

# Badbury Park Primary Graduated Approach



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| <b>Universal Provision Teacher lead</b>  |
| <b>First Quality Teaching</b> in line with Teaching and Learning Policy  |
| Support and Challenge within planning<br>Scaffolded learning and tasks accessible<br>Regular use of school Behavioural policy<br>Planned use of school environment to support learning inside and outside  |
| <b>Identification</b>  |
| Concerns raised by parents/teachers/TAs<br>Lack of progress began to be identified as a barrier(s) to learning<br>Discussion with SENDco/ Head/ Inclusion Worker<br>Monitored and notes taken on weekly plans, or observations in structured and unstructured times.   |
| <b>Assess</b>  |
| Class Teacher discussion with SENDco use <u>Needs Checker Summary Sheet</u><br>Refer back to Universal Offer and FQT<br>SEN Support <u>Identification Summary sheet</u> to class teacher to assess primary and secondary SEND need, Cognition and Learning, Communication and Interaction, Social and Emotional Mental Health, Sensory, Physical and Medical needs.<br>Evidence from class work and teacher observations<br>Reports on Cpomms<br>Discussion with child and parents/carers and Identification and Summary sheet <b>signed</b> |
| <b>Plan and Do</b>   |
| Child added to SEN register <b>SEN Support</b> and continue with Graduated approach<br>Individual Support Plan <b>ISP</b> written by class teacher with input from child/ parent<br>Targets set and provision planned.<br>FQT alongside individualised plans for <b>SEN Support</b><br>Refer to any external reports and recommendations for ISP targets<br>Resources can be obtained from <u>Menu of Provision Swindon Core Standards</u><br>Specialist reports<br>Resources in school  |
| <b>Review</b>  |
| Review ISP three times a year.<br>Review child's progress termly with the planned interventions every 6 weeks<br>Make notes on ISP, weekly plans and CPomms for positive and negative developments towards targets<br>Re- Write ISP after first review adjusting met targets or identifying ongoing targets.<br>What's working what's not working?<br>Continue with Graduated Response cycle   |
| <b>Graduated Response to SEN support Early Help SENDco led</b>   |
| Limited progress being made or additional resources sought.<br>Early Help Record opened with TAC/F meetings held ideally every 6 weeks<br>Outside agencies contribute to targets on EHR. School based targets to be reflected on EHR but target, details and progress recorded in SEN ISP by class teacher to be used as evidence in TAC/F meetings  |
| <b>Graduated Response from SEN Support Early Help to EHCP SENDco Lead</b>  |

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After a series of Assess Plan Do Review cycles and needs of a child are not being met from the school's SEN Support and SEN EH support then an EHC Assessment can be requested **with evidence of the graduated approach found in ISPs and EHRs**

## Appendix

### Graduated Approach Flow Chart from Swindon Core Standards

#### Section 2: The Graduated Approach

