



Graduated Response Information for Parents

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Step 1 - Emerging Needs UNIVERSAL

A concern or need has been identified by the child's class teacher or parent.
A meeting will be arranged between the class teacher and parents to discuss the concern.
Parental Support Guide will be shared with parents to help support the child at home whilst the concern is being explored.

Step 2 - Emerging Needs UNIVERSAL

Following the meeting between home and school, the class teacher will complete "ALN Query" documents that will be shared with the ALNCo.
The ALNCo will triage the concern and give advice to the classroom teacher on universal strategies and provisions to try in the classroom to further support the child.

Step 4 - UNIVERSAL to TARGETED

Meeting is arranged between Parents, Teachers and ALNCo to discuss ongoing concerns, strategies tried and ways forward.
A referral will be made to outside agencies to help support the child's needs.
Services and Referrals made will include:
JAFF referral to Caerphilly County, In-Reach Consultation, Occupational Therapist, School Nurse and Advisory Teacher.

Step 3 - Monitor & Review UNIVERSAL

The class teacher will implement the advised provision and strategies, documenting them on the child's One Page Profile. This will then be shared with parents.
The child's progress and behaviours will be monitored for 6 weeks to assess the impact of these strategies.
After 6 weeks, the class teacher will liaise with the ALNCo and parents to discuss the impact of the strategies and next steps. Parents will be expected to share, via the FourPlusOne document what they have been trialling at home to support the needs of their child.
If the strategies in school and home are working then they will remain in place.
If further support is needed the child will move onto a Targeted approach.

Step 5 - TARGETED

Following the referral and involvement of services, current provision in school will be updated and adapted to further support the child.
If provision requires targeted interventions, for example Bespoke ELSA sessions and RWI or Numeracy interventions, then targets will be added to the child's One Page Profile. Support from the services will help form the targets and this will be shared with parents.
These targets will be reviewed every 6 weeks.

Step 6 - TARGETED to SPECIFIC

Following school based interventions and involvement from outside agencies, the child's targets will be reviewed and next steps will be considered.
If the child is making good progress towards their targets, the current additional provision will continue the Monitor, Review, Do cycle.
If the support is not enough to fully support the child's needs, then more specialist referrals will be made and more bespoke provision will be considered.
Referrals may be made to: the Neurodevelopmental Team, an Educational Psychologist or specific learning needs teams like CASS.

Step 7 - SPECIFIC

If an Additional Learning Need (ALN) is identified and specialist, bespoke provision - above that available within the classroom environment - is required to support the needs of the child, an Individual Development Plan (IDP).
The IDP process will begin with a Person Centred Practice meeting to outline the description of need and provision required to support the child.

Step 8 - IDP

The IDP will be reviewed every year and provision will be updated according to the Primary Needs of the child.