

SEND Graduated Response Flowchart

Step 1: Initial Concerns.

Parent/carer or Teacher express concerns around a child's progress.

Teacher and parents meet to complete Initial Concerns Form. The SENCo will be made aware of these early concerns.

The class teacher puts in place Quality First Teaching strategies to start the 'Assess, Plan, Do, Review' process. (a minimum of 8-12 weeks – 1 Assess, Plan, Do, Review cycle)

Has the child made satisfactory progress through Quality First Teaching?

Yes

Carry on with these adaptations

No

Step 2: Targeted Support

If sufficient progress is still not being made, the parents/carer, Class Teacher and SENCo will meet to discuss a School Focus Plan (SFP). Targeted Strategies will then be put in place (including support from outside agencies if appropriate). (a minimum of 16 – 24 weeks – 2 Assess, Plan, Do, Review cycles)

Monitor the child's progress through the 'Assess, Plan, Do, Review' process.

Is the child making sufficient progress through Targeted Support?

Yes

Carry on with targeted support

No

Step 3: Complex Support

If a child is not making sufficient progress then a Needs Assessment will be considered. This decision will involve advice from professionals such as the Education Psychologist. If Cheshire East feel there is evidence that the needs of the child are greater than Step 2(SFP targeted support) then the school can apply for an Education and Health Care Plan (EHCP) on behalf of the child. This process takes 20 weeks to be implemented.

Is the child making progress through an EHCP?

Yes

Carry on with the EHCP

No

Step 3: Specialist Support

If the EHCP does not meet the needs of the child, then consideration may be given to alternative provision in exceptional cases where a mainstream setting cannot meet the SEN of a child