

The Graduated Response at WBJS



Do not involve the SENCo or SEN Manager at this point

This is the point where you fill out an SEN concern form



1 - INITIAL CONCERNS

Concerns raised around learning, behaviour or other additional needs. Conversation between the class teacher and parent.

2 - TEACHER TO ASSESS

Class teacher to **assess** the needs (e.g. a classroom behaviour audit if relevant) and implement strategies/intervention in line with **Standard Provision**.

3 - SENCO

A conversation between class teacher and SENCo. SENCo to review teacher changes and identify areas of concern. This may result in a consultation with SEMH Team and/or CPD opportunities being identified (e.g. training provided by the SFSS)
A thorough exploration and consideration of strategies and interventions in place.

These strategies might help improve the child's progress/well-being:

- Quality first teaching
- Dyslexia/autism friendly approaches (see separate lists)
- Intervention groups
- Small adjustments
- Clubs

You might try some of these to help inform you about the best way to support the children:

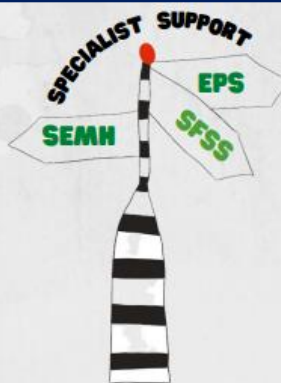
- Review the children's spelling
- Review their handwriting
- Screen for dyslexia/dyscalculia
- Conduct a sensory assessment
- Conduct a behaviour audit
- Check the environment
- Talk to the child about what will help
- Use BSquared to assess in finer detail the child's attainment
- Phonics check
- Boxall profile

Should it be agreed that a child would benefit from being placed on the SEN register, these are some of the assessment/support strategies that could be used:

- Support plan/provision map in place and shared with relevant staff parents
- Pre key stage standards
- BSquared/Autism Education Trust progression framework to help inform target setting
- TA support / 1:1 support
- Precision teach



If concerns continue



4 - SEND SUPPORT

SEND support register
Assess - Plan - Do - Review
Implement a SEND Support Plan

5 - SPRINGBOARD DISCUSSION

- Peer support
- Support from Family SENCo
- Signposting
- Bespoke training, e.g. EPS, SFSS, SEMH Team
- Consultation with support services, e.g. EPS, SFSS surgery, SEMH Team surgery

6 - SPECIALIST SUPPORT (E.G. SFSS, EPS, SEMH TEAM) UNIQUE SUPPORT FROM SERVICES VIA SPRINGBOARD

Review previous support and the Springboard collectively reach a decision regarding what are the priorities for SFSS/EPS/SEMH involvement in the Family of Schools. Requirements for referral:

- To be brought to Springboard unless emergency referral (see priority groups)
- **Consent** for discussion and involvement
- Additional information - including SEND Support Plans, Provision Maps and structured conversations.

- PRIORITY GROUPS:**
- Children in care or adopted
 - Safeguarding concerns
 - High risk of exclusion
 - EHCP
 - Complex transitions
 - Low/non-attendance
 - Critical incidents