

# SEND Graduated Response at William Ransom



## Step 1 – Initial Concern (Universal Support)

Teacher and/or parent/carer identify an area of need. SENDCo made aware of early concerns. Class teacher adapts classroom practice within universal provision: Quality First Teaching and Ordinarily Available Provision.

Has the child made satisfactory progress through high quality teaching?

Yes

Teacher continues with these adaptations.

No

SENDCo meets with parent/carer to gather information and discuss next steps. Begin targeted SEN support.

## Step 2 – Targeted Support (SEN Support)

Teacher, parent/carer and SENDCo agree targets for Learning Plan. Child is added to the SEN register. Two cycles of APDR (Assess, Plan, Do, Review) take place.

Has the child made satisfactory progress through targeted support?

Yes

Continue with targeted support for a further cycle of APDR, or maintain universal adaptations if concerns have reduced.

No

School to seek advice from external agencies, as appropriate and available. Continue APDR cycles with termly reviews.

Has the child made satisfactory progress through further targeted support?

Yes

## Step 3 – Complex/High Needs (Education, Health and Care Plan – EHCP)

Gather further information to ascertain whether an Education, Health and Care Needs Assessment (EHCNA) is appropriate.

The EHCNA process takes 20 weeks.

If an EHCP is agreed this is a statutory document that is reviewed annually.

No

### Useful References:

Hertfordshire Local Offer: [The Hertfordshire SEND Local Offer](#)

SEND: Guide for Parents and Carers: [SEND: guide for parents and carers - GOV.UK](#)