



BRIERLEY FOREST PRIMARY AND NURSERY SCHOOL

Graduated Response

2024 - 25



The Graduated Response

STAGE ONE: Universal Provision

High quality class teaching, effective scaffolding, whole school approaches followed, supportive classroom environment, links between home and school, pupil voice valued, provision of quality resources and reasonable adjustments, targeted group interventions (eg. pre-teaching) use of Routes to Inclusion initial assessments and staff training.

- o Teachers to complete an Initial Concern Form and hand it to the SENCOs.
- o The SENCO and teacher will monitor the child's progress.
- o This will be done by observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child. If, after a period of monitoring and intervention, the pupil is still not making adequate progress a decision may be reached to begin SEND SUPPORT.



STAGE TWO: Additional SEND Provision-SEND Support

Small group support, additional adult support, Nurture Group support, ELSA intervention, Speech & Language support, adapted curriculum to meet learning and emotional needs, specialised equipment, Learning Plans, individual interventions such as Attention Autism, Lego Therapy, Funfit, Precision Teach, Whole Word Approach to Reading, Individual Escalation plan and risk assessment.

- o At this point parents/carers will be notified that their child is to be placed on the SEND register.
- o Individual targets will be set and a Learning plan will be completed.
- o The Learning Plans will be shared with parents/carers each term.
- o Some parents will be asked to attend a review meeting with the SENCO.
- o The SENCO and class teaching will review the child's progress at least termly. The teacher brings tracking data and any assessments of the children.
- o Some pupils with complex needs who require additional support and resources may require Additional Needs Funding (AFN). The SENCO and Team around the child will complete an individual bid for funding based on the level of support required to meet the needs of the individual.



STAGE THREE: Outside Agencies Involvement

We work closely and use the support, advice, resources and equipment provided by;

North Ashfield Partnership, The NCC Communication and Interaction Team, The Educational Psychology Team, Speech and Language Therapy, CAMHS, BEMHS, Local NHS services (including paediatricians, health visitors and school nurses), Early Years Support Service and the multi-agency safeguarding hub.

- o If a child's needs are still not being met, we may need to involve outside agencies to support us and the child.
- o A Getting to Know Me form may be completed for referral to Neurodevelopmental Support Team NST to explore neurodivergence.
- o Some pupils with complex needs may also require Higher Level Needs Funding (HLN). The SENCO & Team around the child will complete an individual application which is submitted to a multi-agency panel from the Local Authority.



STAGE FOUR: Education, Health and Care Plans (EHCPs)

If all the previous interventions have resulted in limited outcomes and a child has a significant, severe or sustained need then a child may require an Education, Health and Care plan. A professional or a parent can request for an EHC Needs Assessment to take place. Evidence from school and other professionals will be submitted and additional assessments will be arranged if the assessment process moves to Stage 2. If an EHCP is put in place, parents, the child and professionals will all work together to plan short, medium and long term goals for the individual pupil.

- o The EHCP is reviewed annually by all stakeholders.