

The graduated response: recommended process and paperwork for supporting children with SEN/D in the early years



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All evidence must be completed accurately and smartly to demonstrate the progress, or lack of progress made despite your high-quality SEN/D interventions.

The information contained within this document will support you in delivering the SEN/D cycle within your setting. It contains recommended paperwork evidence to support delivery of each cycle, along with links to additional resources and paperwork.

Graduated response cycle	Template paperwork included
Assess	Observation paperwork Professional passport to play (transition information) Early support overview tracking sheet. Group provision map example



copies of the 'transition toolkit' are available in the [Early years inclusion A to Z of resources | Worcestershire County Council](#).

Once a child is in the setting observations will play a key part in assessing the developmental profile of the child, and we have provided a range of formats for you (post its, observation records, summative record of observations). These should feed into the early support tracking which breaks down the EYFS areas of development into smaller, more achievable steps which can also help with planning appropriate next steps for the child. These should be shared with parents, so they are aware of where their children are developmentally. Download the early support tracking documents from the [Early years inclusion A to Z of resources | Worcestershire County Council](#)

An early support tracking overview sheet can be downloaded to record the



[Transition ideas for children blank template \(opens in a new window\)](#)

[Integrated two-and-a-half-year-old review \(opens in a new window\)](#)

Cycle 2: plan

Once the need for SEN/D support has been identified, it is essential to differentiate for individual children.

In consultation with parents, the SENCO and key person should agree:

- the outcomes they are seeking,
- the interventions and support to be put in place,
- the expected impact on progress, development, or behaviour,
- a clear date to review.

We have provided recommended templates to download for recording individual planning; individual provision maps / individual support plans etc.

Ensure that individual planning is linked to your whole setting planning, so you can demonstrate how it incorporates and differentiates for individual children's developmental needs.

The plan should also consider the views of the child, highlighting their preferred activities and learning styles to engage them fully in the interventions. A passport bubble / all about me sheet can be completed to capture this information, which should be readily available to all staff.

Children with additional needs are eligible for inclusion funding and practitioners should allocate the correct graduated response level to the child's nursery education funding (NEF) record and plan appropriate spend throughout the term. (An overview of the criteria can be downloaded from the link below). Settings have autonomy on how they spend the funding, however actions and spend must demonstrate an impact on the child's development. Funding can be used for employing additional staffing for high levels of supervision or several individual or group interventions, training in matter of inclusion, purchasing specialist agency input, and specific resources to benefit the child.

More information on all aspects of the funding, including how to apply for funding online and for children not in receipt of NEF, can be found at [Early years inclusion A to Z of resources | Worcestershire County Council](#) (F for funding) and within the local inclusion fund – ordinarily available in early years guidance document on the [Early years inclusion A to Z of resources | Worcestershire County Council](#).

The SEND Code of Practice describes the plan cycles as follows:



b) To assess the impact and quality of the support –



