



# Graduated Response

**EHCP  
0-25**

SENDCO responsibility to ensure the correct process has happened to meet the long term needs of children who need to access constant support and coordinated services. All relevant school staff, agencies and parents are fully involved. Monitored as below and by Local Authority.  
**ASSESS, PLAN, DO AND REVIEW STILL OPERATING**

**EHCP assessment**  
Educational Psychology Input, ongoing agency services input for at least 6 months, physical and/or medical needs with SEND.

- Bristol Support Plan, annual reviews and termly meetings with SENDCO; relevant staff and parents must be in attendance. All phases of the Graduated Response need to be evidenced before an EHCP assessment request is made to the Local Authority. Assess, plan, do and review must have happened.

**Phase 4: SEND support**

- Personalised plan in place using advice from agencies including Educational Psychology, Bristol Autism Team, Speech, Occupational or Physiotherapists; hearing and visual impairment teams and any school commissioned agencies specialising in behaviour, mental health and well-being and Special school outreach teams. Multi-agency meetings with parents and staff.
- 3 dedicated termly review meeting meetings following assess, plan, do and review cycle, annual review.
- High Needs Block Funding may be in place but not essential. All provision is costed. Child added to SEND record. Child's strengths and needs will be written into the **Bristol Support plan**.

**Phase 3: Hillcrest Support Plan (additional needs)** means the setting of 2-3 targets which would be developed using agreed strategies at high quality day to day provision, class-based adaptations, interventions and would focus on the cycle of: assess, plan, do and review. Staff and parents agree termly review.

**Phase 2: Class action (additional needs)** meaning more direct action is needed.  
For instance: targeted phonic intervention, social awareness group, targeted reading intervention, letter formation daily practice, 3 x week group

**Phase 1: Class monitor (additional needs)** means a slight adaptation in the classroom, personal to the child to develop a specific outcome.  
For instance: checking in more regularly, visuals, checklists, examples of the expected piece of work, clear instructions.

**Class Teacher responsibility using assess, plan, do and review process to plan for all children in their class; SENDCO expertise used to support and coordinate graduated response and evidence gathering.**

Monitored by SENDCO as part of Team around the child workshops and dedicated review meetings; Governor Link Meetings; Meetings with professionals.

**Class Teacher responsibility using assess, plan, do and review process to plan for all children in their class.**

Monitored by SENDCO as part of team around the child workshops

**Class Teacher responsibility**

Monitored by SLT via observations, work scrutiny, learning walks, Pupil Progress Meetings, workshops

*Working with SENDCO to evidence*

## High quality teaching – the everyday great ongoing practice

At least good teaching, monitored by the Senior Leadership Team; staff targeting children identified at 'Class Monitor' level; Differentiation for children with identified gaps/out of step learners; dynamic intervention from class teacher and/or teaching assistant to address any misconceptions same day (respond to mark); Access to a suitable curriculum; Flexible arrangements for children who are anxious or have attachment needs; Nurture Lead and Family Liaison and Safeguarding Lead supporting identified children in partnership with staff and parents; classroom management strategies; Discussions with previous settings, previous teacher and teaching assistants or learning support assistants and SENDCO (where appropriate), including sharing information during transition school to school or class to class; parent evenings and/or staff or parent requested meeting. Learning Walks conducted by Senior Leadership, Governors, English and Maths Leaders. Termly 'team around the child' workshops with SENDCO; visual and kinaesthetic learning materials, including personal visual timetables; reduction of 'teacher talk' with use of clear and pertinent vocabulary including targeted questioning; children identified as part of staff appraisal process and monitored at 'Class Monitor or Class Action'; Teaching assistant appraisals and Teaching Partner Development Programme (TPDP); SEND awareness training; pupil progress meetings and target setting; use of termly data using standardised assessments and Insight data system; EAL Induction Assessments and strategies; class-based provision led by any member of staff using intervention materials; inclusive teaching approaches for children who are identified as Dyslexic or suspected of.