

St Joseph's SEND Graduated Response

At St Joseph's we understand the importance of and are committed to early identification of need.
Parents play a crucial role in this and are involved from the outset.
All our teachers have had training in working with children with SEND and our SENDCo is an experienced teacher working toward the National Award.
In line with the Code of Practice we follow a graduated approach to identification and provision.

Involvement with Parents

Quality First Teaching

Record of Concern

Pupil Progress meetings - termly with class teacher, SLT and SENCO.

Quality First Teaching - strategies from progress meetings,/discussion with SENCo implemented for 1 term.

SENDCo observations, book scrutiny, pupil voice etc.

Pupil Progress meetings - termly with class teacher, SLT and SENCO.

Discussion with School Inclusion Team.

IEP created with specific strategies and interventions.

Child placed on SEND Register.

Two terms of evidence.

Review **termly** with SIT, family, child.

Consider other agencies

Educational Psychologist, CAMHS, SaLT etc.

Prepare evidence for EHCP assessment

EPS report, SIT report, IEP evidence

Other agency involvement evidence.

Implement EHCP provision

