

The Graduated Response - A Guide for SENCOs

Step 1	Remember	What do I need to do	What paperwork do I need and what do I need to consider?	EVIDENCE CHECK that the GRAD RESPONSE has been implemented
Ensuring high quality support for all children with SEND	<p>All children with SEND benefit from high quality provision.</p> <p>All schools/ settings have responsibility for making appropriate support arrangements and for welcoming all pupils into their setting.</p>	<p>Ensure that your setting/ school has high quality teaching and support for all children (supporting children’s different needs).</p> <p>Teacher(s)/ Key worker has face to face meetings with the child’s parents</p>	<p>Assessment tools suitable for children with different needs.</p> <p>Quality first teaching (schools), reasonable adjustments, access, differentiation, communication friendly environments.</p>	<p>Core:</p> <p>ITERS (Infant/ toddler environment rating scale) or ECERS (early childhood environment rating scale) – early years only <input type="checkbox"/></p> <p>Ofsted report (good or outstanding) <input type="checkbox"/></p>
Step 2	Remember	What do I need to do	What paperwork do I need and what do I need to consider?	
Deciding whether to start a graduated response file	<p>The child/ student may need more individual - targeted SEND Support to be provided by you.</p> <p>The child/ student may need additional support during transition from your setting to the next.</p> <p>All learners do not progress at the same rate. Consider what is realistic and reasonable for the child/ young person to achieve.</p>	<p>Review your assessments of the child’s needs.</p> <p>Observe the child and review the universal provision as it stands</p> <p>Arrange a face to face meeting with the child’s parents to share and gather information about the child’s needs, talk about the definition of SEND, and the</p>	<p>Suitable assessment tools</p> <p>Observation records</p> <p>Usual child records</p> <p>SEND Definitions</p> <p>Training needs of key people working with the child</p>	<p>In addition:</p> <p>Good/ clear provision maps – schools only <input type="checkbox"/></p> <p>SEN Information report and Local Offer information – schools only <input type="checkbox"/></p> <p>Evidence of whole school SEND training/ CPD <input type="checkbox"/></p>

	<p>There may be other factors impacting on the child's progress e.g. EAL, safeguarding, summer born, Maslow's hierarchy of need</p> <p>It is the responsibility of the school/ setting to meet SEND learning needs of students with wide ranging SEND. It is expected under the new SEND statutory framework that schools/ settings take more responsibility to skill up their workforce and make arrangements to provide and meet the needs of their pupils.</p>	<p>graduated response to meeting their child's needs and start to make plans.</p> <p>Ensure all staff have access to relevant training</p>		<p>A SEND quality standard award <input type="checkbox"/></p> <p>SEND School Peer Challenge – self audit or full report – schools only <input type="checkbox"/></p> <p>Evidence of appropriate Assessments and Observations <input type="checkbox"/></p> <p>Evidence of initial face to face meeting with parents/ carers – file log/other <input type="checkbox"/></p>
Step 3	Remember	What do I need to do	What paperwork do I need and what do I need to consider?	
Starting a graduated response file	<p>Teaching schools, the LA and other providers offer training and whole school support for schools and early years settings.</p> <p>To use person centred approaches and tools and gather the views of the child/ student and parents</p> <p>To take into consideration the whole child</p> <p>The graduated response file is a way of</p>	<p>Review your assessments of the child's needs</p> <p>Arrange a meeting with the parent, appropriate staff and write an action plan.</p> <p>Review the plans/ actions you agreed last time.</p> <p>Consider together with the parents/ child adaptations, additional interventions,</p>	<p>The graduated response file.</p> <p>A SEND Support meeting agenda (e.g. person centred meeting)</p> <p>A target setting template</p> <p>Suitable assessment tools</p> <p>Tools to gather the child/ student voice – do this with the child/ student</p>	<p>In addition:</p> <p>A person-centred meeting (mtg 1) arranged, minuted and copied to parents <input type="checkbox"/></p> <p>Child's voice tools used <input type="checkbox"/></p> <p>Family views tools used <input type="checkbox"/></p> <p>Evidence of SEND training/ CPD specifically</p>

	gathering information about all aspects of the child's Special Educational Needs and supports working through the Assess, Plan, Do, Review process detailed in the SEN Code of Practice 2015.	actions and support the child/ student might need. Ensure all staff have access to relevant training	A form to use to gather Family views – give this to the family Training needs of key people working with the child	relevant to child's needs <input type="checkbox"/> Assessment checklist completed and data showing progress (or lack of progress) over time <input type="checkbox"/>
Step 4	Remember	What do I need to do	What paperwork do I need?	
Using the graduated response file – Targeted SEND Support	<p>The child/ student may need more individual - targeted SEND Support to be provided.</p> <p>Key staff may need specific support/ CPD/ training in order to meet the child's needs</p> <p>The environment may need to be changed further still to meet the child's needs</p> <p>Possible next steps:</p> <p>A/ The child/ school needs specialist support or advice relating to the child's needs (go to Step 5)</p> <p>B/ The child/ student continues to need Targeted SEND Support (stay at Step 4 following the assess-plan-do-review cycle)</p> <p>C/ The child/ student has made progress and no longer needs SEND support (go to</p>	<p>Review your assessments of the child's needs and the impact of any interventions.</p> <p>Arrange a meeting with the parent, appropriate staff and write an action plan.</p> <p>Review the plans/ actions you agreed last time.</p> <p>Consider together with the parents/ child adaptations, different interventions, actions and support the child/ student might need.</p> <p>Ensure all staff have access to relevant training</p> <p>Consider making onward referrals for support from outside agencies</p>	<p>The graduated response file.</p> <p>A SEND Support meeting agenda (e.g. person centred meeting)</p> <p>A target setting template</p> <p>Suitable assessment tools</p> <p>Ongoing person centred tools to use with the student/ child</p> <p>Training needs of key people working with the child</p> <p>Referral forms and criteria for outside agency involvement (as appropriate).</p>	<p>In addition:</p> <p>A person-centred meeting (mtg 2) is arranged, minuted and copied to parents <input type="checkbox"/></p> <p>Targets (1) set by school and interventions agreed <input type="checkbox"/></p> <p>Evidence of referrals to outside agencies, outreach support or specialist input <input type="checkbox"/></p>

	Step 1)			
Step 5	Remember	What do I need to do	What paperwork do I need?	
Using the graduated response file – Specialist SEND Support	<p>Continue to follow actions from Step 4 and additionally at Step 5:</p> <p>Outside specialists/ professionals may be able to provide additional advice regarding support, training for staff and environmental changes and interventions.</p> <p>There may need to be further outside agency involvement and you may need different specialist support/ advice.</p> <p>Possible next steps:</p> <p>A/ The child/ student is making progress but the child/ school continues to need specialist support and advice (stay at Step 5 following the assess-plan-do-review cycle)</p> <p>B/ The child is making progress and the child/ school no longer needs specialist support and advice but does still need Targeted SEND Support (go to Step 4 and continue to follow the assess-plan-do-review cycle)</p> <p>C/ The child/ student has made progress</p>	<p>Review your assessments of the child’s needs and the impact of any interventions.</p> <p>Arrange a meeting with the parent, appropriate staff, outside agencies/ professionals and write an action plan.</p> <p>Review the plans/ actions you agreed last time.</p> <p>Consider together with the parents/ child and outside professionals any additional adaptations, different interventions, actions and support the child/ student might need.</p> <p>Consider making onward referrals for support from outside agencies</p> <p>Ensure all staff have access to relevant training</p>	<p>The graduated response file.</p> <p>A SEND Support meeting agenda (e.g. person centred meeting)</p> <p>A target setting template</p> <p>Suitable assessment tools</p> <p>Ongoing person centred tools to use with the student/ child</p> <p>Referral forms and criteria for outside agency involvement (as appropriate).</p> <p>Training needs of key people working with the child</p>	<p>In addition</p> <p>A person-centred meeting (mtg 3) is arranged, minuted and copied to parents <input type="checkbox"/></p> <p>Interventions and specific strategies and approaches are being implemented and impact of these is clear <input type="checkbox"/></p> <p>Targets reviewed and new targets/ interventions agreed (Review 1) <input type="checkbox"/></p> <p>Evidence of ongoing assessments and observations by specialist staff/ outside agencies/ professionals <input type="checkbox"/></p>

	and no longer needs SEND support (go to Step 1)			
Step 6	Remember	What do I need to do	What paperwork do I need?	
Using the graduated response file – making a request for an Education, Health and Care Needs Assessment	<p>Possible next steps:</p> <p>A/ The child/ student is making progress but the child/ school continues to need specialist support and advice (stay at Step 5 following the assess-plan-do-review cycle)</p> <p>B/ The child is making progress and the child/ school no longer needs specialist support and advice but does still need Targeted SEND Support (go to Step 4 and continue to follow the assess-plan-do-review cycle)</p> <p>C/ The child/ student has made progress and no longer needs SEND support (go to Step 1)</p> <p>D/ The child/ student is not making progress but does not need an Education, Health and Care Needs Assessment (agree at the meeting to return to Step 5 or stay at Step 6)</p> <p>E/ The child/ student is not making progress and needs an Education, Health and Care Needs Assessment</p>	<p>Look at the Schools Information Portal (SIP) for guidance on making a request and the threshold criteria and process criteria.</p> <p>Arrange a meeting and invite your VLS officer for your locality, your Educational Psychologist, the child’s parents and other professionals.</p>	<p>The criteria (threshold and process criteria) for an EHC assessment and EHC needs assessment request form – this can be found in the Graduated Response Support Provision framework on the SIP.</p> <p>A SEND Support meeting agenda (e.g. person centred meeting)</p>	<p>In addition</p> <p>A person-centred meeting (mtg 4) is arranged, minuted and copied to parents <input type="checkbox"/></p> <p>Targets reviewed and new targets/ interventions agreed (Review 2) <input type="checkbox"/></p> <p>Evidence of ongoing assessments and observations by specialist staff/ outside agencies/ professionals <input type="checkbox"/></p> <p>Evidence of Educational Psychologist involvement <input type="checkbox"/></p>

The graduation response has been followed: Yes No Unsure

Comments/ issues:

Exceptions to this process

Occasionally there will be times when the graduated response cannot ethically or fairly be implemented. These exceptions may mean that an EHC request can be 'fast tracked' without requiring the breadth or depth of evidence as specified in this guidance.

The following circumstances may be considered exceptional:

- A child or young person is new to the country and has complex SEN
- A child has not had access to a pre-school or nursery provision or any specialist support, and has complex SEN
- Sudden and unexpected changes in health needs occur which lead to significant barriers to learning, e.g. brain injury, life-limiting condition, sudden onset of severe mental ill health
- Sudden and unexpected home circumstances which lead to significant barriers to learning, e.g. a change in foster placement