

# Graduated Approach to SEND at Nutgrove

## **Step one: Quality First Teaching**

- Teachers to make reference to the Epworth Trust 'Quality First Teaching' Checklist
- If adaptations go beyond quality first teaching, SENDCO to instruct teachers to complete an initial concern.

## **Step two: Notice, Try and Check**

This process will begin through the actions of the class teacher and SENDCO identifying whether a child has a barrier to learning:

- Class teacher to complete page 1 'initial concerns' and send to the SENDCO.
- Meeting to be held within 7 days of receiving the initial concerns form to identify strategies that will be implemented over a 6-week period.
- Strategies to be taken from Wigan's Quality First Teaching Checklist, Salford City Council Graduated Approach or the Pre-referral intervention manual.

*The Notice, Try and Check process may last up to 3 cycles.*

## **Step three: Identification of need**

At the end of the 6-week period, the class teacher and SENDCO will meet to discuss the progress of the child to agree the outcome.

**Child's needs are being met through quality first teaching, inclusive classroom practice and/or intervention.**

**Child added to the SEND list as low level need LLN (i or ii).**

**Child added to the SEND list as high level need (HLN). Case dependent, e.g. a child may be new to school or receive a medical diagnosis. Refer to the level of need flow chart.**

## **Step four: Assess Plan Do Review**

To ensure that all LLN and HLN children have adequate support within school. The class teacher will complete:

- An *All About Me* profile and Assess Plan Do Review with parents/carers. To be reviewed half termly for a child with a HLN and termly for a child with a LLN (ii).
- An *All About Me* profile with parents /carers and review termly for a child with a LLN (i).

*For a child with a medical diagnosis or disability, who has full access to all curriculum areas, **only** an 'All About Me Profile' should be completed, including a current photograph.*

### **Step five: Record of interventions**

Using information within the APDR the class teacher will plan interventions on an '*Intervention timetable*'. This will include: the type of intervention; frequency and duration; ratio of adults to children and adult support. An '*intervention record*' will be kept to monitor the child's attendance and their attainment pre and post intervention. '*BSquared*' or another SEND tracking tool may be used to track the child's progress. Class teacher to update '*All About Me*' profile - **provision and programmes of support**.



### **Step six: Provision Map**

The SENDCO will use the information in the APDR and Intervention timetable to 'provision map' the support the child is receiving.



### **Step seven: External agency support**

If a child makes limited progress towards their targets the intervention programme may continue and a referral may be made to the relevant external agency/agencies for additional support and recommendations: Targeted Education Support Service, Education Psychology, Outreach, Speech & Language, Occupational Therapy.

Class teacher to action all recommendations, monitor the child's progress towards the targets closely and discuss the child's progress at review meetings.



### **Step eight: EHC referral**

If following targeted intervention and support from one or more external agency a child is not making the expected progress, the SENDCO will gather evidence for an EHC referral:

- Tracking data
- All About Me
- EHC Assessment
- External agency reports and reviews
- NHS Reports
- Costed provision map
- Medical questionnaire and reports (if applicable)

An EHC Panel is held to support the Local Authority to decide whether to accept a referral and recommend whether an EHC Assessment should be undertaken. The time taken to produce an EHC Plan is 20 weeks.