



RJS Graduated Response to SEND

Inclusive Quality First Teaching

Effective inclusive classroom
Enabling Access for all – identified on whole school provision map
Analysis of tracking data
Early identification of need and discussion with SENCO
Discussion with pupil and parents/carers



Targeted SEND Support

Assessment & analysis informs intervention
Enabling Access – identified and reviewed on provision map
Staff training to meet need and improve outcomes
Booster groups/interventions implemented
Curriculum aids used to reduce barriers to learning
Proactive approach with parent/carer involvement



Specialist SEND support

Enabling Access – identified and reviewed on provision map with support service recommendations highlighted
Parent/carer liaison
Child on a page
Bespoke staff training to meet need
Possible Inclusion Panel funding application
Referral to support services as necessary



Inclusion Panel Funding or EHCNA



Gather evidence
Reports from specialist
Costed provision map
Parent/carer voice
Tracking data



EHCP

