

SEND principles – The Graduated Response – Moving to ‘SEN Support’ through to EHCP



1. Concern raised. Is progress adequate? Refer to The Graduated Response in the SEN Code of Practice:
 - **Assess** - identify what the core problem is. - All teaching options/faculty interventions explored?
 - **Plan** an appropriate strategy, considering how the child learns best.
 - **Do** - carry out the plan.
 - **Review** - how it is working? Evidence needed.
2. If needs cannot be met after the provision of High-Quality Teaching:
 - **Assess** - identify what the core problem is. Consider screening.
 - **Plan** an appropriate strategy, considering how the student learns the best. Provide intervention, inform parent. Include student on SEN register at ‘SEN support’. Share SEN Profile/IEP with staff.
 - **Do** - carry out the plan.
 - **Review** - how it is working? Evidence needed.
3. If needs cannot be met through the provision of High-Quality Teaching, after intervention and using strategies:
 - **Assess** - identify what the core problem(s) is. Involve parents and student. Repeat the above with an external professional and review needs or strategies. Diagnosis should be considered. 3 months minimum for referral. 2 months waiting for professional report.
 - **Plan** an appropriate strategy, considering how the child learns the best, use advice from professional reports, put additional support/intervention in place.
 - **Do** - carry out the plan. Allow at least a term for strategies to embed with staff.
 - **Review** - how it is working? Evidence needed. Involve parents and student.
4. If needs cannot be met through High-Quality Teaching, intervention additional support, possible diagnosis, and strategies:
 - **Assess** - identify what the core problem(s) is. Involve parents and student. Repeat the above with an external professional and review needs or strategies. **Diagnosis is essential.** 3 months minimum for referral. 2 months waiting for professional report.
 - **Plan** an appropriate strategy, considering how the child learns the best, use advice from professional reports.
 - **Do** - carry out the plan. Allow at least a term for strategies to embed with staff.
 - **Review** - how it is working? Evidence needed. Consider with parent and child, applying for an EHCP.
5. Decision made to apply for EHCP. There is a waiting list for EHCP applications as only 1-2 can be made per term in order to allow for gathering and preparing evidence.

- 6. Preparing for EHCP** - school to decide when to apply, based on experience of ensuring adequate process and evidence for applications. All professional reports must be no more than two years old. This stage can take from 1-2 terms.
- **Assess** what we have explored so far, review of all professional reports and meeting notes.
 - **Plan** next steps – in discussion with parents and child – discuss possible further action, for example: further referral (CAMHS, Compass, Family Support, signpost to workshops etc), high-level internal intervention, TA support increased, appoint a key person, external professional reviews, TAC meeting, timetable review, alternative provision, PSP etc
 - **Do** - carry out the plan. Start compiling a folder of evidence, record everything. Begin filling out the application form for an EHCP. Parent to send any paperwork they have pertinent to the application. Student completes 'My World'
 - **Review** – Meet parent and child monthly, record minutes of meeting. Consider with parent and child, what else can be put in place.
- 7.** Send in EHCP application by school or parent:

0-6 weeks - Step 1

- By week 4 - All documentation required.
- By week 6 - Case considered, whether to go ahead with assessment, parents informed of decision. If the decision is not to proceed an appeal can be made.

6-12 weeks – Step 2

- When the decision is made to proceed with an assessment, the assessment officer will gather information from all professionals involved and may also arrange for further assessments to take.
- The LA will invite parents to provide written advice which will be included in the assessment papers.

12-16 weeks – Step 3

- All the information collected in step 2 will be submitted again for the LA's consideration where it will be decided whether an EHCP can be awarded.
- If a plan is agreed, a co-production meeting will be set up to draft the child's plan. This will be done by the SEND team working closely with parent, child and professionals. A draft will then be sent out to parents and professionals to amend and approve.
- If a decision is made not to award a plan, an appeal can be made.

16-20 weeks – Step 4

- At this final stage the allocated coordinator and SEND team will be working with parents to finalise the plan. Once finalised, the EHC plan will be sent to parents and school to enable the plan to be carried out.
- The EHC plan will be reviewed annually for change and development.
- If parents or school are not in agreement with the plan, an appeal can be made.