



Our Graduated Response at Hulland Church of England Primary School

At Hulland, we passionately believe in the importance of inclusion and equality for all children and strive to ensure that these values are at the heart of our SEND practices. We will always involve parents and children in key decisions, as well as planning and reviewing progress; we know that parents are the first educators of their child and that we need their knowledge and co-operation to plan effectively.

At Hulland, we know that the earlier we identify children with SEND and provide support, the more successful our children will be. We are committed to providing expert support and resources for children with SEND to fulfil their individual potential. Our starting point is to guarantee a whole-school graduated response model to provide for the needs of children with SEND. We ensure that children are identified early and that all staff have the knowledge and skills to support all children, including those with SEND, throughout our School.

Begin process of applying for top-up Inclusion Funding or EHCP route if eligible



Stage 1 – Initial concerns/lack of progress identified	Stage 2 – Raising concerns	Stage 3 – SENDCo support	Stage 4 – Assessment and specialised provision	Stage 5 – Outside agency support
<p>Class teacher and TA support team to review current arrangements. Ensure needs are initially addressed by refinements to QFT and/or interventions.</p> <ul style="list-style-type: none"> QFT strategies. Learning environment checklist. Inclusion checklist. Dyslexia friendly checklist. Behaviour policy in line with clear and consistent expectations. Communication friendly environment checklist. Intervention/support evident on provision map and reviewed. Data analysed for patterns. Parents engaged and aware of how their child is doing in school. 	<p>Despite adjustments to QFT/interventions(s), limited or no progress is made and concerns remain.</p> <ul style="list-style-type: none"> Teacher to inform SENDCo through 'Initial Concerns' form. Or Book in a session with SENDCo to complete referral together if further guidance or support is required. SENDCo to add child to the monitoring list. Teacher to inform parents that child is to be added to monitoring list. Parents advised to see SEND information report on our website. SENDCo/Teacher to discuss with parents further if required. 	<p>Supporting QFT:</p> <p>SENDCo:</p> <ul style="list-style-type: none"> Observation conducted. Analyse provision maps Analyse planning and scaffolding in child's books. Identify any strategies/interventions not already in place. Identify area of SEND and place on the Special Educational Needs register. 	<p>ASSESS – PLAN – DO – REVIEW cycle</p> <ul style="list-style-type: none"> Teacher to create IEP and review termly. Parents to be informed throughout; which assessments are being use, what does support look like etc. <p>If need is behavioural:</p> <ul style="list-style-type: none"> Teacher/SENDCo discussion to see consider and Individual Behaviour Plan is needed and/or referral to behaviour support. <p>If need is learning:</p> <p>SENDCO to complete further assessments if needed eg. Dyslexia, Dyscalculia screening.</p>	<p>When support is not having a measurable impact, SENDCo (alongside parents) will request support for staff from outside agencies. These may include:</p> <ul style="list-style-type: none"> Autism Outreach Educational Psychology Behaviour support team SSSEN team Speech and Language therapy <p>Extra funding may be required at Stage 4 or Stage 5 so the SENDCo may submit an EHC Needs Assessment or a request for Derbyshire Inclusion Funding.</p>