

Manor Park Infant and Nursery School

Graduated Response



START: High quality inclusive teaching and clear school systems in place for assessing, planning, implementing and reviewing every child's progress.

Where outcomes from this support are successful, no further action is required. Parents are to be informed of this.

If significant concerns remain following initial intervention and child continues to make little progress, SENCO will become involved. Making observations, assessments, and gathering child/parent views to build a bigger picture of the child's specific area of need.

Recommendations maybe made by SENCO for more specifically targeted interventions (1:1).

An **Early Action Plan** may be created, indicating support required to enable child to access learning and make progress. Plan to be shared and reviewed with parents termly during parent review week.

If the child continues to make limited progress and access learning at their specific level of ability, then school may make a further request for Higher Level Needs funding from the Local Authority to provide a higher level of targeted support to meet their specific needs.

Class teacher expresses concerns regarding child's progress/learning to parents and SENCO.

Parents express concerns regarding their child's progress/development to Class teacher.

Child not making progress.

Class teacher to implement targeted Quality First Teaching strategies and class-based interventions to address concerns in progress and/or development.

If child's development, behaviour and or progress continues to be of considerable concern then support and interventions will be reviewed involving SENCO, Parent and Class Teacher. A **PEN Passport** will be created indicating specific needs and SMART termly targets will be set. Progress will be monitored by the Class Teacher and SENCO. Regular termly review meetings involving Parents, SENCO and Head Teacher (and where appropriate other external agencies) will take place to discuss progress and next step SMART targets.

In addition to the above, and with parental permission, school may seek the support and expertise of external agencies for example: SFSS, SALT, GAP, EP etc. The child's needs may also be discussed at the family Springboard meetings and additional funding applied for if appropriate.

If the graduated response has been unsuccessful, where the child is transitioning to a new setting resulting in a significant change of needs or a complex need has been identified then an application for an EHCP may be made seeking further ongoing support.

