

## Graduated Response and SEN Support Pathway

“SEN support” is based on the assumption that children / young people (CYP) are already receiving ‘high quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people.

If quality first teaching and effective differentiation is not alleviating the concerns regarding a child’s progress then the setting will consider following the graduated response and addressing the relevant SEN needs via SEN Support.

### **SEN Support**

School /Setting begins the four part cycle of the graduated approach – Assess / Plan / Do / Review (A-P-D-R). Depending on CYP’s needs it is possible a number of cycles of A-P-D-R will occur

### **SEN Support**

Where a pupil continues to make less than expected progress, despite evidence based support and interventions matched to the pupils needs the school should consider involving specialists. Another cycle of A-P-D-R will occur with advice from relevant professionals.

### **SEN Support**

Support is reviewed to establish if the CYP begins to make progress with additional support / intervention in place via the graduated approach and supported by school via SEN Support and SEN Notional Budget.

### **SEN Support**

As a result of outside agency involvement the CYP begins to make progress with additional support / interventions in place. The setting monitors progress and continues to provide support via their SEN Support and SEN Notional Budget.

### **Request Statutory Assessment**

If the child or young person (CYP) is not progressing at SEN Support, despite interventions as recommended by specialists, professionals and / or parents can request an EHC Needs Assessment