

Graduated response pathway (each step to be recorded on CPOMs and documents attached)

Regular assessment and tracking of all children during pupil progress meetings with Assessment Lead and SENCO. Discussions about children making slow progress despite Quality First Teaching (high-quality, inclusive classroom teaching that is designed to meet the needs of all learners, rather than relying on extra help outside the classroom to help a child keep up), adaptive teaching and the impact. Class Teacher completes Concern Form with targets related to main area of need, plans and implements targeted in-class support.

Class teacher and SENCO review after an appropriate period of time - usually 6-8 weeks.
Discuss slow progress with parents.

Good progress -
continue to monitor
and keep strategies
in place if needed

Slow progress -
adapt strategies, consider
other factors that might be
affecting progress. Write
new concerns targets. Review
in 6 weeks

Limited progress and more than a year behind in any area - Meet with parents and discuss concerns in school and gain more information about home. Seek permission to put the child on the SEN register. Write first IEP with parental input to complete the pupil profile

Provide class provision that is additional to and different from normal provision including QFT with teacher, regular 1-1/small group lunchtime interventions with teacher and any suitable intervention groups matched carefully to the child's main are of need

Review IEP termly with parents and update profile

Good progress -
amend targets and start
another cycle if still
more than a year behind

Some progress -
adapt strategies based on
knowledge of the child and
start another cycle

Slow progress -
further assessments/advice sought from outside
agencies. Further adaptation of strategies and
provision. Another cycle of support started.