Graduated Response (Stage 1)
Check List of Protocols to support SEND Pupils

[NB: Not all of the below need to be ticked]

	Record of Provision Undertaken	Date	Completed	Initials
ESSENTIAL	Contacted your Family SENCO for support			
	Sought advice from colleagues at Springboard			
	Eye Test			
	Hearing Test			
	Calming Environments ethos established			
	Appropriate differentiation			
	Assessed for specific learning needs			
	Provision Map			
	Review meetings			
	Completed ABC assessments			
	Specific TA support in class with agreed outcomes			
	Completed the Boxall and the Beyond Boxall Analysis			
	PIVATS/ B Squared / Precision teaching / sensory assessment			
	Work Baskets / Writing materials e.g.: Slope / Signing / Signs & Symbols			
	Now and Next Boards			
	Assess, Plan, Do, Review established			
DESIRABLE	Pupil Profiles			
	Local Offer			
	Completed an individual Plan			
	Sensory Assessment			
	Personalised Passport / Provision / Outcomes			
	EHAF			
	Clear, precise language, pause (10 second rule)			
	Awareness of simple adaptation of communication			

	Record of Provision Undertaken	Date	Completed	Initials
	Raising concerns with parents			
	Whole school Behaviour tracker			
	Nurture Provision			
	Playtime monitoring			
	SEAL / Family SEAL / PSED Programme			
	Outcome specific Nurture Programme			
	Trained in CRB & Coping with Risky Behaviours training			
	Attachment Friendly classroom practice			
	ADHD Friendly classroom practice			
	Fun Fit			
	Sensory Friendly classroom practice			
TRAINING NEEDS	TA training			
	Are you aware of the strategies for this type of diagnosis			
	Midday Supervisor training			
RERSOURCES	Dyslexia Trust materials			
	Autism Trust materials			
	ASC Friendly classroom practice			
	ADHD Friendly classroom			
	Sensory Friendly classroom practice			
	Incredible 5 Point Scale			
	Social Stories / Comic Strip conversations			
	Peer Mentoring / Peer Mentoring round a specific need			
	Counselling or Therapy			
	Bespoke package of provision			
	NASEN Primary Toolkit			
	Dyslexia Trust materials competency / standards framework			