

The QKA Graduated Approach Flowchart

Wave 1. Teacher Initial Concern (Ordinarily Available Inclusive Provision - OAIP)

Parent, carer or teacher express concerns around child or young person's progress

1. Teacher completes the Initial Cause for Concern form on Microsoft Forms.
2. SEND triage the form and complete an observation of the child. If EAL is identified as a possible barrier, information to be shared with the International Team.
3. SEND complete the Quick Checker and Barriers Document which are on Provision Map.
4. SEND to send a round robin to all teachers of that student to inform them of strategies.
5. Teachers to also refer to Barriers and Provision Document on Provision Map.
6. Teachers to implement strategies and adaptations within the classroom through high quality teaching.
7. SEND to complete a further observation to check progress.

Parent /carer, tutor, progress lead, SEND, EAL and safeguarding meet. Has the child or young person made satisfactory progress through high quality teaching?

YES

Teacher continues with these adaptations

NO

SEND

- TAF (see above) completes formal Cause for Concern Form with parent carer consent. Child raised at the IF Team.
- Discuss next steps and begin targeted SEN Support. SEND to add child to the SEND register and inform family with a letter and staff with a round robin.
- SEND to inform Family Liaison Team that a potential EHA may need to be activated.

NO

EAL

- Refer to the International Team
- Home Language Assessment
- Discuss next steps and begin targeted EAL Support (possibly 6 week intervention/program)
- EAL to add child to the EAL register and inform family with a letter and staff with a round robin.
- EAL to inform Family Liaison Team that a potential EHA may need to be activated

Wave 2. Targeted Support (SEN Support)

1. SEND create Pupil Passport and Learning Plan and send a round robin of the targets.
2. Teacher to access Pupil Passport and Learning Plan on Provision Map.
3. This activates the 6-week monitoring of strategies and adaptation within the classroom through high quality teaching.

Wave 2. EAL Monitoring

1. EAL create Pupil Passport for the child
2. Round Robin to be shared and teachers to read this on provision map
3. This activates the 6-week monitoring of strategies and adaptation within the classroom through high quality teaching.

Parent /carer, tutor, progress lead, SEND, EAL and safeguarding meet. Has the child or young person made satisfactory progress?

YES

Continue with the targeted support/ EAL monitoring – further cycle of APDR or maintain OAIP adaptations if concerns have reduced

NO

SENCO completes more diagnostic assessment to add to learning profile of the child or young person. Meeting with parent /carer, tutor, progress lead, SEND, EAL and safeguarding. If child has EAL, child is added to the SEND register. Pastoral Support Plan (PSP) and EHA are activated. Update the pupil passport and ADPR with information from further assessment. This activates the 8-week monitoring cycle for PSP and APDR.

Parent /carer, tutor, progress lead, SEND, EAL and safeguarding meet. Has the child or young person made satisfactory progress through targeted support?

YES

Continue with the targeted support – further cycle of APDR or maintain OAIP adaptations if concerns have reduced.

NO

School to seek external guidance through, local authority services. See local offer. Meeting with parent /carer, tutor, progress lead, SEND, EAL and safeguarding. Continue monitoring cycles utilising external advice and guidance. Consideration of internal/external Alternative Provision

Parent /carer, tutor, progress lead, SEND, EAL and safeguarding meet. Has the child or young person made satisfactory progress?

YES

Continue with the targeted support – Further APDR cycle or maintain Universal adaptations if concerns have reduced

NO

Wave 3. Complex/High Needs Support (Education, Health and Care Plan EHCP)

1. SENCO to round robin a request for all teaching staff of said child to complete the EHCP Microsoft Form.
2. SEND Team to compile evidence base to complete EHCNA.
3. Meet with stakeholders to discuss evidence and sign request.
4. Request to be sent.