



All Saints' CE Primary – SEN Graduated Response



1.) If concerns are identified for a pupil at All Saints' in terms of Special Educational Needs, we will ensure that these are thoroughly explored in order to respond to pupils' needs and provide well matched support. Concerns may be identified by school staff, by parents or by professionals who are involved with the child. Using systems including CPOMS we will record concerns or difficulties identified and other relevant information such as the additional support provided, SENCO observations or involvement from additional agencies.



2.) Following identification of potential additional needs, discussions will then be held between the class teacher, SENCO and parents. If it is felt that a pupil needs more targeted support than would normally be available through Quality First Teaching, additional support strategies and resources will be decided upon and provided. At this point pupils may be added to the school SEN monitoring list.



4.) If pupils are placed at SEN Support and included on the SEN register then the class teacher, with support from the SENCO, will write a Pupil Provision Plan (PPP). This will identify Desired Outcomes for pupils and will outline the strategies, provision and support that will be provided. PPPs will be shared and discussed with parents and their thoughts about the Desired Outcomes and support will be recorded. Pupil Provision Plans will be reviewed and updated at least termly or more often as needed. The SEN provision for each pupil on the SEN register will be recorded on a provision map. The impact of provision will be reviewed regularly and altered as necessary in response to children's needs and their progress.



3.) Regular assessment and observation will be used to look at the impact of additional intervention and support as part of the Plan, Do, Review cycle. If, despite targeted intervention and support, pupils are still making less than expected progress a discussion will take place between the SENCO, class teacher and parents and a decision made about whether the pupil should now be moved onto the Special Educational Needs register.



5.) Where appropriate, additional support from outside agencies such as Speech and Language Therapy, #Thrive, Occupational Therapy or the Educational Psychology Service will be sought in order to provide the best package of support for pupils with Special Educational Needs.



6.) For those pupils who are still making little or no progress despite the targeted intervention and support from school and other agencies, discussions will then be held with parents about the further support that may be needed. It may be felt that the pupil may need special educational provision through an Education, Health and Care plan. If this is the case then school, in partnership with parents would submit a request for an Education, Health and Care Assessment.