

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>	To ensure provision is effective and responsive to ongoing needs.	Reviewed termly Autumn - shared parents evening in October Spring - shared parents evening in February Summer - shared by email in May	<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