Priory Junior School's

Graduated Response to supporting children with SEND

Parents or carers express concerns about their child's learning to the class teacher or another member of staff.

OR

Teacher expresses concerns about child's learning to their parents/ guardians.

High Quality Teaching methods are adapted focused on the child's identified need (wave 1).

If successful, class teacher discusses outcomes with parents.
No further SEN intervention is required.

If progress is not made or needs are not being met through High Quality Teaching Methods, the teacher will meet with SENCO and evidence will be collected (observations, assessments, work in class, etc).

A support plan, with pupil and parental input, is created and shared with parents. This details specific targets and intervention (wave 2).

Specific small group/1:1 intervention takes place and progress is monitored by the SENCO and class teacher against SMART targets.
Review meetings, with parents, held each term.

Improvements are made.

In addition to wave 2 intervention, external services may need to be accessed for support. External agencies include SALT, Ed Psych, SFSS, etc. Some of these services are sought at Springboard (wave 3).

Additional funding may be required to support complex needs (e.g. high level of 1:1 intervention or bespoke curriculum support). This will be applied for through the family of schools or Local Authority depending on the level of need.

If the graduated response has not been successful (throughout a continuously reviewed cycle) or a specific, lifelong and complex need has been identified, a Education, Health and Care Plan can be requested via the Local Authority.