

## Graduated Support at Putnoe Primary

### Quality First Teaching

- Ongoing Assessment of Plan, Do, Review.
- Graduated response to pupils learning.
- Target tracker
- On-going dialogue between school staff, pupil/carers in the 4-part cycle.
- Pupils' attainment reviewed in half termly Pupil Progress meetings
- CPOMs

### Staff or parents raise a concern about pupil's progress.

- Progress is significantly lower than peers starting from the same baseline.
- Fails to match the previous progress of pupil.
- Fails to close the attainment gap between the pupil and its peers. (End of year expectation chart appendix 1)
- Attainment gap widens.
- Pupil is unable to regulate their emotions/behaviour in the school environment
- Class teacher to review current provision of the graduated response.
- Teacher/parent/child meet to share details of concern
- **If adaptations to QFT are supporting progress, continue. If adaptations to QFT are not supporting**

### Concerns recorded and shared.

- CPOMS
- Pupil Identification Sheet completed by class teacher and shared with SENDCo / Family Worker (appendix 2) This can be completed independently or as part of a Pupil Progress meeting (pupil progress meeting appendix 3). Submit to SENDCo for info prior to observation.
- Observation of child by SENDCo. Observation recorded on Ways forward plan
- Boxall assessment completed (SEMH)
- Early Help Assessment offered to parents
- Meeting between teacher / SENDCo to agree interventions and strategies put in to place. Ways Forward plan completed appendix 4– added to CPOMS/staff common
- Teacher to share this with child and parent for their input

### Pupil is still unable to make progress.

- Way Forward Identification Sheet to be reviewed at Pupil Progress Meeting
- Pupil to be placed on the SEND register and a support plan / pupil support plan (SEMH) to be written. **Wave 3** (Appendix 5)
- Support plan to be reviewed every half term with class teacher, parents, and pupils. (assess, plan, do review) SENDCo there to support where necessary
- Possible referrals to specialists
- If interventions are supporting progress, continue. **Review every 6 weeks and write new targets, share with child/parents etc.**

### Pupil makes progress.

- Continue to monitor through the graduated response.

### Pupil is still unable to make significant progress.

**If interventions are NOT supporting progress, continue to target needs as effectively as possible. School need to demonstrate that they are providing at least 12 hrs of directed support to that pupil**

- ECHNAF (EHCP application request) is submitted to Borough