

Inclusion

Graduated Response to Need This document outlines the graduated approach Milldown Primary School uses to identify and support children with Special Educational Needs and Disabilities (SEND), aligned with NASEN guidance, Education Endowment Foundation (EEF) recommendations, and the SEND Code of Practice (2015).

Child of Concern

Universal Provision—Quality First Teaching

6 week cycle of plan do review.

No Improvement—discussion with SLT and SENDCo child put on monitoring list. SLT allocated to monitor provision, 6 week cycle.

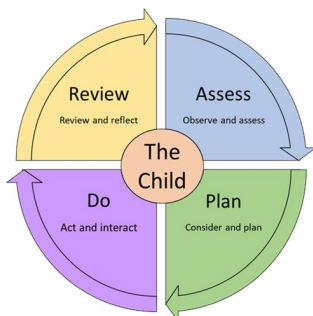


No Improvement SENDCo to decide if barrier is 'SEND' or 'other'. SEND Barrier follow Route 1. Other Barrier follow Route 2



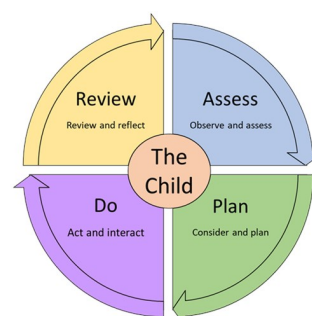
Route 1

Targeted SEND Support
via ILP



Route 2

Targeted Support
via PSP & TAF/TAC



Route 1

Specialist Support
via EHCP

Route 2

Targeted Support
CiN / CP

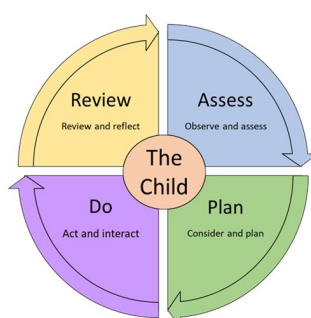
Graduated Response to Need—Route 1 Targeted SEND

This document outlines the graduated approach Milldown CE Academy uses to identify and support children with Special Educational Needs and Disabilities (SEND), aligned with NASEN guidance, Education Endowment Foundation (EEF) recommendations, and the SEND Code of Practice (2015).

Level of Support	Description	Timescales / Review
<p>Universal Provision (Quality First Teaching)</p> <p>A child requires a short term graduated response, if requirements for additional to, and different persist, after two cycles.</p> <p>Child listed as SEND Monitoring on Arbor. Parent informed.</p>	<p>High-quality teaching is the first response for pupils who may have SEND.</p> <p>Teachers remain responsible for all pupil progress.</p> <p>Adapt teaching to ensure curriculum access.</p> <p>Review pupil progress termly as part of the school's assessment cycle.</p>	<p>Reviewed termly</p> <p>6-week monitoring cycle if concerns arise x2. If progress evidenced after 12 weeks continue with universal provision. Remove SEND Monitoring label on Arbor.</p> <p>Concerns remain, discussion with SENCO.</p> <p>Share Flourishing Agreement with parent.</p>
<p>Targeted SEND Support:</p> <p>ILP issued</p> <p>SEND definition: a child requires something additional and / or different to the core provision and a short term graduated response (monitoring) has not resulted in sufficient progress.</p>	<p>Initiate 'Assess, Plan, Do, Review' cycle with SENDCO support. ILP created with learning targets linked to identified learning need.</p> <p>Use evidence-based interventions (EEF guidance).</p> <p>Share targets and strategies with parents/carers and pupils.</p> <p>Adjust provision based on outcomes.</p>	<p>6-10-week intervention cycles</p> <p>Reviewed at least termly</p> <p>Once progress has been assessed and evidenced, pupil to be placed in universal provision and monitored for a further 6 weeks, further support from external professionals.</p> <p>Child listed as SEND Support on Arbor.</p>
<p>Specialist Support / EHCP</p> <p>EHCP definition: a child requires more additional and / or different support than is available through the school's SEND offer.</p>	<p>Apply for EHCP where needs are significant/complex.</p> <p>Engage external agencies (e.g., EP, SALT).</p> <p>Maintain APDR cycle through EHCP process.</p> <p>Annual statutory review with termly monitoring.</p>	<p>EHCP reviewed annually</p> <p>Interim reviews termly</p>

Review and Monitoring

All support and interventions are reviewed collaboratively with pupils and parents/carers.



Universal offer: Quality First Teaching – in class provision.

Analysis of assessment information (NTS, Gaps, phonics, HAST, speech/language link, Number Sense, MTC, Teacher Assessment, Baseline assessment, Behaviour Checklist, ABCC, SDQ) leads to an initial concern. A concern may also be raised by a parent/carer.

Class teacher to implement strategies in order to support and informally monitor the learning concern.

Through adaptation, support and intervention, monitor pupil progress over time (**six weeks**), completing a 'Pupil concern form' and **child listed as SEND Monitoring on Arbor—discussion with parents**

If there is no improvement following this, the class teacher must share the 'Pupil concern form' with SLT detailing the learning concern and what has been done through the universal offer to address needs.

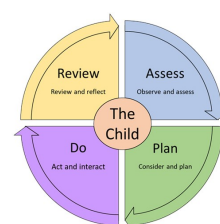
Pupil concern form submitted to SLT for review and consideration. A member of SLT allocated to monitor provision for pupil and gather more information.

Following a review of provision, SLT discussion with class teacher to triage next steps. These may include:

- Further intervention / support in class
- Further assessments
- Meeting/discussion with parents/carers

Depending on the impact of further intervention and support:

- If appropriate progress has been evidenced – no further action outside the universal offer. SEND Monitoring label removed.
- Concerns remain, creation of an Individual Learning Plan (ILP) with an identification of the area of need: Cognition and Learning (CL), Communication and Interaction (CI), Social, Emotional and Mental Health (SEMH) and/or Physical and Medical (PN) in discussion with SENDCO. Child labelled and SEND Support on Arbor. Formal meeting with parents, ILP shared. Identified targets (linked to assessment and curriculum) are identified with a clear pathway for progress communicated.
- Assess, Plan, Do, Review cycle initiated immediately.
- SENDCO to update the SEND register accordingly.
- Progress against targets monitored by Class Teacher.
- ILP reviewed **termly** with targets reviewed and adjusted accordingly, in line with assessments and the curriculum



Depending on the impact of further intervention and support:

- Removal of the pupil from SEND once progress has been evidenced and learning concern addressed continuation of 'monitoring' for a further **six weeks**
- Continued support and intervention to address the areas of learning concern
- Further investigation/assessment from external agencies if applicable – for example and including, Speech and Language (SALT) referral/intervention, pediatric referral, Local Authority SEND team review, outreach support, specialist SEND teacher involvement where necessary
- Termly review of the outcomes of the ILP (Plan, Do, Assess, Review)
- Continued discussions and partnership with parents/carers
- SLT review of targets on a termly basis
- Specialist educational assessment
- Escalation of need following analysis of progress: Education and Health Care Plan (EHCP) process started. Parents/carers are also able to initiate a request for an EHCP (<https://www.dorsetcouncil.gov.uk/w/the-ehcp-process>)



Route 2 - Pastoral Support Plan

The aim of a pastoral support plan is to proactively plan for the re-engagement of vulnerable learners and mitigate against the negative impact and risk of behaviour. It is based on accurate functional assessment of the behaviour. It takes the form of a 6-week graduated response. As a result of a PSP pupils should be able to better manage their behaviour and /or improve their successful and safe attendance.

Flow Chart

