

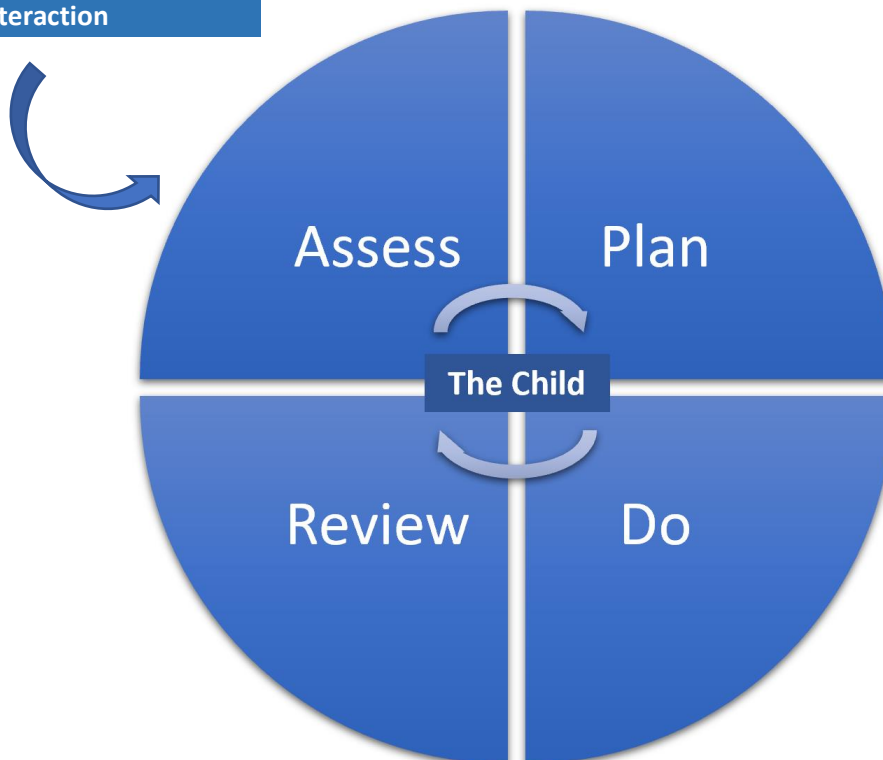
SEND POLICY

Appendix 2 – Referral and the Graduated Response

If a member of staff has a concern about the progress a child is making and/or their overall levels of attainment there is an 'Initial SEN Concerns form' they can fill out to pass to the SENCo. This provides the SENCo with enough information to discuss and plan a course of action. The SENCo will then begin the graduated response to support the identified pupil.

The Graduated Response at The John Wallis Church of England Academy

1) Pupil is not making expected progress in all or specific areas of learning, communication and/or interaction



Cycle 1

Parents are contacted and targets are set for the pupil with clear QFT/Mainstream Core Standards approach in place. Pupil has made progress with some targeted quality first teaching and no further action required

Or

Pupil still is not making required progress they move along the graduated response to the next stage.

Cycle 2

Parents are contacted and student may be added to the SEN register. A plan is put in place for a pupil detailing specific intervention or approaches to support them in making adequate progress toward clear targets. These plans are reviewed with parents and staff involved with the child for a term. Pupil makes progress and can deescalate support to Cycle 1

Or

Pupil still does not make adequate progress – review and repeat cycle for another term if necessary.

Cycle 3

The pupil is still not making adequate progress so the pupil is referred to outside agencies (i.e. LIFT, SaLT, Occupational Therapy) for more substantial support. Advice and support from external agencies see that child making progress so they are moved back to cycle 2.

Or

Pupil is still not making adequate progress further support/intervention to considered to ensure access to teaching that is specialised enough to meet pupil's needs, this may on occasion require an application for a Statutory Assessment for an EHCP, this would usually be for pupils with the very highest level of need

The process of 'Assess, Plan, Do, Review' continues for pupils throughout their time on the SEN register. Targets, strategies and provision is continually reviewed and adjusted accordingly to ensure what the pupil is accessing is the very best endeavour the school can make to meet their needs.

Initial SEN Concerns Form

Pupil name		Year/Tutor Group	
Date of Birth		Date of referral	
No of Exclusions (YTD and days)		Attendance% (YTD):	
Staff Member referring		Job Title:	

Additional Information	EAL	LAC
	FSM	Early Help

Assessment Information	Current	Previous
	Reading Age	Reading Age
	English	English
	Maths	Maths

Reason for Concern (please Tick)	SEMH	Communication Interaction
	Physical/Sensory	Cognition and Learning

Please give more detail:

What is already in place (Wave 1 Quality First Teaching)	How effective has this been?

Plan for next steps (discussion with SENCO)

Date for Review:

Detail of review