

## 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 expected progress is still not achieved, 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 Early Years SEN Advisor 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). This plan is drawn up in partnership with the child's parents/carers and any external agencies who maybe involved.

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 consider different steps and ways of helping the child to achieve outcomes.

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.

## **Statutory education, health and care (EHC) assessment and plan**

### **Statutory assessment**

- If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
- If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years setting.
- Children aged under age two are eligible where an assessment has indicated that the child is likely to have SEN which requires an EHC plan when they reach compulsory school age.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
- The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.
- Settings should prepare by collating information about the child's SEND including:
  - documentation on the child's progress in the setting
  - interventions and support provided to date
  - evidence of external agency assessment, support and recommendations
  - parental views and wishes (and where appropriate those of the child)
    - The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.
- The local authority must inform the child's parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then

inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.

- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.
- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents in the preparation of the plan ensuring that their views and their child's preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents have the right to request a particular provision for their child to be named within their EHC plan.
- If an early years setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

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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