



A 'Graduated Response' is the way that schools support children and young people with SEND.

Universal Support – Class Teacher

A 'Graduated Response' within our school starts with, 'Quality First Teaching' for ALL pupils. This level is called 'Universal Support', it is the actual teaching by the member of staff that is **inclusive** to meet the needs of each child or young person. This includes pupils who are not on the SEND register, as well as pupils who are.

It reflects that **pupils learn at different rates and in different ways**.

The teacher is responsible for meeting the needs of all the pupils in their care through the Universal Support that they give. It is expected that **"All teachers are teachers of SEND"**.

Strategies can be found using the document: [Sacred Heart Catholic Primary School and Nursery – SEND Principles](#)

What happens next?

Children and their families should speak to the teacher if they are having difficulties. Pupils may show different emotions, feelings, and actions at home to school, and vice versa, so this may need exploring. Although many pupils may need added, short-term interventions this does not mean that they are placed on the SEN register or at SEN Support. Interventions are not to be used in the place of Quality Teaching delivered by the teacher as part of the 'Graduated Response'. The teacher may get support from other experienced staff in the school.

The teacher will share an [Individual Provision Map](#), which shows what is already in place for the child.

Are their difficulties impacting their learning or progress is less than expected?

The teacher will get support from the **Special Educational Needs Coordinator (SENCO)**, who, day to day, makes sure that the setting meets the needs of pupils with SEND. The teacher will complete a **cause for concern form** and share with the SENCO. The SENCO will share some strategies to ensure the teacher is putting the universal strategies into place to support the child. You can find out more of what the offer is for pupils with SEND at Sacred Heart:

[SEND Information Report](#)

Targeted Support – Class Teacher / support from the SENCO

The SENCO will meet with the teacher, pupil and their family, carry out observations, book looks and assessments. This will help to **find if there is SEND** and what **support that is additional to or different**, from the Universal Support, is needed.

Some children and young people need targeted support that is additional to and different from other pupils and this is called 'SEN Support'.

The teacher works with the SENCO. The pupil and their family are involved at every stage. Other staff may be involved who are trained to deliver what is needed. Support Services outside of the setting may be asked for their input.

All settings follow a 'Graduated Approach' with the four stages of action: 'assess, plan, do and review' (APDR) (Code of Practice, 5.38). Most pupil needs are met through this cycle being put in to place early and through the resources that are available in the setting. All our SEND support fits into a four-part cycle called *Assess, Plan, Do, Review*.

- Assess: We decide what the child's needs are.
- Plan: We set targets. We decide how we support the child to meet these targets.
- Do: Everyone follows the plans we've agreed.
- Review: We look at how well the plans worked. We agree what to do next.



Each cycle takes one school term and there are three cycles per year, (Oct- Feb, Feb- July, July-Oct).

Sometimes this timescale is shorter (e.g., we are working on an important safety target or because the child is very young and is changing quickly).

SEN Support - Provision Map / Edukey

Parents and families will receive a code to access their child's Individual Support Plan on 'Edukey'. They can find an online ISP documents, provisions their child is accessing and can leave messages. The Class Teachers can provide a paper document during parent consultations and additional ISP meetings. The school encourages families to go online to access their child's ISP and it's important to leave feedback to fully be part of the ISP process. The website link is:

<https://edukeyapp.com/parent/login>



Case examples at the different stages of Universal and Targeted

Meet 'A' at Universal Support with a Hearing Impairment:

'A' has a bilateral moderate to severe sensorineural hearing loss with fluctuation glue ear. He wears two hearing aids. 'A' has recently been issued with an Edumic radio aid that helps to give him direct input from the teacher's voice into his hearing aids. 'A' says that he prefers to sit in the middle of the classroom where he can hear what the teacher and other children are saying. School staff know that they should face 'A' when talking to him as this supports his hearing with lip-reading. Staff check that 'A' has understood instructions, especially when there is background noise. During whole class teaching, adults do not move around the class when talking, as this makes it much harder for him to follow what is being said. The staff know that it is important to have the least amount of background noise as possible and to repeat what other pupils may say. 'A', with this support, is on track with his learning.

The pupil makes progress and no longer needs the support or to be at SEN Support. They are taken off the SEN register.

They may be monitored longer to make sure that progress continues.

Meet 'B' at Targeted Support with Social, Emotional, Mental Health (SEMH) difficulties:

'B' experienced the bereavement of a family member. She looked for a lot of adult reassurance, wanted to stay at home with her Mum and was anxious in and outside the school. She has good friends but was withdrawn; not enjoying extra-curricular activities as she normally would. 'B' joined in well with weekly 1-1 mentoring sessions with the Learning Mentor; Lego intervention was used to find and discuss feelings. 'B' had a trusted adult that she could go to if needed. 'B's' family were signposted to sources of support outside the school. 'B' made good progress and no longer needs SEN support.

The pupil makes progress (because of the support) or makes less progress than expected.

The 'APDR' cycle begins again, and this may be on-going. The amount or type of support that is additional to or different from can change or be adapted.

Meet 'C' at Targeted Support with Speech, Language and Communication (SLCN) Difficulties.

Staff ask open ended questions to 'C' and model the correct way of saying a phrase, to develop vocabulary and make his words clearer. Prompts develop language skills. He plays games with a partner to support the use of expressive language, attention, and focus. Vocabulary is taught before the lesson, and he learns mapping to help record information. He has added time to share his thoughts, process information, recall vocabulary and organise his responses. 'Information Carrying Words' is used, as suggested by the Speech and Language Therapist (SALT). 'C' continues to work towards his termly targets, including ones in his care plan as suggested by the SALT.

A few pupils do not make progress, or this is less than expected.

They may need more specialist support than that which can be given at SEN Support. An Education, Health and Care needs assessment (EHCNA) may be needed.

Meet 'D' at Targeted Support with Social Communication difficulties and Autism:

'D' enjoys familiar, repetitive activities, broken down, with daily visual supports. He has some basic skills but finds them hard to apply. He can't access some topics. Ear defenders and breaks are used, if there is background noise, they work sometimes. He needs an adult when working with classmates; he gets frustrated if they talk about anything other than "Minecraft". A personalised social story was written to help his play with others, but he prefers to find an adult. He doesn't like clubs because of the routine change. The school and family saw little progress, if at all, from the personalised support agreed with the input of Support Services. He is anxious and withdrawn. An EHCNA is requested.

Please speak to the school SENDCo about this process.

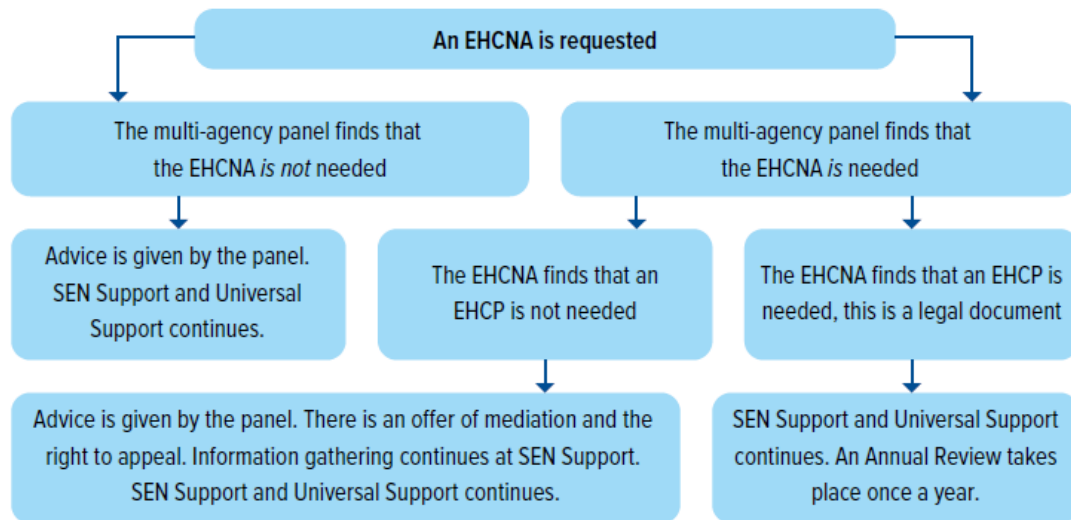
Specialist Support: A few pupils need specialist support and may need an Education, Health and Care needs assessment (EHCNA) to find out if special educational provision is needed.

An Education, Care and Health Needs Assessment (EHCNA) can be requested by:

- A person acting on behalf of a school or post-16 institution.
- A young person over the age of 16 but under the age of 25.
- Anyone else can bring a child or young person who has (or may have) SEN to the attention of the Local Authority, particularly where they think an EHCNA may be necessary.

A range of evidence is submitted to the Local Authority. In Southend this is through an online application using the 'Education, Health and Care Hub' (EHC Hub), wherever possible.

This can be found here: <https://ehchub.southend.gov.uk/about/>



Case examples at the different stages at Specialist support.

Meet 'E' at Specialist Support with a Visual Impairment:

'E' is still coming to terms with his visual difficulties and what this means to him. He is registered sight impaired. Training for staff makes sure that they understand his condition and needs. Materials are in print 24, Arial font, black ink on blue paper. There is good contrast and matt materials avoid glare. Pictures and text are not mixed, and presentation of information is simplified. Verbal instructions are given. 'E' sits at the front of the class, near the whiteboard, with the light to his side or behind. An adult helps him to understand the environment; and he can safely navigate around school. Stairs are difficult so he is always helped by a member of staff. Classmates make him aware of obstacles, objects or what is happening at a distance, especially when he is in a place that he doesn't know. For assessments, 'E' has up to 25% added time, eye rest breaks and uses a magnifier. He has regular touch-typing sessions and in Year 7 will use a laptop in lessons. He is making steady progress against his targets (mobility, orientation, wellbeing).

What happens next?

Once an application is submitted and the 20 week timeline begins

Applying for Needs Assessment (Weeks 1–6)

Setting, parent, carer, child or young person applies for a needs assessment. (The SENCo can submit request on behalf of parents or pupil. An EHC Assessment Officer is assigned.

The parent or carer and school are invited to contribute further information.

Professionals are invited to share information from their previous involvement with the child or young person.

The EHC Assessment Officer collates all the information gathered, ready for panel selection.

The EHC Multi Agency Panel decides whether to carry out an assessment. The parent or carer receives a letter explaining the decision and next steps.

If the assessment is agreed

The Needs Assessment Process (Weeks 7–16)

Professionals complete the assessment. They, with the setting, are asked to submit formal advice.

The parent or carer, child or young person share their views.

At the Co-production meeting, involving the parent or carer, child or young person and professionals, the reports are discussed and desired outcomes agreed.

The EHC Assessment Officer collates all the information gathered and shares this with the EHC Multi Agency Panel.

The EHC Multi Agency Panel decides whether to carry out an assessment. The parent or carer receives a letter explaining the decision and next steps.

If an EHCP is issued

Agreeing and finalising the EHC Plan (Weeks 17–20)

A proposed EHCP is drafted which is shared with everyone involved with the assessment.

The parent or carer reviews and makes comments about the proposed EHCP and informs the LA of their preferred setting.

The LA considers any requested amendments and consults with the preferred setting.

The school place is agreed.

The final EHCP is issued.

There are some exemptions that can be applied to these timescales, such as school holiday date. Please refer to the Code of Practice for more details

This information has been taken from the document -

<https://www.livewellsouthend.com/downloads/download/3/southend-send-what-happens-next-a-graduated-response-to-special-educational-needs-and-disabilities>