# The Graduated Response - Reflection and Readiness

Use these questions to assess the effectiveness of you school’s approach against each aspect:

## Assess

* How are you ensuring that you are identifying pupils’ needs as early as possible?
* How can you improve your liaison with preschool feeder schools to prepare for pupils with SEND as soon as they arrive?
* How effective are your systems, tools and expertise to support identification and assessment?
* In what ways do you make effective use of tools to identify pupils’ gaps and barriers in learning and adapt your core teaching in the light of these findings?
* How timely are arrangements in accessing the support of a range of external specialists as and when required?

## Plan

* How are you ensuring that key members of staff have the information they need about the SEND of the pupils that they teach?
* How do you ensure all staff involved with supporting children with SEND understand what is written in specialist reports and what that means in terms of high quality teaching?
* How do staff plan effectively to meet the needs of pupils with SEND in their classrooms?
* What part does the SENDCo play in the process of planning targeted support for pupils with SEND?
* How does the SENDCo support the development of staff skills, confidence and expertise in this area?
* What research has the school drawn on focusing on the effectiveness of strategies and interventions for pupils with SEND?
* How do you ensure that provision and support link directly to pupil’s areas of need and EHC plan targets?
* How do you ensure parents/carers understand and agree the targeted provision in place for their child and the expected outcomes?
* How do you ensure those delivering targeted interventions understand the purpose and expected outcomes and have time to prepare these sessions?
* What systems are in place to enable staff delivering targeted provision to frequently feed back to class teachers and/or the SENCo?
* How do you routinely monitor the progress that pupils for whom you are responsible and accountable are making within targeted provision?

## Do

* To what extent do you feel confident and appropriately skilled to be able to meet the needs of pupils with SEND in their classroom/school?
* In what ways does the SENDCo support the development of staff skills, confidence and expertise?
* How do you monitor the progress of pupils within targeted provision for whom you are accountable?
* How can you ensure that the skills being taught and practiced within targeted provision are improving outcomes in the daily classroom?
* In what ways are additional adults being deployed to support pupil progress?
* How are you enabling pupils to develop independence, a growing awareness of how they learn and the confidence to participate in decisions that affect them?

## Review

* How do you drive the process of reviewing the effectiveness of provision for pupils with SEND for whom you are responsible and accountable?
* What opportunities are provided for you to routinely reflect on and discuss outcomes (qualitative and quantitative) for pupils with SEND?
* In what ways are you utilising whole school tracking and review processes to support evaluation of the achievement of pupils with SEND?
* How do you ensure key people are meaningfully involved in the review process (parents/carers/pupil/support staff/ specialists/ peer advocates)?
* How do you know if systems in place are effective in evidencing progress, collating outcomes from review and informing future adjustments to provision?
* What opportunities do you provide for consulting with parents/carers at least once a term?
* In what ways are you supporting parents in understanding the difference they can make in supporting their child’s learning at home and how they can do this confidently?