



Coddington CofE Primary and Nursery School

Coddington C of E Primary School's Graduated Response Overview

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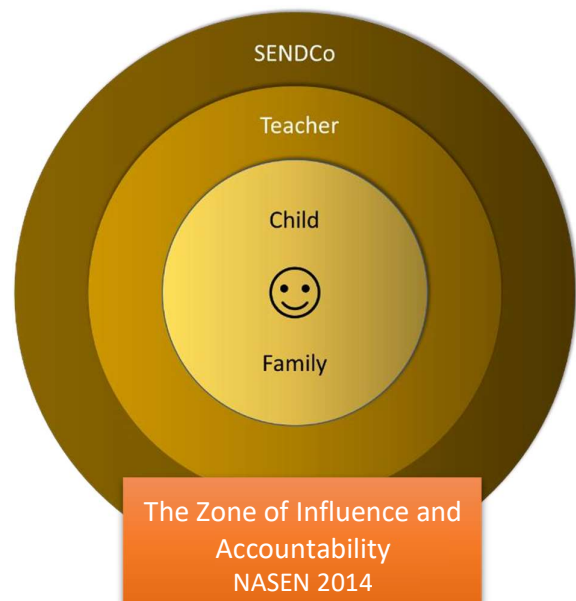
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1. Rationale

We want all children at Coddington C of E Primary School to have an inclusive education and to help that a concerning pathway or graduated response to SEN has been devised. The resources referred to can be found in the Graduated Response Folder.

Why is my role as classroom teacher important? Most learners with special educational needs will receive the majority of their support in the classroom. The aim of this support is to ensure that they access the curriculum and maximise their potential. Teacher contact with them is crucial since you are the expert on the learner. You know how they interact with the curriculum and within the classroom. You will be formatively assessing them through every interaction. This perspective, alongside the learner themselves and their families, is central to being able to work successfully with SENCOs and other specialists to unlock their potential.

Once you have observed a potential barrier to learning, gather as much information as possible. When identifying special educational needs, we can often overly focus on the things the learner is not able to do but it is just as important to notice all the things the learner can do. Knowing a learner's strengths and interests is how teachers can start developing provision to help the learner improve and achieve.





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2. Assess, Plan, Do, Review (APDR)

Every child with a special educational need (SEN), who requires provision which is additional to or different from the support generally available to other children of the same age, should receive SEN Support to overcome barriers to learning.

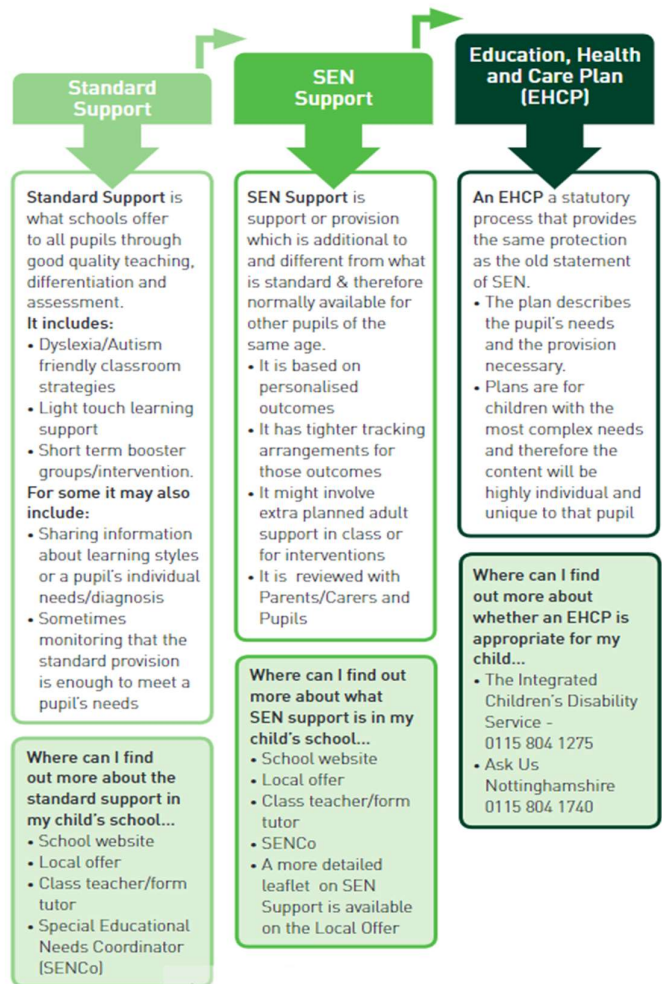
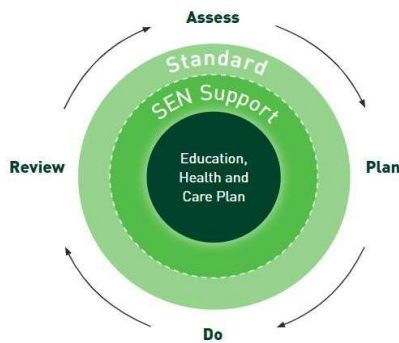
Cycles of Assess, Plan, Do and Review (APDR) ensure that

A: good knowledge of the pupil is had, views are shared.

P: thought as to how to help move the child on based on these assessment and views is considered.

D: there is enough time doing the activities or alterations to give impact a chance and then,

R: successes or failures are recognised and used alongside another round of assessments to form another cycle of APDR.



What do we mean by assessment?

This could be:

- SEN specific and include PIVAT, EY B Squared, B Squared, AET framework, Strengths and difficulties, Motional (SBAP).
- Or observations/informal assessments such as Quality First Teaching document, pupil observations, SENCo reports, parent and pupil views
- External advice and information from SFSS, concerning behaviours pathway, GP referrals, CAMHS referrals, EHCP, Early Help Unit, Family Service, EHAf, MASH



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3. The Graduated Response

STAGE 1 CLASS CONCERN

Signs that might indicate an unmet SEN and class/teacher based investigations

- Work refusal
- Constant disturbance (calling out, talking to peers, distracting others)
- Sensory seeking behaviours (rocking back and forth on chair, putting things in mouth, inability to stay in seat, constant fiddling, needing to touch others, making noises)
- Rude or disrespectful language
- Attention-needing behaviours (constantly seeking reassurance, repeating or asking questions they know the answer to, calling out, being the class clown)
- Difficulty with sharing or paired work
- Often have angry or emotional outbursts, seemingly over nothing
- Poor attendance
- School-related anxiety
- Difficulties in the playground or when socialising
- Difficulty with paying attention (often not knowing the answer to a question or what was asked, only able to work for short periods of time, easily digresses from a topic)
- Poor organisational skills (not being able to start work, never remembering the correct equipment, forgetting homework, continually missing deadlines)
- Inability to follow instructions or know what to do
- Attainment gap



The class teacher should start to compile evidence, consider practice and make alterations based on these observations and information gathering. The resources in the Graduated Response Folder have been collated by the SENCo to assist staff. These should be completed prior to asking for any further SENCo support and provide evidence to warrant further support.

From this information, at least one round of intervention should take place.



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STAGE 2 INVOLVING THE SENDCo

Teachers are accountable for the progress and development of the learners in their class and remain responsible for working with all learners daily. As part of the role, SENCOs are able to support and provide guidance to teachers and teaching assistants working with learners with SEND in their classes. A SENCO's guidance and support is tailored to meet the needs of the school and its learners: it often will include whole-school CPD, classroom observations and consultations with teachers and teaching assistants as part of the graduated approach.

Before seeking advice from the SENCO, check that you have:

- Observed the learner and noted any patterns or triggers
- Know the learner's strengths, interests, and difficulties
- Spoken with the learner's family
- Spoken with the learner
- Put adjustments and/or additional support in place, and recorded the impact
- Trialled incremental changes
- Reviewed the learner's progress



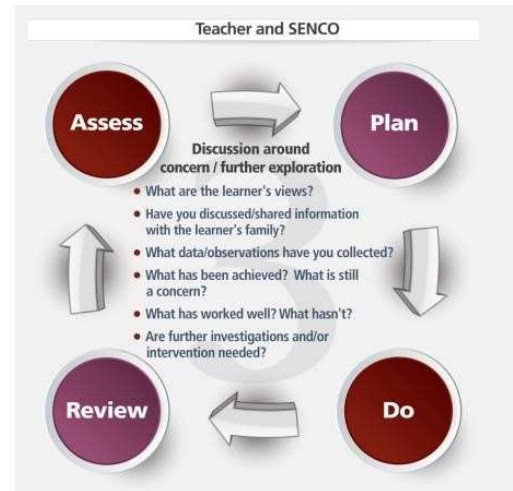
The class teacher will need to pass all of this information on to the SENDCo. The Stage 2 form will be completed by the class teacher and emailed to the SENCO. The neurodiversity checklist will have been completed by the class teacher and may also have been sent home for parents to complete.



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STAGE 3 SENCo Involvement

If a learner is continuing to make less than expected progress, despite consistent provision that supports the identified area(s) of weakness, you and the SENCO will work together to review the learner's progress and explore additional support and/or guidance that may be needed to support the child. The SENCO will support you in the further assessment of a learner's particular strengths and weaknesses and as part of this process the SENCO may need to complete additional observations and/or assessments to better understand a learner's needs.



STAGE 4 External Support



In some instances, a SENCO may refer a child to an external agency or specialist teacher. A referral to an external agency or specialist teacher may result in:

- Feedback to the school on further strategies to try in the classroom prior to re-submitting a referral if needed later
- Further investigation, which will typically include: an observation of the learner in the school and/or at home conversations with the learner, their family, and school based staff working with the learner
- Standardised assessments, e.g., clinical assessments, questionnaires, rating scales



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Graduated Response Strategy

Summary Flowchart

Resources are within GR Folder

