

Whole School Identification and Graduated Response Process Map

WAVE 1: Universal Monitoring and Initial Classroom Response

Step/Action	Detail/Adaptation	Timelines / Identification Input
1. Ongoing Monitoring and Identification	This stage relies on continuous data collection to identify emerging or changing needs.	Input Streams: Universal Screening Data (e.g., attainment/wellbeing data), Teacher Observation (QFT/classroom practice), Pastoral Insights (HOD HOY & PSM), and Parent Voice (routine communications).
2. Initial Concern Raised	A student is flagged as a STUDENT OF CONCERN based on data/observation.	Event Triggered. Max 2 weeks till observation and evidence gathering.
3. Quality First Teaching (QFT) & Initial APDR Cycle	The subject teacher implements (QFT) , Differentiation, and uses the Behaviour Policy. The teacher conducts an internal Assess, Plan, Do, Review cycle focused on classroom strategies.	Cycle Length: Typically, 4 weeks for initial classroom intervention before formal referral.
4. Initial Assessment & Review	Teacher/Pastoral Lead (HOD HOY & PSM) completes a Check in and Round Robin Observation to review the impact of the QFT/differentiation cycle.	Response to Concern: Assessment and response to the concern raised must be completed within 10 days of the initial flag.
5. Decision Point 1	Is GOOD PROGRESS being made? If Yes, continue QFT and monitoring. If No, proceed to formal referral.	Referral made.

WAVE 2: Formal SEND Referral and Targeted Intervention

Step/Action	Detail/Adaptation	Timelines / Identification Input
1. Formal Referral	Referral to the INCLUSION team . Formal Parent Meeting/Consultation initiated.	Referral Complete: Within 5 days of Decision Point 1 (No progress).
2. SENDCo Assessment and Planning	The SENDCo undertakes detailed assessment and collaborates with the teacher and parent to Assess/Plan . This includes defining specific, measurable outcomes (Do) and preparing resources.	Assessment Response: Formal assessment and planning (Plan) completed within 10 days of the referral.
3. Implementation of SEND Support	Student is ADDED TO SEND REGISTER . Implementation of small group intervention or new intervention .	Intervention Start: Intervention must start within 21 days of the formal referral.
4. Graduated Response Cycle (Tier 2/3)	Intervention is managed through scheduled and documented ASSESS/PLAN/DO/REVIEW cycles.	Review Cycle: Typically every 6-8 weeks.
5. Decision Point 2	Is sufficient progress being made? If Yes, potentially de-register or reduce support. If No, proceed to external assessment/statutory steps.	Raised at MAP meeting.

WAVE 3: External Agency Support and Statutory Assessment

Step/Action	Detail/Adaptation	Timelines / Identification Input
<p>1. External Agency Referral</p>	<p>PARENT CONSULTATION – REFERRAL TO OUTSIDE AGENCIES based on evidence gathered during the internal APDR cycles. This may involve seeking DIAGNOSIS or specific support.</p>	<p>Agencies include: EPS (Educational Psychology), SALT (Speech and Language Therapy), CAMHS, Medical, BESD (Behavioural, Emotional, Social Difficulties), OT (Occupational Therapy), HI VI (Hearing/Visual Impairment). TAC Meeting and Hackney ARK pathways may be involved.</p>
<p>2. Formal Statutory Assessment</p>	<p>If needs are complex and persistent, the school provides evidence for an EHCP ASSESSMENT.</p>	<p>Recommendations gathered from external specialists.</p>
<p>3. Outcome</p>	<p>Outcome results in statutory plan (EHCP) or continued tiered support, utilizing the ASSESS/PLAN/DO/REVIEW cycle ongoingly.</p>	<p>EHCPA</p>