



Graduated Response

This document shows the types of support as part of our graduated response to Special Educational Needs.

What we offer children who need more support to make progress

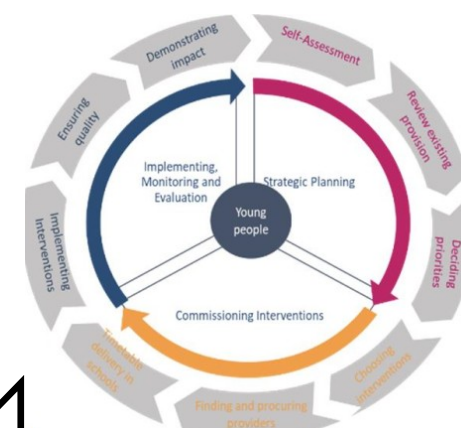
High Quality teaching (what we offer every child)
High Quality teaching, monitored by SLT (senior leadership team), we offer:- personalised learning for learners who require a more personalised approach, access to equipment, interventions in class to address misconceptions, classroom behaviour strategies, parent/carers discussions, strategies to support EAL learners, SENCO advice, visual and kinaesthetic learning materials, visual timetables and prompts, scaffolding of tasks, explicit teaching of key vocabulary, precision teaching, reduced language, targeted questioning, dyslexia friendly teaching approaches, pupil progress meetings, regular assessment, transition planning, reasonable adaptations to the environment. Further examples can be found on: <https://www.harrow.gov.uk/send-local-offer/ordinarily-available-inclusive-provision-oaip>

Targeted Support
Small group interventions through provision maps, School Support Plans (SSP's), pastoral reviews, SENCO advice, Family workshops, training for teachers and TA's, Lego therapy, ELSA support, meetings with parents, sign posting to parent support groups such as Family Hub, Harrow Horizons, Hope Harrow, Parenting SMART, or Incredible Years.

SEN Support (targeted +)
Personalised curriculum, referrals or support from Speech and Language therapist, Educational Psychologist, CAMHS, CDC, IEPs/Individual Provision maps, multi agency meetings with parents (SEND plans).

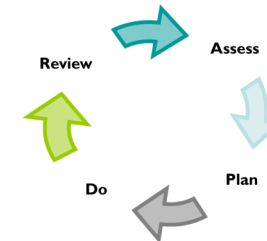
EHCP Assessment (Specialist)
Educational psychologist input, on going multi-agency meetings and Assessment through EHCNA process.

EHCP
0-25
Reviewed annually.



What we offer to children who need even more support to make progress.

Everyday high quality teaching and learning that ALL pupils at Grimsdyke School are entitled to.



Graduated Response

What do children at each stage of the graduated response look like?

Children who need more support to make progress

EHCP

0-25

EHCNA

**Assessment
(Specialist)**

Assessment for an EHCP

Parental request or joint request. Child requires a high level of support and is not making progress. This would need to be documented through our Assess, Plan, Do, Review processes (APDR).

SEN support (Targeted +)

Despite intervention the gap has not been narrowed. Child continues to show up as red (flexible) on our assessment. Performance within EYFS which is markedly below that at which children of a similar age are expected to work. Child has physical needs which impact on learning. Advice has been sought from experts at hand, but has not had an impact. Concerns have been discussed with parents and they have been informed that the child has been identified as having a Special Educational Need.

Targeted Support

A child may be identified for **targeted support** following concerns raised by their teacher, parents or an external agency. This may be due to limited progress despite high-quality teaching and classroom strategies, significant concerns identified through assessment, developmental delay in EYFS, or ongoing behavioural, emotional or learning needs. Parents are kept informed throughout the process, and support is planned through targeted interventions and provision maps. Where appropriate, consideration may also be given to identifying a Special Educational Need (SEND).

High Quality teaching (what we offer every child)

All children fall into this category. Staff have been provided with extensive training through the PINS project in adaptive teaching to support HQT supported by Harrow's [Ordinarily Available Inclusive Provision](#).

Parents/carers and the child will be fully involved in the decision making process right from the start.

Children who need even more support to make progress.

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