

The Graduated Response Flowchart

For most children or young people where there is a concern, the school should work through a graduated response 'to ensure the relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person has been taken.' (CoP 9.14) and as per the Code of Practice 6.44. 'In a very small minority of cases children or young people may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out its full chosen assessment procedure.' (CoP 9.3)

This flowchart is intended as guidance for schools, parent carers, and CYP. It shows an example of what a graduated response might look like when working collaboratively to meet a CYP's SEN. It signposts to useful documents and templates that could be used to support the implementation and recording of the Graduated Response. Hyperlinks to key documents are indicated through underlined text.

Acronym and Jargon Buster

APDR	Assess, Plan, Do, Review	SEN	Special Educational Needs
A and C	Autism and Communication Service	SEND	Special Education Needs and Disability
CYP	Child or Young Person	SENCO	Special Educational Needs Coordinator
EHA	Early Help Assessment	SPOT	Sensory Physical and Occupational Therapy Service. (Includes Hearing Support Team, Vision Support Team, Physical Impairment and Medical Support Team Occupational Therapy (OT) Team)
EHCP	Education Health and Care Plan	SSE	Support Services for Education
EHNA	Education Health Care Needs Assessment	VSLST	Virtual School and Learning Support Service
EPS	Educational Psychologist Service		

Key Links

SEND Code of Practice 2015 - [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303671/SEND_Code_of_Practice_2015.pdf)

Somerset Local Offer - [Somerset's Local Offer](https://www.somerset.gov.uk/local-offer/)

[Somerset's Graduated Response Tool](#)

[Effective Support for Children and Young People with SEND and their Families in Somerset](#)

[Somerset Parent Carer Forum](#) - enable children and young people and their families to have a voice, gain support and resources and supporting families to support each other.

[SENDIAS](#) - information, advice and support for parent carers and children and young people in Somerset.

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Step 1. Teacher Initial Concern (Universal)

Parent carer or teacher express concerns around child or young person's progress

- Teacher and parent carer meet to discuss concerns and complete Quick Checker in the Somerset Graduated Response Tool
- Teacher and parent carer reflect on Universal Barriers to Learning in the Somerset Graduated Response Tool working through the identified areas of need where there is a concern
- Teacher completes additional assessments and checklists in the areas identified as a concern (see list of assessments and checklists available in the Somerset Graduated Response Tool)
- Teacher puts in place targeted high quality teaching to address identified gaps in learning.
- Teacher refers to Universal Provision Barriers and Strategies in the Somerset Graduated Response Tool implementing strategies appropriate to identified barriers to learning
- Pupil Passport and Universal Barriers and Strategies Record could be created at this stage. (See suggested template on the Local Offer)

Parent carer and teacher meet. Has the child or young person made satisfactory progress through high quality teaching?

Yes

Teacher continue with these adaptations

No

- Teacher completes an Initial Cause for Concern Form with parent carer consent and sends to the SENCO.
- SENCO meets with teacher, parent carer and child or young person to discuss next steps and begin targeted SEN Support.

Step 2. Targeted Support (SEN Support)

Teacher, parent carer and SENCO complete first cycle **APDR captured on an ADPR form** (template available on the Local Offer), agreeing outcomes and targeted provision from the whole school provision map and SEN Support Strategies in Somerset's Graduated Response Tool.

Parent carer, teacher and SENCO meet. Has the child or young person made satisfactory progress through targeted support?

Yes

Continue with the targeted support – further cycle of **APDR** or maintain Universal adaptations if concerns have reduced

No

- SENCO completes more diagnostic assessment to add to learning profile of the child or young person.
- SENCO meets with teacher, parent carer and child or young person to agree further outcomes and targeted provision - further **APDR** cycle. **Review regularly.**
- Update the pupil passport and ADPR with information from further assessment.

Parent carer, teacher and SENCO meet. Has the child or young person made satisfactory progress through targeted support?

Yes

Continue with the targeted support – further cycle of **APDR** or maintain Universal adaptations if concerns have reduced

No

- School to seek guidance through, if not already done, Joint Pyramid's for Inclusion Solution Circles, VSLST, SPOT, A and C, EP Service offers. Service offer information can be found via the SSE website and may be requested via an EHA on Professional Choices.
- APDR and passport updated with further outcomes and targeted provision at SEN Support
- APDR cycles completed with termly reviews

Parent carer, teacher and SENCO meet. Has the child or young person made satisfactory progress through targeted support?

Yes

Continue with the targeted support – Further **APDR** cycle or maintain Universal adaptations if concerns have reduced

No

Step 3. Complex/High Needs Support (Education, Health and Care Plan EHCP)

If a child or young person is not making sufficient progress despite a graduated response being implemented where 'the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person' (Code of Practice 6.63), then a statutory education health and care needs assessment (EHCNA) could be considered. Where a school is making a request, all EHCNA requests should be discussed with professionals from the Inclusion Advisory Services. This might take place during an individual planning meeting or through a JPI. We encourage parent carers and child and young person to work with their school or setting when making a request. An EHCNA process takes 20 weeks. If an EHCP is agreed then it must be reviewed annually.

For further information around EHCP applications refer to the Effective Support Document, section 2 Effective Support for Children and Young People with SEND and their Families in Somerset and **The Local Offer**.

Teacher, SENCO, parent carer, child or young person (with guidance from professionals) continue cycles of APDR, making decisions on outcomes and provision in