

Graduated response; SEND Code of Practice – SECTION 6.62



Graduated response; SEND Code of Practice – SECTION 6.62

SEND Code of practice Section 6.62

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

ASSESS

When concerns about a child's progress or difficulties arise (remember this can be Academic attainment or social difficulty):

- The pre-school/nursery of class teacher together with the SENCO should assess where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness.
- Where progress is less or continues to be less than expected, the class or subject teacher, working with the SENCO, should assess whether the child has SEN.
- While informally gathering evidence (including the views of the child and their parents) there is no need to delay putting in place extra teaching or other interventions designed to secure better progress.
- The child's response to early interventions can help identify their particular needs, interventions. Trial and error can be very informative and teachers do this with all children to find stimulating approaches to learning – it is no different for children with SEN. They will nearly all be capable of learning – once you find the right approach.

PLAN

- Classroom and subject teachers work together with the SENCO, drawing in specialist expertise for additional insight to remove barriers to learning
- Agree likely strategies to support learning
- RECORDED and copy provided to parent CYP in writing

Do

- Put in place effective provision, equipment, training, resources
- Experiment with strategies that suit the individual child – teachers do not have to treat everyone the same!
- Observations recorded – small steps are progress!

REVIEW

- Assess learning and progress to establish what has worked, what didn't work, small progress or no progress.
- Agree with family/practitioners/YP if progress has been made/sufficient before stopping interventions.
- When progress has not been sufficient:
 - Plan and Do again.
 - And again...