

## Hucknall National C of E Primary School's SEND Graduated Approach

### Step 1

- Concerns may be raised by parents through Class Dojo or parents evening
- Class teacher to make parents aware of what Quality First Teaching strategies/interventions are in place via Class Dojo and feedback for their concerns
- 8 week monitoring period from Autumn 2 (settling from transition) for evidence collecting and monitoring/reviewing

### Step 2

- Initial Concerns meeting between class teacher and parents
- Discussion review of **Step 1**, class teacher to provide support and interventions to address the areas of difficulty with advice from the SENDCo if necessary, alongside support and provision for parents to implement at home
- Parents sign to confirm they have read the Graduated Approach and agree to their child following this SEND process.
- 8 weeks monitoring and reviewing period

### Step 3

- Class teacher will review the impact of support and interventions with the SENDCo/Child and Family Support Worker to determine if Quality First Teaching and classroom support can address the child's barriers to learning
- Initial Concerns Review meeting for a discussion review of outcomes, strategies and provision from both home and school

### Step 3a

- After reviewing strategies and support, if the child shows progress and the Class Teacher has no further concerns, the child is added to the SEND monitoring list.

**OR**

### Step 3b

- If progress remains poor and that the child has a significantly greater difficulty in learning than their peers or have a disability, child will be placed on the school's SEND register.

### Step 4

If needs are severe and persist despite targeted interventions, a referral to external professionals may be appropriate. This could involve:

- a discussion with the SENDCo and/or Child and Family Support Worker for further support and strategies
- a referral to external professionals (Healthy Families Team, Early Help, Mental Health Team and Speech & Language)
- the start of the NBS Pathway (Getting to Know Me Form)
- a discussion at Springboard regarding support from a specialist service (Schools and Families Specialist, School & Behaviour Partnership or Educational Psychologist)

### Step 5

- The child's Pupil Provision Map is reviewed three times a year during a Structured Conversation with the Class Teacher and parents, combined with the child's parent evening (TEAMs meeting, phone call or in person)
- Continue Assess, Plan, Do, Review approach – this is needed to document the action plan for the NBS Pathway (Getting to Know Me Form) and reviewed termly
- SENDCo to monitor and evaluate effectiveness of provision
- Child may be removed from SEND register if progress/attainment is no longer a concern

### Step 6

- If the level of support in place in school is insufficient to meet the child's needs, it may be appropriate for the school to apply for additional funding/high level need funding
- A request for an EHC Needs assessment can be made by school or parents if appropriate

Signed .....

Date .....