



SEND Graduated Approach for Parents

A parent raises a SEND concern to the child's class teacher or the SENCO



If the teacher shares the parents' concerns, the school will complete an 'Initial Concerns' Sheet and inform the SENCO. The child will go on to the SEND monitoring list (this is NOT the SEND register)



The child may receive in class support from the teacher or LSA. Quality first, inclusive teaching conducted by teacher and assessments if necessary. Structured intervention will be organised if necessary



If concerns persist, the teacher will contact the parent to discuss movement on to IEP (individual Education Plan) and SEND register



The child works towards targets on their IEP and provision and assessments are monitored. If at the end of an IEP cycle there is a lack of progress, new provision should be considered



Lack of progress may lead to external assessment – Educational Psychologist, SENISS, Speech and Language, Alder Hey (ASD / ADHD referrals)



If necessary, application for an EHCP (Education Health Care Plan) may be initiated

*if child arrives from another school or from nursery at a certain stage of the process they will continue in this stage.