



Table 2.4 Initiating and embedding a graduated response



Actions	Who is directly involved?	Who contributes?	Who needs to know?	Inclusion outcomes
Add learner to the SEND register	SENDCo	EAL Co-ordinator	SLT All teaching staff who teach the learner Pastoral care staff	The learner accesses targeted and specialist support
Conduct an assess, plan, do, review process with the family and learner	EAL Co-ordinator SENDCo	Interpreters where needed Pastoral care staff who know the child well Social workers for looked-after children	SLT All teaching staff who teach the learner	Provisions are refined in line with the family's and learner's needs and expectations
Maintain ongoing observations and assessments	SENDCo	EAL Co-ordinator	Teachers Pastoral care staff SLT	Outstanding needs and disabilities identified; provision arranged
Create a provision map for universal provision (Wave 1)	SENDCo EAL Co-ordinator	EAL team SEND team Curriculum leads SEND Governor SLT Learner Family	Teachers who work with the learner Family	Learner receives support as provided by the universal offer and makes good progress
Provide targeted support (Wave 2)	SENDCo	EAL team Teachers Inclusion staff TAs Transition teams	Family	Learner receives targeted language and special needs support and makes good progress

Provide specialist support (Wave 3)	SENDCo	Inclusion team Outside specialists, including medical professionals, counsellors, local authority staff, refugee support teams, interpreters, and mental health services	Teachers EAL team Inclusion staff Family or carers	Learner receives specialist support to remove barriers to learning and makes good progress
Review provision at key assessment stages	SENDCo EAL Co-ordinator	Inclusion staff Teaching staff	Family SLT Exam team (secondary)	Learner receives support to succeed in exams