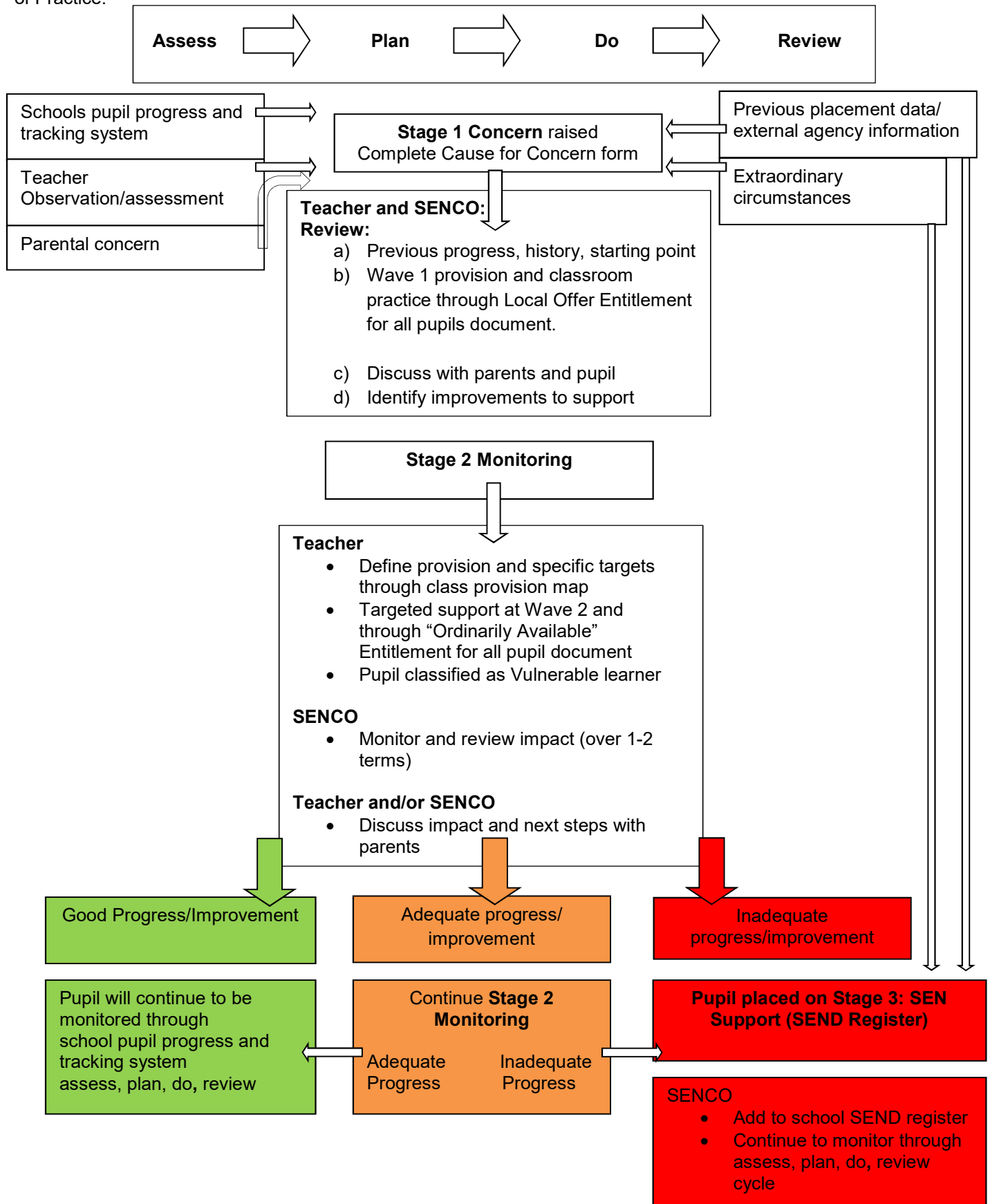


St Oswald's Graduated Response and Identification of SEN

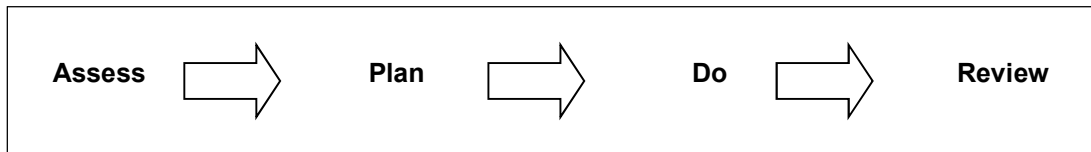
School provision follows a graduated response within an **Assess-Plan-Do-Review** cycle. The school will take action to remove barriers to learning and adopt the graduated approach with four stages of action as identified in the 2014 Code of Practice:



N.B: External advice and support may be sought at any point in this process to support effective decision making and planning.

St Oswald's Graduated Response for all Vulnerable Learner Pupil Needs

School provision follows a graduated response within an **Assess-Plan-Do-Review** cycle.



This draws on detailed approaches, frequent review and specialist expertise in successive cycles in order to match interventions to the SEN and/or additional needs of all children as identified in the 2014 Code of Practice and as per school provision for all pupils.

Graduated Response for Managing all Vulnerable Learner Pupil Needs

- **Stage 1:** Cause for Concern is raised by staff.
Staff discuss and identify ways to support pupil;
Discuss with parents (and pupil if appropriate);
Record on class provision map and school overview of need;
Monitor and review impact (usually 1 term). If progress is not made move to Stage 2.
- **Stage 2:** Targeted/Wave 2 support;
Discuss with parents (and pupil if appropriate);
Pupil classified as Vulnerable learner, (not necessarily SEN);
May be appropriate to record support for pupil on Pupil Passport/Individual Provision Map, dependent on support being given and if the information will help the pupil to make progress;
Record on class provision map and school overview of need;
Monitor and review impact (usually 1-2 terms). If progress is not made move to Stage 3.
- **Stage 3 Sen Support:** Specialist/Wave 3 support;
Discuss with parents (and pupil if appropriate);
Pupil remains as Vulnerable learner and also placed at SEN Support on the SEN register;
Record support for pupil on Pupil Passport/Individual Provision Map. Monitor and review impact (usually 1-2 terms).
If progress is made consider removing from SEN Support or maintaining.
- **EHCP – Statutory Assessment**
If progress is not made despite receiving sustained high quality targeted and specialist support then consideration will be made for a request for an EHCP.

It is important to distinguish between children with SEN and those children who are underachieving but who can and will catch up.