

SEND Graduated Response



Newlands Junior School
We are Proud

This document outlines the varying levels of support and services available to children. Following the below order ensures a graduated response can be demonstrated and children can access the support they require.

For children transitioning to Newlands from other schools, we will continue through the response from the point your child's previous school informs us your child is at.

1.	<u>Classroom interventions</u>	Nurture support, Drawing & Talking, Lego Therapy, additional teacher/TA interventions (e.g post teach, phonics, small group/1:1 support to develop social skills within the classroom)
2.	<u>Meeting between Ms Elliott (SENCO), Mrs Walters (Pupil Wellbeing and Family Support Lead) and class teacher</u>	Discuss current strategies and areas of concern. KE or MW to observe and provide further advice/next steps (e.g. re-regulation breaks).
3.	<u>Meeting with parents/carers</u>	Class teacher to arrange and meet with parents/carers initially, SENCO can attend if more support needed. Pupil Support Plan could be introduced at this stage.
4.	<u>Observation by Family SENCO</u>	KE to organise meeting with family SENCO – Helen Snelling
5.	<u>Involvement with other support agencies.</u>	Class teachers/SENCO to share consent forms with parents and ensure signed copies are uploaded to CPOMS before involving other agencies. Schools and Family Service Specialists (SFSS) Pam Wooff/Janes Willets (FS1) Sherwood Area Partnership (SAP) Kate Eyre (C&L Team), Joe Butler (C&I Team), Alison Hardwick (SEMH Team), Nick Edwards (Educational Psychology Service) Family Hub – Support with sleep, toileting, relationships, behaviour, self esteem NST parent support group <i>The above agencies must be involved before contacting the services below.</i> Family service Early Help Assessment form CAMHS
6.	<u>NST referral GTKMF (Getting To Know Me Form)</u>	Referral to NST to be completed by class teacher and SENCO, after discussion with parents and evidence of the above graduated response.
7.	<u>Attending Springboard and applying for funding.</u>	SENCO to discuss children at Springboard to seek further support and involvement from other agencies. Application for funding start with AfN (high, medium or low). Application for HLN funding is for children who have previously received High AfN funding
8.	<u>EHCP application</u>	SENCO to work with class teacher, family SENCO and parents when applying for an EHCP. There must be clear evidence of a graduated response over a substantial period of time.