



HOLBROOK C OF E PRIMARY

Our Graduated Response

At Holbrook CofE Primary, we promote an inclusive approach to SEND in line with the SEND Code of Practice and the Derbyshire County Council Graduated Response process.

ASSESS

Children are continually monitored and assessed by all adults in the class in order to identify any potential barriers to learning or socialisation. If concerns are raised by teachers or parents/carers, the SENDCO will support teachers by reviewing provision for the child, ensuring [quality first teaching](#) is fully in place and implementing activities such as small group work or special intervention programmes to help the child. The views of the child are sought.

PLAN

After a period of up to 6 weeks, the progress of the child is reviewed. In conjunction with parents, the SENDCO and class teacher will decide upon the support required by each individual child and a review date will be set.

DO

Interventions are implemented by the class teacher or the TA. The SENDCO oversees this process and where necessary, offers advice and/or support. The impact of the intervention is monitored.

REVIEW

If difficulties continue, the SENDCO and Class Teacher would suggest additional support and/or assessment. Following this, the child may be placed on the SEN Support Register after consultation with parents/carers. Children at this point usually have an individual education plan (IEP) which is reviewed with parent/carers termly. If necessary, the SENDCO may look to external agencies for further support, with the consent of parent/carers. If a child's needs are complex and they require significant support to make progress and access the curriculum, school can apply to the Local Education Authority to provide Inclusion Panel funding and/or to gain an 'EHCP' (Education and Health Care Plan) which sets out what targets a child should be working on and what support they are entitled to receive.



THE REVIEW CYCLE

SEND reviews take place four times per year. These are usually in September, January, April and July. In September, long term goals are set for each pupil with SEND. Parents/carers are invited to attend meeting with their child's class teacher (and the SENDCO where necessary) to review targets and check progress against long term goals.

PUPIL VOICE

Pupils are encouraged to take an active role in the target setting process. Pupils with SEND create One Page Profiles with their class teachers so that any adult working with them knows the best way that they can be supported.

CLASSROOMS

We ensure that all of our learning environments are fully inclusive and meet the needs of all pupils in our school e.g. each classroom has a visual timetable and teachers use wiglit to support pupils with language and communication needs.

MONITORING AND REPORTING

SEND pupil attainment and progress data is analysed termly by the SENDCO and headteacher and presented to governors.