



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

"...with God all things are possible" Matthew (19:26)

KEY	
Universal	
Targeted	
Specialist	
Advice/ support	

N.B. For those CYP with permanent hearing loss/ vision impairment/ multisensory impairment school staff must immediately seek assessment and consultation from the Sensory Support Service (SSS) if they are not already involved.

Refer to **St George's Graduated Approach** document and identify strategies to try from the QFT Universal Level and relevant specific need page.

← NO

See **St George's Graduated Approach** document and identify strategies to try from the targeted level provision.

← NO

See **St George's Graduated Approach** document and identify strategies to try from the targeted level provision.
Discuss with parent/ SENDCO/ SLT as necessary.

← NO

Complete an **SEND Concern Referral Form** and discuss concerns with Parent/SENDCO/SLT. Does the child require SEND Support?
Evidence of highlighted Graduated Approach pyramids to share with SEN-

← NO

← NO

↓ YES

Discuss with SENDCO and meet with parent/carer to put in place active provision that is 'different from and additional to'. Co-produce a **One-Page Profile** and a **SEND Support Plan (ISP)**

Discuss **referral to outside agencies** and implement increasingly **individualised/specialist** support, referring to the **next column** on the **St George's Graduated Approach Specific Need Page**. Continue with APDR cycles on SEND Support Plan.

← NO

Review Meetings as part of APDR with EP/ SENDCO/ SLT/ outside agencies/parent/ CYP ...is further personalisation required?

↓ YES

EHC Assessment and Application

Continue with cycles of **SEND Support (APDR)** (AT LEAST **TERMLY MEETINGS AND CYCLES**) and **review meetings** with parent/SENDCO/SLT:
Is sufficient progress being made?
St George's Graduated Approach Specific Need

→ YES

Do they still need provision that is 'different from or additional to' QFT?

← NO

Remove from SEND register and monitor

Continue with SEND support plan (APDR)

Initial Concern (Parents or Teacher)
Have reasonable adjustments been made in line with whole school QFT?

↓ YES

Has more targeted provision within the graduated response been put in place? (see **Specific Need Graduated Response page**)

↓ YES

Have interventions been put in place to support catch up?

↓ YES

Have the interventions resulted in progress for the child?

↓ YES

Continue to monitor and deliver QFT and appropriate interventions.

