

SEND

Graduated Response

2025-2026

Introduction

The Special Educational Needs of the great majority of pupils should be met effectively within mainstream settings, with the Ordinarily Available Offer without the LA needing to make an Education, Health and Care (EHC) Needs Assessment.

The following graduated response supports the school in deciding whether a pupil should be placed on SEN support or whether, after the collection of evidence, an EHCP needs assessment may be required.

For the purposes of our school and to meet the needs of our pupils we have developed the following graduated response to ensure early intervention. Within this there are four stages:

Cause for Concern & Monitoring (Band 1)	Registration at SEN Support Level (Band 2)	SEN Support & ongoing Higher Needs (Band 3)	EHCP (Band 4)
<p>At this stage there maybe concerns around progress or development from parents/carers and teachers or other professionals. This stage is for internal monitoring and assessment and will help build a picture of any pupil who may need to be registered at the SEN support stage. Recorded on CPOMS. Needs met through Quality First Teaching, some intervention and/or adjustments in class. Information may be recorded on the Vulnerabilities spreadsheet to ensure consistency in approach and that key information is passed on during any transitions. Support maybe offered to parents/carers through the SENDCO and or FSO's.</p>	<p>Pupils at this Band will be registered as SEND formally. They will appear on the school SEND register and parents will have been informed. At this stage, pupils will have a One Page Profile (passport) on Edukey. Pupils will also have an IEP on Edukey in order to support monitoring of progress. The pupil will be accessing regular internal intervention which is additional to or different from the majority of their peers. Pupil will be monitored closely during Pupil Progress Meeting discussions. Conversations with parents/carers around progress will be regular and they will be aware that school are monitoring their child. Termly IEP reviews.</p>	<p>Pupils will have a One Page Profile (passport) on Edukey and an IEP Sheet – some pupils will require a more detailed SEND Co-ordinated Support Plan. Plans will be written in conjunction with SENDCO and Parents/Carers, with input from the teacher and child. The plan will summarise needs, intervention and strategies, provision and short and longer term outcomes. As part of assessment and provision, it is likely there will be involvement from one or more external agencies such as: CAMHS, OT, Speech and Language. The pupil is likely to be accessing significantly enhanced provision such as a small group intervention, or additional bespoke adult support. Some children will access additional provision in the Phoenix room. Pupils with a SEN Co-ordinated Support Plan will have annual reviews of the Plan, in addition to the IEP termly reviews.</p>	<p>Evidence of impact and progress at SEN Co-ordinated Support stage is insufficient. There will now be a growing picture of evidence in terms of support, assessments and multi-agency work. At this stage the SENDCO will lead the referral and the meetings required to gain an EHCP needs assessment. Once an EHCP is in place, staff will create an IEP on Edukey with Short term targets derived from the EHCP outcomes will be monitored on a termly basis. An annual review will take place each year to review EHCP and outcomes.</p>

The Graduated Response Quick Guide should help determine whether a pupil needs registering as a Monitoring or as SEN support. If a pupil does need registering the SENDCO will then work through the more detailed Graduated Response with you to determine the level of support and intervention required.

Please use the graduated response by referring to the relevant area of need and highlighting any concerns, bring this along with classroom-based evidence to the SENDCO and we can discuss registration, for example:

- Work
- Observations
- Pupil One Page Profiles and IEP Sheets

- Records of intervention (Provision Map)
- Specific reference to support given in planning
- CPOMS Records
- Attendance Records
- Assessments and progress rates

You do not need to go through the whole Graduated Response, just focus on the area/s of need that are most relevant to the pupil.

The Four Areas of Need

The SEN code of practice outlines four broad areas of need which are broken into different categories in the graduated response:

- **Cognition and Learning**
 - Moderate Learning Difficulty (MLD)
 - Specific Learning Difficulty (SpLD)
 - Severe Learning Difficulty (SLD)
 - Profound and Multiple Learning Difficulty (PMLD)
- **Social, Emotional and Mental Health Difficulties**
- **Communication and Interaction Needs**
 - Autistic Spectrum Disorder (ASD)
 - Speech, Language and Communication Needs (SLCN)
- **Sensory and/or Physical Needs**
 - Physical Difficulty (PD)
 - Medical Needs (Other)
 - Hearing Impairment (HI)
 - Visual Impairment

Graduated Response to formal SEND Identification

Band 1 Cause for Concern & Monitoring

Both parents/carers and teaching staff share concerns about progress or development of a pupil. Discussions have been recorded on CPOMS. Needs met through QFT and class-based interventions and adjustments. Shared on Vulnerabilities spreadsheet. Interventions and related progress are stored in Interventions folder.



Band 2 Registration at SEN Support

The teacher and SENDCO discuss findings from the assessments and evidence and decide whether the child is SEN and what is their Primary Need. The SENDCO or class teacher will contact parents /carers to discuss and seek permission to place the child on the SEN Register. SEN Registration form is completed together. The SEN Code is changed on SIMS. The class teacher also liaises with the pupil's parents/carers. Teacher to create a **One Page Profile and IEP** (SENDCO can support) for the pupil on Edukey.



Ongoing Monitoring

Ongoing monitoring (by class teacher) of the provision outlined on the IEP. The pupil's progress is monitored closely by class teacher a term and progress reviewed on Edukey. Pupils are discussed at Pupil Progress Reviews and any ongoing concerns logged on CPOMS and on Vulnerabilities spreadsheet.

Needs Met



The pupil's needs are met. They may remain on Band 2. Progress is referenced on Edukey. The pupil may continue to need some intervention to support their progress. The class teacher is responsible for passing information onto SENDCO and continuing to monitor their progress.

Ongoing Concerns



Pupils may remain on SEN Support for a sustained period of time. Pupils may require a more comprehensive **SEN Co-ordinated Support Plan**. If additional and different support exceeds the funding delegated to the school budget for SEN, an application for High Needs Block requested from LA by SENDCO.



Band 3 - SEND Support, Higher Needs and Enhanced Provision

Pupils at this stage will have sustained need, which can only be met through provision that is significantly 'additional to or different from' their peers. They will show progress at the SEN Support stage and may remain on this stage for their Educational journey. They are likely to have involvement from outside agencies such as Speech and Language, CAMHS, Occupational Therapy. They will often be accessing additional adult support in school through either small group provision, bespoke intervention or in additional base (Phoenix Room). They will have a One Page Profile and SEN IEP on Edukey, which is led by information from the child themselves and parents.



SEN Support Pupils Ongoing Review

SEN Support Plans are reviewed at least termly by class teacher with parents/carers and pupil views informing next steps. Pupils are regularly reviewed during pupil progress meetings to ensure provision continues to meet need. When there are concerns, a multi-agency review process will be instigated to ensure a co-ordinated approach. Co-ordinated care plans are reviewed yearly, with parent/carers and with input from the child.

If the pupil makes good progress and no longer requires a SEN Support Plan, their name will be removed from the register (parents/carers sign de-registration on registration form). Code is changed on SIMS.



If there becomes concerns surrounding the school's ability to continue to provide additional support at the required level or it becomes necessary to consider an alternative provision (including those Y5 pupils in anticipation for Y7) a meeting will be held with parents/carers and SENDCO to request an EHCP assessment. A recent Educational Psychologist report along with at least 3 terms of assess—plan-do-review cycle would be required to submit a referral for an EHCP Assessment.



Band 4 —Education, Health and Care Plan

If LA panel agree the EHCP Assessment and an EHCP is issued; outcomes will be broken down termly using an Individual Education Plan (IEP). These will be updated termly by class teachers in conjunction with pupils and parents/carers using information from relevant outside agencies. The EHCP will be reviewed annually with SENDCO, parents/carers, class teachers and outside agencies. There may be LA representation if there is possibility that there is a change of provision request.

Graduated response for learning – quick guide

Registration & SEN Support Band 2	SEN Support, Higher Needs, Enhanced provision Band 3	EHCP
<p>Pupils in this Band access QFT, differentiation or in class interventions as part of their offer so that they can make progress. In addition, they require adjustments that are additional to or different from the majority of their peers.</p>	<p>Pupils on this band are likely to have been on the SEND register for at least 1 year, though not always if higher needs identified earlier. They are struggling to make progress despite their QFT provision and additional adjustments. Further assessments of needs and support required is necessary.</p>	<p>If an EHC Plan is needed the school must have evidence over time of interventions, support in place and lack of progress and attainment. By now, as a team we should have a growing bank of evidence to support the application</p>
<p>Points to consider:</p> <ul style="list-style-type: none"> • The pupil has difficulty in acquiring skills notably in language, literacy and numeracy skills (or early development skills) <u>despite appropriate teaching and good attendance record</u> • Some evidence of lack of confidence in one or more areas • The pupil requires some level of extra support from a TA to access the curriculum • Shows some lack of understanding in language and comprehension which may affect more than one area of learning • Pupil has may show frustration 	<p>Points to consider:</p> <ul style="list-style-type: none"> • Sustained low levels of attainment in one or more areas • Inadequate progress despite classroom and internal interventions • Evidence of lack of confidence in one or more areas • The pupil requires high levels of extra support from a TA to access the curriculum • The pupil lacks understanding in language and comprehension which may affect all areas of learning • Pupil may be withdrawn, isolated, uncooperative or attention needing and needs additional adult support in order to manage these needs. 	<p>Points to consider:</p> <ul style="list-style-type: none"> • The pupil is well below age related expectations in more than one area • Little or no progress has been made • Evidence of additional spending on interventions and support is available from the SEND team (HNF) • IEP and Interventions shows clearly the level of support given over and above everyday norms of intervention and support including the involvement of other professionals
<p>Actions:</p> <ul style="list-style-type: none"> • Internal SENDCo observation to give advice and guidance • Maybe requires Positive Behaviour Support Plan called a PSP Personalised Support plan /ELSA • Possible Educational Psychologist observation • Possible Speech and language assessment • Possible OT/Physio • Possible Early Help Assessment Framework (EHA) assessment • Internal intervention (e.g. Lexia, phonics catch-up, Little Wandle, Number sense) • Alliance 	<p>Actions:</p> <ul style="list-style-type: none"> • Detailed one-page profile and a more detailed SEN Co-ordinated Support Plan will be required. • Assessment and intervention work • Educational Psychologist assessment • Possible CAMHS assessment • Possible Speech and language assessment and intervention • Possibly accessing Alliance Play Therapy or similar provision • Possible Early Help Assessment Framework (EHA) assessment • Possible High Needs Funding application to LA (HNF) through seeking support cluster meeting 	<p>Actions:</p> <ul style="list-style-type: none"> • SENDCO will collate and gather the evidence from reports, assessments and progress over time. • A Referral Planning Meeting with parents/carers will be organised and a decision about whether an EHCP application is appropriate will be made • The process of acquiring an EHCP will be led by SENDCO along with other professionals, parents/carers and class teachers

Area of SEND	Registration & SEN Support	SEN Support, Higher Needs, Enhanced provision
Moderate Learning Difficulty	<ul style="list-style-type: none"> • Lower levels of attainment across the board, in all forms of assessment, than age equivalent peers. • Continued difficulty in acquiring skills notably in language, literacy and numeracy skills (or early development skills) <u>despite appropriate teaching and good attendance record</u> • May have some associated difficulties notably in speech and language development and/or in social emotional development • May have more difficulty in dealing with abstract ideas and generalising from experience than age equivalent peers • Inadequate progress despite purposeful and appropriate Quality First Teaching 	<ul style="list-style-type: none"> • <u>Sustained</u> low levels of attainment across the board, in all forms of assessment, significantly below those of age equivalent peers (3 years+ behind) • Difficulty in acquiring skills notably in language, literacy and numeracy skills (or early development skills) <u>despite appropriate targeted interventions affecting access to the whole curriculum</u> • Usually has associated difficulties notably in speech and language development and/or in social emotional development • Clear difficulty in dealing with abstract ideas and generalising from experience than age equivalent peers • Inadequate progress despite purposeful classroom and internal interventions
Specific Learning Difficulty	<ul style="list-style-type: none"> • Low attainment in one or more curriculum areas, despite access to appropriate learning opportunities and which may be traced to difficulties in some aspects of underlying literacy and/or numeracy skills • Continuing difficulties in acquisition of literacy/numeracy skills, phonological awareness and/or fine or gross motor skills • Specific Learning Difficulties may be most obvious where there is a discrepancy with strengths in other areas e.g. verbal/comprehension skills/spatial awareness, but can occur across the full ability range • Emerging evidence of difficulties in tasks involving specific abilities such as sequencing, organisation or phonological or short-term memory abilities • Some evidence of lack of confidence in approaching learning tasks 	<ul style="list-style-type: none"> • Low attainment in one or more curriculum areas, despite access to appropriate learning opportunities and which may be traced to difficulties in some aspects of underlying literacy and/or numeracy skills • Continuing difficulties in acquisition of literacy/numeracy skills, phonological awareness and/or fine or gross motor skills • Specific Learning Difficulties may be most obvious where there is a discrepancy with strengths in other areas e.g. verbal/comprehension skills/spatial awareness, but can occur across the full ability range • Emerging evidence of difficulties in tasks involving specific abilities such as sequencing, organisation or phonological or short-term memory abilities • Some evidence of lack of confidence in approaching learning tasks
Severe Learning Difficulty	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • <u>Sustained</u> low levels of attainment across the board in all forms of assessment significantly below those of age equivalent peers • Difficulty in acquiring skills, notably in language, literacy and numeracy skills (or early development skills), <u>despite appropriate targeted interventions, affecting access to the whole curriculum</u> • Associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills • May use sign and symbols but most will be able to hold simple conversations and gain some literacy skills • Clear difficulty in dealing with abstract ideas and generalising from experience compared to age equivalent peers
PMLD	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Severe and complex learning needs • Usually associated other significant difficulties such as physical difficulties of sensory impairment • High level of adult support required for both learning and personal care needs

Area of SEND	Registration & SEN Support	SEN Support, Higher Needs, Enhanced provision
Social Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> ● Pupil may be withdrawn and isolated ● OR ● Pupil may be unpredictable/disruptive, attention needing, reluctant to share, frequently ignoring instructions and following few routines ● Pupil has difficulties with interpersonal skills, reluctant to share, reluctant to participate in social skills groups, distracts other pupils, careless with learning materials ● Pupil has short concentration span, even when tasks are structured and well-focused. Frustration can impede academic progress 	<ul style="list-style-type: none"> ● Pupil may be withdrawn and isolated, appearing to be unhappy, with limited or selective communication, may not communicate feelings or fail to engage in a play or group activity. May be bullied <p>OR</p> <ul style="list-style-type: none"> ● Frustration may lead to unpredictable outbursts. Evidence of unpredictable mood swings. Difficulty co-operating with another pupil, disruptive ● Sometimes exhibits aggressive (verbal and physical) responses, fails to follow whole class instructions or collaborate in group work ● Regular inappropriate attention-seeking ● Sometimes bullies. Responds aggressively to other pupils ● Pupil follows routines only with adult supervision ● Has difficulty participating effectively in a large group or concentrating for up to 5 minutes (2 minutes at KS1), or remaining on task without frequent adult prompting. Behaviour is beginning to affect own and other pupils' progress

Area of SEND	Registration & SEN Support	SEN Support, Higher Needs, Enhanced provision
Autistic Spectrum Disorders	<p>Learning Ability</p> <ul style="list-style-type: none"> Mainly working within same level as peers. Occasional difficulty in learning in whole class teaching group. Needs some support to work on same task as peers <p>Communication Skills</p> <ul style="list-style-type: none"> Apparently good expressive language but may require individual instructions repeated if required to ensure instructions are not misinterpreted <p>Socialisation</p> <ul style="list-style-type: none"> Interested in peers. Attempts to interact but frequently 'gets it wrong.' Peers make allowances <p>Behavioural Features</p> <ul style="list-style-type: none"> Some distress when routines change, avoided if properly prepared. May exhibit other routines/rituals which may need managing/advice. Behaviour does not usually disrupt learning of self and/or others. Plays/works mainly alongside rather than with peers. <p>Self-help/independent Living Skills</p> <ul style="list-style-type: none"> Levels of development commensurate with age 	<p>Learning Ability</p> <ul style="list-style-type: none"> Needs some differentiation and individual support. Better in small groups than in whole class structure. May be working at one level lower than peers in Key Stage <p>Communication Skills</p> <ul style="list-style-type: none"> Obvious language difficulties. Frequently needs instructions clarified. Needs visual support/prompts <p>Socialisation</p> <ul style="list-style-type: none"> Interested in peers but attempts to interact are bizarre or ineffective, or may be passive but able to respond to the approaches of others <p>Behavioural Features</p> <ul style="list-style-type: none"> Distressed when routines changed. Does exhibit behaviours which need managing. Behaviour may occasionally disrupt learning of self and/or others <p>Self-help/independent Living Skills</p> <ul style="list-style-type: none"> Evidence of delay in some aspects of the development of self-help/independent living skills
Speech, language and communication	<ul style="list-style-type: none"> Some delay/difficulties in verbal comprehension and/or spoken language and/or social use and understanding of language when compared to age equivalent peers Difficulties sometimes impeding effective communication with familiar people Some difficulty in conveying complex information Difficulties accessing some curriculum areas 	<ul style="list-style-type: none"> Obvious delay/difficulty in verbal comprehension and/or spoken language and/or social use and understanding of language, when compared to age equivalent peers Difficulties sometimes impeding effective communication with familiar people in context Able to convey simple information Child's access have impact on access to curriculum without school-based support

Area of SEND	Registration & SEN Support	SEN Support, Higher Needs, Enhanced provision
Physical Difficulty	<ul style="list-style-type: none"> ● Some physical needs. May need some help for personal activities ● Progress within the curriculum, but at lower levels than may be expected from performance on tasks where physical difficulty has less impact ● Ability to participate in most classroom activities, but problems in undertaking some tasks or activities ● Working at a slower pace than peers or signs of increasing fatigue during school day 	<ul style="list-style-type: none"> ● Progress within the curriculum, but at lower levels than may be expected from performance on tasks where physical difficulty has less impact ● Ability to participate in most classroom activities, but problems in undertaking some tasks or activities ● Working at slower pace than peers or signs of increasing fatigue during school day ● Physical difficulty impacting on independent functioning in some curricular areas and around the learning environment ● May need help/supervision/support for self-help skills e.g. toileting
Multi-sensory impairment	<ul style="list-style-type: none"> ● N/A 	<ul style="list-style-type: none"> ● Range of complex needs that may affect all senses ● Usually other significant physical and/or medical difficulties – may have poor balance, limited movement, impaired sense of smell and under or over-sensitive touch ● High level of adult support required for both learning and personal needs
Hearing Impairment	<ul style="list-style-type: none"> ● Progress within the curriculum, but at lower levels than might be expected from performance on tasks where hearing is not central ● Generally poor listening skills ● Physical changes such as persistent discharges from the ears, tilting of the head to maximise aural input ● On-going mild to moderate hearing loss (medical diagnosis), which is under investigation 	<ul style="list-style-type: none"> ● Pupil generally appears to make good use of personal aids, though difficulties may arise in noisy environments or where the speaker is at a distance ● Hearing loss may affect the pupil's social interaction ● He/she may have difficulty with new vocabulary and concepts ● Specific listening activities may give problems, e.g. tape work, spelling test ● Problems in following instructions/making self-understood
Visual Impairment	<ul style="list-style-type: none"> ● Deterioration in areas such as hand/eye coordination, excessive straining of eyes to read the board, watch the television ● Progress within the curriculum, but at lower levels than might be expected from performance on tasks where visual acuity is not central 	<ul style="list-style-type: none"> ● Progressive anxiety and tentativeness in certain physical activities and reticence about moving around the playground ● Able to participate in most classroom activities, but problems with those dependent on vision

Education Health and Care Plan Needs Assessment

Moving from SEN Support to an EHCP Needs Assessment:

The special educational needs of the majority of pupils should be met effectively within mainstream settings without the LA needing to make an EHC Needs Assessment. In a very small number of cases the LA will need to make an EHC Needs Assessment and then consider whether or not to issue an Education Health and Care Plan (EHC Plan).

An EHC Needs Assessment itself **will not always** lead to an EHC Plan. Before an EHC Assessment is made a Referral Planning Meeting will take place. This meeting will consider whether the assessment will proceed or if there are other services and interventions which would meet the child's needs.

Parents/carers may also place their own referral in for an EHC Assessment. For the SEND Local Offer see:

[SEND Local Offer - Family Hubs in Hartlepool](#)

Referral Planning Meeting (RPM):

For the RPM a referral form will be completed with the SENDCO. This will capture specific issues regarding the child's / young person's areas of additional needs against:

- schools' identification of additional learning need;
- Progress over time
- involvement of other professionals;
- use of allocated resources to support children and young people with additional needs
- individual education plans / provision map/co-ordinated support plans.

School will need to ***clearly demonstrate*** if they have taken all relevant and purposeful action in trying to meet a child's / young person's needs.

In some cases, an Early Help Assessment Framework (EHA) (formally, known as the CAF) assessment may have been undertaken.

If the decision is made to proceed with the referral to the EHCP panel, then all documentation and support evidence will need to be submitted as a complete pack of information by the SENDCO.

Is an EHC plan needed?

In deciding whether to make an EHC Needs assessment, the key question is whether there is convincing evidence that, despite the school, with the help of external specialists, taking relevant and purposeful action to meet the child's learning difficulties, those difficulties remain or have not been remedied sufficiently.

The Multi-agency EHC Panel will need to examine a wide range of evidence:

* Evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled "inclusion providing effective learning opportunities for all children"

- * Evidence provided by the child's school, parents and other professionals as to the nature, extent and cause of the child's learning difficulties
- * Evidence of action also taken by the school to meet and overcome those difficulties
- * Evidence of the rate and style of the child's progress
- * Evidence that where some progress has been made, it is as a result of much additional effort and instruction at a sustained level over and above normal classroom intervention and provision without an EHC Plan
- * Financial resources available to the school have been used fairly and appropriately.

The Multi-agency EHC Panel will always require evidence of academic attainment in all areas of learning. Key indicators include:

- * The results of assessments and tests in the core subjects of the National Curriculum
- * The outcomes of baseline assessment
- * Information about progress in the early learning goals
- * Attainment levels assessed by an Educational Psychologist

Checklist: Evidence to be provided by the school

When making a request for an EHC Needs Assessment, the school should state clearly the reasons for the request and submit the following evidence relating to the SEN Support stage:

- * The views of parents/carers
- * The ascertainable views of the child
- * Copies of relevant information relating to SEN provision (i.e. Short term SEN targets/ IEPs)
- * Evidence of progress over time
- * Copies of recent (within 9 – 12 months) advice, where provided, from Educational Psychologist, Health and Social Care
- * Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school
- * Evidence of the extent to which the school has followed such advice

If you feel one of the pupils in your class needs such an assessment there will already have been a sustained dialogue with the SENDCO and other agency involvement over a sustained period of time. Therefore evidence will already have been collected and together we will move forwards with the referral panel meeting and EHCP needs assessment