

SEND – Graduated Response assess, plan, do, review.

Step 1.

Get to know the child – gathering your own evidence from within the setting and working with parents, collect observations from home and setting, talk to a range of staff, refer to EYFS, use tracking systems. **Use strategies you already know** to support the child. Make adjustments to your setting and provision.
Do you still have concerns about the child?

YES
go to no. 2

NO
Monitor and revisit if necessary

Step 2.

Look at **The Oxfordshire Developmental Journal (ODJ)**.
Does the child have areas where their learning is significantly below their chronological age? Is the child appearing to learn in a way that is different from the other children – e.g. in a very rigid or untypical way. Are the family experiencing difficulties, is a Strengths and Needs form needed.

YES
Look at the document [Identifying and Supporting SEN](#)

NO
Monitor and revisit if necessary

Step 3.

Read through the document and complete the forms on page 10 and 11. Then look at the relevant descriptors page 12 onwards.
Have you ticked at least one box for the area of need you are looking at?

YES
Share with parents

NO
Monitor and revisit if necessary

Step 4.

Have a sensitive discussion about the evidence you have gathered which shows their child's strengths, but also their areas of need. This may also involve a referral to outside support agencies such as therapy or SEN services using a **SPORFI**.
If all parties agree:

A) Make a referral using the [Single Point of Request for Involvement \(SPORFI\)](#)

B) Book a date for creating an [SEN Outcomes Plan](#)

C) Monitor and revisit if necessary.

D) Consider: Does the family need to be offered the Strengths and Needs form? [Early Help and the Locality Community Support Service \(LCSS\) - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](#)

Step 5.

Book a Review date (2/3 months) On going: Update outcomes, ODJ as necessary.

Step 6.

Review original aspirations and set new outcomes if needed. If more support is needed think about requesting inclusion funding for children with low level and emerging needs. [Guidance and procedures to support providers | Oxfordshire County Council](#)

Step 7.

Monitor, review and meet each term at least. If all involved feel more support is needed, consider applying for **Additional Funding** Some children with very high level needs may require an **Education Health and Care Needs Assessment**
[Guidance and procedures to support providers | Oxfordshire County Council](#)