review cycle conti	 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 inues termly (or sooner if requires) as outlined in Step 2.		
 Communication and Interaction Speech and Language Therapy advice Educational Psychology CAMHS 	Cognition and Learning → Fusion Learning Support advice → Educational Psychology → Fusion LSS	SEMH Kalmer Counselling advice Educational Psychology CAMHS ASPIRE Outreach	 Physical and Sensory ➢ 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			
Plans have been in place and implemented for at least 2 terms. Evidence has been collected. No improvement noted.	 Continue as in Step 3 with the following: 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 <i>Enhanced SEND Support Plan (Step 3)</i>, to sit alongside the child's <i>One Page Profile (Step 1)</i> and <i>Personal Support Plan (Step 2)</i>. 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 		
 Communication and Interaction: 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 	 Cognition and Learning: 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 	 SEMH: 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 Team, Primary Inclusion Panel EHCP Discussions with SENDCO / Parent / Carer 	 Physical and Sensory: 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
 May include; Away with Words - Speech and Language Bespoke Support Autism Education Trust (advice) Educational Psychologist Bespoke Support 	 May include; Dyslexia screening Fusion Learning Support specific learning assessments 	 May include; WithMeInMind Fusion Learning Support Service Educational Psychologist Kalmer Counselling specific advice 	 May include; School Nursing Team → HI or VI team → Occupational Therapy > Physiotherapy



Step 3 (b): EHCP Application					
Child requires a high level of	At least 2 terms of evidence- Plan, Do, Assess, Review - have been collected.				
support beyond that which can	Outside agencies have been employed, e.g.:				
be offered within the notional	Fusion Learning Support	Early Help / Social Care			
SEND budget (usually equivalent	Aspire Outreach	Fusion Learning Support Service			
of 13 hours of school support.)	> CAMHS	School Nursing Team			
	WithMeInMind	Occupational Therapy			
	Primary Inclusion Panel	Educational Psychologist			
	Physiotherapist	Kalmer Counselling			
	Bespoke individual curriculum, timetable and/or provision is in place.				
	Discussion around EHCP is held between parent, SENDCO, Class Teacher and our Educational				

Psychologist (where possible).

EHCP request to assess is made in collaboration with parent / carer. EHCP Assessment takes place

(carried out by the local authority.)

In event EHCP is granted;

- > 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 revied annually with EHCP Team.

In event EHCP is not granted;

- Child remains registered as "K" code on school census.
- Graduated response process continues.
- Support for child continues in additional to professional involvement.