# SEND Graduated Approach

**START:** Area of need observed in child

Barriers to learning and areas of need identified by parent, school or outside agency:

- Communication and Interaction
- Cognition and Learning
- Social Emotional Mental Health
- Sensory and Physical Health

Adaptations and reasonable adjustments are made to class provisions, as part of high quality teaching, to provide effective support.

Child's progress is monitored and supported by class teacher / LSA / HLTA as part of whole school processes.

Class teacher to inform SENCO of adjustments / interventions in place. The child will be recorded as being monitored on the school SEN register. They may have a pupil profile, a speech and language care plan or other plan specific to an outside agency.

Are there any changing or emerging needs that impact the child in school?

No – Remain in this stage

Yes

Is the child making progress?

Yes

No

**High Quality Inclusive Teaching**

**Stage 1**
Monitoring

**Stage 1:** Meeting/phone call with parents/carers class teacher and SENCO to agree classroom strategies being used and any additional interventions needed.

Referral to external agency may be submitted.

Child remains being monitored on school SEN register. A pupil profile may be written.

As part of whole school processes the impact of additional intervention is regularly monitored and reviewed by class teacher and SENCO.

Are there any changing or emerging needs that impact the child in school?

No – remain in this stage

Yes

Is the child making progress?

No

Yes

**Stage 2:** Teacher, parent and SENCO agree the targeted support needed to overcome barriers to learning.

The child is added to the centralised SEN record with the code K designating them as receiving SEN support.

A One Plan is created to detail the targeted support they are receiving.

**Stage 2**
SEN Support

Child's progress is monitored and reviewed by all stakeholders as part of the assess, plan, do, review cycle.

Is the child making progress as a result of their personalised support?

Yes – Remain in this stage

No

**Stage 3:** It may be appropriate to apply for an Education, Health and Care Plan (EHCP) from Essex County Council.

There is no guarantee that an EHCP will be granted.

EHCP is awarded

EHCP not awarded

If an EHCP is not awarded this decision can be appealed or reapplication made.

Stage 2 SEN Support will continue.

**Stage 3**
EHCP

If an EHCP is awarded, all of Stage 2 SEN Support will continue with targets updated to reflect the outcomes in the EHCP and provision detailed in section F. These will be prioritised focusing on the targets that are most relevant to the child's current state and needs. Annual Review meetings are held to agree year-long outcomes. These are broken down into termly or less targets on the child's one plan.

Child's progress is monitored by class teacher and SENCO over time. Plan/targets guided by professionals input.