GRADUATED APPROACH & REFERRAL PATHWAY

Learning Together, Achieving Excellence

TYPICAL PROGRESSION OF CONCERNS

BAND	CODE		
A	N	**On Track** No concerns about attainment, progress, development, well-being or behaviour – Learners are expected to fulfil their potential in class.	**Continuation of Quality First Teaching**
B	N	**Early Action** Concerns at a low level addressed early and within existing universally-available resources.	**Raise at a (Year group / KS) progress meeting and consider Intervention at Universal Level**
C	M	**Targeted In-Class Support** Ongoing concerns not improved by prior actions need to be addressed through Targeted Provision, e.g. group-level intervention.	**Use Plymouth's Graduate Response Tool to plan in-class individual or small group-level intervention inclusive of high-level differentiation and possible alternative curriculums. Teacher to discuss barriers to learning with parents, record meeting.**
D	K	**SEND Support** Clearly identified needs are persistent and severe, requiring targeted support additional to or different from peers.	**Complete SEND Referral Form** **SEND Referral: The panel considers SEND Support and involvement from other professionals and/or agencies (e.g. EP service).**
E	K	**Multi Agency Support** Higher level of need or wider factors (e.g. Health and/or care) within child/family.	**Team Around Me (TAM) or EHAT Implemented** **Parents sign consent and attend meetings, inclusive of students' voices. Involvement from external agencies.**
F	E	**Statutory Support: EHCP Proposal** The impact of needs on learning and/or development requires a higher level of Support (or specialist provision). Termly ASSESS/PLAN/DO/REVIEW (ADPR) cycle.	**Request made to the Local Authority (LA) for a Statutory Assessment. Parents, children, schools and all external agencies contribute to the assessment process.**