

# Graduated Response to SEND- St. William's Catholic

## Primary School



**Assess, Plan, Do, and Review at each**

**Inclusive Quality First Teaching**

- Teaching is in-line with expectations set out in curriculum policies

**Effective Inclusive Classrooms**

- Teacher notices some difficulty so they...
- Analyse tracking data. Are there any discrepancies in attainment across subjects?
- Consider barriers to learning: Attendance, Punctuality, Behaviour to Learning, Safeguarding and General well-being
- Have conversation with SEND and if necessary, safeguarding officer/s
- Consider checklists linked to QFT/ provision
- Differentiate tasks as appropriate (Consultant with subject coordinators if additional support is required)
- Discussions with pupil and parents/carers (consider views around difficulty and aspirations for the learner)

**Specific Intervention/ Low level support**

- Specific Intervention/ Low Level Support
- Think about removing barriers to learning
- Implement appropriate interventions
- Discuss in Pupil Progress Meetings Impact/ Next Steps

**Specific Intervention/ High Level Support**

- Specific Intervention/ high level support
- Highly personalised interventions
- Consider referral to external agency

**External Agency**

- External Agency
- Act upon advice
- Discuss Progress at Pupil Progress Meetings
- Other review meetings (i.e. when external agencies have regular involvement)

**Gather Evidence and Applying for EHCP**

- EHCP Process
- All about Me information
- Parent/Carer views

External Agencies that support at St.

William's  
Start Well  
TESS

- Pastoral Support Programme (PSP)
- Outreach Support Service
- Early Years Inclusion Team
- Speech and Language Therapy Service
- Occupational Therapy Service
- Sensoriel
- Wigan Family Welfare Counselling
- Educational Psychologist
- CAMHS

*At St. William's, we are all teachers of children with SEND...*