



A Graduated Response

The Stages of Identifying and Responding to Need Across the 4 Areas

This document is designed to help our schools investigate and identify additional needs in a consistent and graduated manner and respond with appropriate actions. This document is based on the principles of the SEN Code of Practice, the Education Endowment Fund Special Education in Mainstream Schools Guidance Report and The Rose Review (2009).

Stage 1: Monitoring Progress

Guiding Statement:

At this stage, it is class teachers (Quality First Teaching) who should aim to understand individual pupils' learning needs and identify barriers to learning and participation and plan appropriate teaching strategies. If parents or carers raise the question of specific diagnoses at this stage, class teachers should explain that this possibility will be explored at stage 2 with specialist colleagues (this would happen if a pupil failed to make adequate progress at stage 1 class-based interventions).

At this stage teachers need to think about EEF Recommendations 1, 3 and 4 –

“Create a positive and supportive environment for all pupils, without exception” Recommendation 1

“Ensure all pupils have access to high quality teaching” Recommendation 3

“Complement high quality teaching with carefully selected small-group and one-to-one interventions” Recommendation 4

Key outcomes	Diagnostic Steps or tools
a) Some barriers or learning difficulties are identified. b) Early monitoring resources may have been used. c) Additional adjustments and class based (QFT) interventions put in place.	1. Teacher-based judgement and ‘curriculum-based assessment’.



- d) Discussion with parents/carers will have taken place (progress given to parents at least 3 times a year unless a specific concern).
- e) Monitoring and intervention are led by the class teacher.
- f) Child may be put on SEND “Concern list” at this stage.

During the course of this stage the decision will be made whether or not the child requires “provision different from or additional to that normally available to pupils of the same age” (CoP, para 6.15).

Possible Outcomes

- 1. Decision that difficulties are supported and met by additional adjustments made by class teacher – interventions that have been put in place or classroom adjustments have made an impact and therefore child should continue at this stage.
- 2. Pupil has additional needs that can be described as SEND, and these are appropriately supported by classroom-based adjustments under school SEND processes – continue on “Concern list” and classroom-based adjustments/interventions. Child should stay at this stage.
- 3. If a pupil continues not to make adequate progress, then additional analysis will be spent assessing the pupil’s specific needs and child moved to Stage 2.

Early monitoring resources might include:

- 2. Class/age-group screening (through standardised reading and spelling tests).
- 3. Screening checklists.
- 4. Simple health checks such as for hearing and eyesight have been undertaken by the relevant health professionals.
- 5. Dyslexia checklist might be considered (At end of year 2 or year 3)

Stage 2: Skills assessment

Guiding Statement

Class teachers will involve the SENDCo or a specialist teacher to investigate and assess the pupil’s difficulties and responses to Stage 1 intervention. The main purpose of an assessment is to plan further teaching with the expectation that it will significantly advance the pupil’s progress. The purpose of this stage is not to seek a formal identification or diagnosis, but to act on what was found in the course of the assessments. At this stage, the main decision being made is about what more should be done to counter the particular difficulties the pupil is experiencing. The intensity of additional intervention is carefully targeted and will increase with increasing level of need. The child may be put on the SEND register and “The Graduated Approach – Assess - Plan – Do - Review Cycle” will be put into place at this stage (“My Plan” – at SEN Support).

At this stage teachers need to think about EEF Recommendation 2 and 5 -

“Build an ongoing, holistic understanding of your pupils and their needs” Recommendation 2

“Working effectively with teaching assistants” Recommendation 5



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Desired outcomes	Diagnostic Steps or Tools
<p>a) Curriculum-based and/or a skills assessment has established a clear starting point for a systematic teaching approach – this will lead to future planning or targeted approach to promote progress. The possibility of co-occurring difficulties has been evaluated at this stage.</p> <p>b) The appropriate assessment is chosen to best identify the particular difficulties the pupil or student is having.</p> <p>c) A formal diagnosis or identification of need cannot be given from these tests, but they will give insight into the nature of the difficulties and into the degree of severity of the difficulties.</p> <p>d) The class teacher, available specialist teacher, SENDCo and parents/carers are now part of the team around the pupil or student. A “My Plan – SEN Support” may be put in place to identify these assessed needs and targeted support will be put in place to support the SEND child to significantly advance the child’s progress.</p> <p>Possible Outcomes:</p> <ol style="list-style-type: none">1. Pupil has additional needs that can be described as <u>SEND</u>, and these are appropriately supported by classroom-based adjustments and additional one-to-one intervention under school SEND processes, OR2. If adequate progress is still not being made, advice will be sought of appropriately qualified specialist education and health professionals at stage 3.	<p>These will vary depending on the area of need that has been identified for the pupil or student.</p> <p>Dyslexia screening by school may be taken – and parents informed of result (usually not taken before Year 3)</p>



Stage 3: Comprehensive assessment

Guiding Statement

At this stage, the pupils will have the highest level of need and appropriate health and specialist educational professionals (such as an Educational Psychologist) will be involved and contributing to the schools' SEND processes. An EHCP might be requested

Desired outcomes	Diagnostic Tools and Steps
<ul style="list-style-type: none"> a) Assessment, advice and help from appropriate health and specialist educational professionals has contributed to a comprehensive appraisal of the nature and extent of the pupil's difficulties which has enabled the pupil to make progress. b) Parents' and carers' views are sought, and they are kept fully informed throughout the process, especially if EHCP is needed. c) Appropriate adjustments, interventions and curriculum is in place to support the pupil or student make adequate progress. d) If needs are still not being met and progress not being made then an EHCP may be requested. 	<p>Tools used would be determined by the appropriate health or educational professional.</p>