

## Graduated Response System

This system is put into place when it has been observed that a child is not making the progress that is expected.

Firstly, the activities we offer are adapted to accommodate individual learning styles as children learn at different rates and in different ways. What may benefit one child does not necessarily benefit another child.

If progress is still not being made we will discuss our concerns with parents/carers and show the observations we have made to them. We would suggest that extra help and adult input is offered to the child to help them progress in their development and learning.

At this stage (and with parental consent) we would invite our Area Senco to come and observe the child and support us in our findings and ask for their input in how best to help the child.

We would then implement 'SEN support' which is a system which enables us to give a child extra support to enhance their learning and this would be achieved by creating an Individual Support Plan (or ISP).

The ISP is a document which details a specific area of learning that needs to be achieved, and how to reach that target is broken down into small manageable steps so that the child can and will achieve their goals.

The ISP is reviewed every half term (approx every 6 weeks) and progress is monitored and recorded. As the area of learning has been broken into smaller, manageable steps it is hoped that the target has been achieved and new targets will be set.

If a child responds well it may be that they have 'caught up' with their peers and no longer need the extra input that being on 'SEN support' offers them.

If the target is not achieved in this time, the review enables parents/carers and staff to discuss why they feel this has happened and to reconsider different steps and ways of helping the child to achieve the target set.

If a child has not achieved the target set it may be necessary to look to outside professionals (such as Physiotherapists or Speech & Language Therapists etc) to ask for their expertise in helping the child to progress. The help of outside professionals is invaluable as they will advise us on how best to serve the child and achieve the targets being set for them.

Again, if the child responds well this may be the only form of extra help and support that they need to enhance their learning and bring them up to age appropriate development.

If progress is still slow and development still delayed and extra support and adult input is still required to enhance the child's learning, a statutory multi-disciplinary assessment can be requested. This takes the form of a structured meeting where all the professionals involved

with the child will either attend the meeting or submit a detailed report stating why they feel the child will still benefit from extra help and support. The request for a statutory multi-disciplinary assessment can be made either by the parents/carers or the setting. By the time this happens the child is nearing school age and a statutory multi-disciplinary assessment can lead onto the child being issued with an Educational Health Plan.

By implementing a Graduated Response System we are giving a child with an additional need the chance to develop and enhance their learning in a loving environment. Research has shown that early intervention greatly benefits a child who has an additional need and sets them on the right path to enjoying the process of learning and developing their skills to their full potential – whatever that may be.

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01/12/09

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