

# The Graduated Response Flowchart

## Step 1. Teacher Initial Concern (Universal)

Parent/carer or teacher express concerns around child or young person's progress:

- Teacher and parent carer meet to discuss concerns and complete checklists.
- Teacher and parent carer reflect on universal barriers to learning and working through the identified areas of need where there is a concern.
- Teacher completes additional assessments and checklists in the areas identified as a concern.
- Teacher puts in place targeted high quality teaching to address identified gaps in learning.
- Teacher and SENCo discuss in termly pupil progress meetings any concerns and progress being made by child.

**Parent/carer and teacher meet. Has the child or young person made satisfactory progress?**

**Yes**

Teacher to continue with these adaptations.

**No**

- Teacher discusses concerns with parent/carer and SENCo.
- SENCo meets with teacher, parent/carer and child or young person to discuss next steps and begin targeted SEN Support.

## Step 2. Targeted Support (SEN Support)

Teacher, parent/carer and SENCo complete first cycle APDR captured on an ADPR form agreeing outcomes and targeted provision.

**Parent/carer, teacher and SENCo meet. Has the child or young person made satisfactory progress through targeted support?**

**Yes**

Continue with the targeted support – further cycle of APDR or maintain universal adaptations if concerns have reduced.

**No**

- SENCo completes more diagnostic assessments to add to learning profile of the child or young person.
- SENCo meets with teacher, parent carer and child or young person to agree further outcomes and targeted provision - further APDR cycle.

- School to seek guidance through external services, e.g. educational psychology service, cognition and learning, communication support team, SALT and Autism in schools team.
- APDR updated with further outcomes and targeted provision at SEN Support

**Has the child or young person made satisfactory progress through targeted support? If no move to step 3.**

## Step 3. Complex/High Needs Support (Education, Health and Care Plan EHCP)

If a child or young person is not making sufficient progress despite a graduated response being implemented where 'the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person' (Code of Practice 6.63), then a statutory education health and care needs assessment (EHCNA) could be considered. We encourage parent carers and child and young person to work with their school or setting when making a request. An EHCNA process takes 20 weeks. If an EHCP is agreed then it must be reviewed annually.

Teacher, SENCo, parent/carer, child or young person (with guidance from professionals) continue cycles of APDR, making decisions on outcomes and provision in partnership. Refer to the EHCP when available and ensure provision within the plan is in place. Review ADPR each term and EHCP annually.