

## A Graduated Response to SEND

What are the procedures for getting support for a pupil who has, or may have, a SEND?

**All children must have access to High Quality Teaching.**

As part of the SEND Code of Practice, we must regularly assess children following the **Assess, Plan, Do, Review** (APDR) cycle.

Identify	<b>Sharing concerns</b> <ul style="list-style-type: none"><li>• Class teacher will share the concern with parents or</li><li>• Parents may share their concerns with the class teacher.</li></ul>
Assess	<b>Information gathering</b> <p>This may include:</p> <ul style="list-style-type: none"><li>• Classroom observations</li><li>• Pupil voice</li><li>• Standardised assessments in reading, maths and/or phonics.</li></ul>
Plan	<b>Planning the support</b> <ul style="list-style-type: none"><li>• Class teacher will write an APDR which will address identified areas of need.</li><li>• The APDR will be shared with parents.</li><li>• The pupil may be added to the SEND Register.</li></ul>
Do	<b>Delivering the support</b> <ul style="list-style-type: none"><li>• Ensure pupil receives appropriate support and/or interventions as identified on the APDR</li><li>• Employ any appropriate additional resources</li><li>• Use appropriate differentiated planning or strategies</li></ul>
Review	<b>Is the Plan working?</b> <p>The following <i>will</i> take place:</p> <ul style="list-style-type: none"><li>• Review the APDR and set new targets to be shared with parents</li><li>• Repeat assessments, where appropriate, and compare against the baselines.</li></ul> <p>The following <i>may</i> take place:</p> <ul style="list-style-type: none"><li>• A discussion between teacher and SENDCo.</li><li>• An observation by the SENDCo.</li><li>• Parental meeting with class teacher and SENDco</li></ul> <p>If very minimal progress or no progress has been made after multiple rounds of APDR, then it may be appropriate to make a referral to the Specialist Teaching Team or other outside professionals.</p> <p>The ideal outcome is that the pupil will move away from needing an APDR and be achieving and attaining at the same rate as their peers.</p>