

GRADUATED RESPONSE
That is adopted at St. John Bosco RC Primary School

High quality inclusive teaching
(Wave 1 - differentiation
Wave 2 - Intervention)

Whole school processes for accessing, tracking and monitoring progress.

Progress means SEN support no longer required.

Inadequate Progress

4. Impact assessment, along with views of parent/child used to review overall impact of support. Revise plan in light of outcomes.

1. Draw on information from the above, views of child/parent external services. Assess against SEN criteria.

1. Access

4. Review

SEN Support at St. John Bosco RC Primary School

A Graduated Approach

2. Plan

3. Do

3. Implement plan. Class teacher remains responsible for working with child **or overseeing** on a daily basis and assessing the impact of the plan.

2. Teacher, SENCO, parent agree interventions and support/expected outcomes. Record on the school's system, inform staff.