

The Leys Graduated response to special educational needs

Stage	Who is Involved	What Happens	Purpose / Expected Outcome	Typical Timeframe	Documentation / Evidence
1. Initial Concern Identified	Class Teacher Parent	<ul style="list-style-type: none"> Teacher or parent identifies a concern regarding a pupil's learning, communication, social, emotional, or sensory needs. Initial discussion between teacher and parent to share observations and plan informal support. 	Early identification of potential additional needs.	Ongoing - usually within one half-term of concern arising.	<ul style="list-style-type: none"> Teacher notes Parent meeting record
2. Information Gathering, Quality First Teaching (QFT) Adjustments and Hertfordshire ordinarily available provision	Class Teacher Parents Pupil	<ul style="list-style-type: none"> The teacher gathers assessment data, work samples, and observations. Classroom differentiation and adjustments implemented (e.g. visual supports, chunked instructions, targeted questioning). Progress monitored 	To determine whether needs can be met through high-quality, differentiated teaching.	6-8 weeks (one review cycle).	<ul style="list-style-type: none"> Assessment data Work samples Ordinarily available provision

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3. Monitoring and Review of QFT and ordinarily available provision impact	Class Teacher Parents	<ul style="list-style-type: none"> Review meeting held with parents to discuss progress and next steps. If limited progress despite adjustments, concerns are shared with the SENDCo. 	To decide whether further intervention or SENDCo involvement is required.	End of initial 6-8 week cycle.	<ul style="list-style-type: none"> Review meeting record Updated assessment data
4. Referral to SENDCo	Class Teacher, SENDCo	<ul style="list-style-type: none"> Teacher or parents to book a meeting with the SENDCo. SENDCo reviews information shared and any further exploration needed. Decision made whether to initiate SEN Support. 	To confirm whether the child should begin to receive SEN Support.	Within 2-3 weeks of review.	<ul style="list-style-type: none"> SEND concern form Observation notes Parent meeting record
5. SEN Support Initiated	SENDCo Class Teacher Parents Pupil	<ul style="list-style-type: none"> Pupil added to SEND Register. Pen picture and SEN tracker created with SMART targets and specific interventions Additional or adapted support implemented. 	To provide targeted, structured intervention beyond classroom differentiation.	SEN Support Plan written within 2-3 weeks; reviewed termly (approx. 12 weeks).	<ul style="list-style-type: none"> SEN tracker and pen picture Intervention records

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6. Assess - Plan - Do - Review (APDR) Cycle	Class Teacher SENDCo Parents Pupil External Professionals (if involved)	<p>Assess:</p> <ul style="list-style-type: none"> Identify precise needs through assessment, observation, and discussion. Parents are sent a questionnaire to share relevant information with class teacher Pupil voice <p>Plan: Outcomes and provision are planned taking into account pupil, parent and staff voice</p> <p>Do: Implement planned interventions and strategies</p> <p>Review: Evaluate impact and adjust support as needed.</p>	<p>To ensure provision is effective and responsive to ongoing needs.</p>	<p>Reviewed termly</p> <p>Autumn - shared parents evening in October</p> <p>Spring - shared parents evening in February</p> <p>Summer - shared by email in May</p>	<ul style="list-style-type: none"> APDR review records Updated support plan Parent questionnaires

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7. Involvement of External Agencies	SENDCo External Professionals (e.g. EP, SALT, advisory teacher) Parents Class Teacher	<ul style="list-style-type: none"> If limited progress continues after a number of APDR cycles, SENDCo seeks advice from relevant external specialists Reports and recommendations used to inform provision and targets. 	To gain specialist advice and support to refine strategies and interventions.	Typically after 2-3 terms of internal SEN Support, or sooner if needs are complex.	<ul style="list-style-type: none"> Referral forms Specialist reports Updated provision plans
8. Consideration for EHC Needs Assessment	SENDCo Parents External Agencies Local Authority	<ul style="list-style-type: none"> If progress remains limited despite sustained SEN Support and external input, the school and parents may agree to request an EHC Needs Assessment. Evidence of the graduated response is submitted to the Local Authority. 	To determine if the pupil requires an Education, Health and Care Plan (EHCP) to meet their needs.	Usually after 3 or more terms of documented SEN Support and intervention (or sooner if needs are complex).	<ul style="list-style-type: none"> APDR cycles External agency reports EHCNA request paperwork