

**A parent’s Guide to the Graduated Response**

In order to quickly and efficiently support children at school with any additional needs, the partnership between home and school is vital.

If you have any concerns about your child, the first person to flag this up with is the class teacher. In collaboration with parents and carers, school will decide what response is needed to support your child and from there the Graduated Response will start if necessary. The class teacher will talk to you about any additional support or different provision that your child may need.

The flow chart below shows what to do if you have concerns about your child in school and what the process may look like for you and your child.

**What do I do if I am concerned about my child’s learning, behaviour, mental health or wellbeing?**

Make an appointment to see your child’s class teacher.

Your child may be included in an intervention group to support their needs/adaptations might be made

The teacher will give you a clear picture of how your child presents at school and will discuss next steps with you.

The class teacher may start something called a ‘Concerns Form’ and raise awareness with the SENCo.

If there is little or no progress or you are still concerned, the SENCo may wish to make contact with you for further discussion.

The process of **assess, plan, do, review** will begin to support your child’s need and your child will be given a SEND Support Plan that will be developed and shared with you.

Following interventions/ adaptations the class teacher will meet with you and/or your child to discuss the impact.

If your child has responded well and shown progress, no further action will be taken.

At this point your child will be placed on the SEND register, with your consent. You will receive a letter to tell you about this.

The cycle of **assess, plan, do, review** will continue and will be communicated to you by the class teacher. There will be termly review meetings, sometimes the SENCo may be present for these meetings and help review what is in place.

If there is little or no progress, the school may seek further support and advice from outside agencies (with your consent). The class teacher and/or SENCO will keep you updated.

If your child is making good progress after intervention or repeated cycles of **assess, plan, do, review,** they may be removed from the SEND register. Sometimes children come off the SEND Register and then are placed back on if their progress starts to dip again. You will always be informed if your child is removed from the SEND Register, or if we wish to add them back onto the SEND register.