



Athena Learning Trust

Trust-wide

Graduated Response procedure for

pupils with SEND

Review

Reviewed on: 31st October 2022

Reviewed by: Board

Review Period: 3 years



PART A

1.1. Application

This Athena Learning Trust Graduated Response Procedure applies to the Athena Learning Trust as a whole and to all the schools in the Trust and the Trust Shared Service, in accordance with and pursuant to the SEND Policy and Behaviour Policy of the Athena Learning Trust.

The Athena Learning Trust, including all the schools in the Trust, their Trustees, governors and staff, must abide by this Athena Learning Trust Graduated Response Procedure.

This Procedure is subject to the Trust's Scheme of Delegation for Governance Functions. If there is any ambiguity or conflict then the Scheme of Delegation and any specific alteration or restriction to the Scheme approved by the Board of Trustees takes precedence.

In implementing this procedure, the governing body, Principal and Trust staff must take account of any advice or instruction given to them by the Athena Learning Trust CEO or Board of Trustees.

If there is any question or doubt about the interpretation or implementation of this Procedure, the Athena Learning Trust CEO should be consulted.

1.1. Approval and review

Maintenance of this Procedure is the responsibility of the Athena Learning Trust CEO.

This procedure was approved by the Board of Trustees on: 30 October 2022.

This procedure is due for review by: end of July 2024.

Associated policies and procedures:

- SEND Policy
- School Behaviour Procedure
School Behaviour Policy
- Trust Model Behaviour Procedure
- School Exclusion Procedure
- APDR record

Assess - clear analysis is made of needs based on:

- views of the child/young person and their parents / carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies (if appropriate)

Plan - following assessment, the teacher, SENCO, parent / carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review

All planning must be pupil centred and outcomes focussed and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and put in place the adjustments, support and interventions. Teachers are responsible for:

- Supporting access to the curriculum, if necessary
- delivery of 'additional' provision for a pupil with SEND
- planning, support and impact measurement of any group or one-to-one interventions
- linking interventions to classroom teaching where possible
- Avoiding removing students from their timetabled lessons (Particularly hierarchical ones)

The SENDco supports teachers in the effective implementation of provision.

Review - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at 'assess'.

The updated needs of the pupil are considered before planning a continuation of or change to provision.