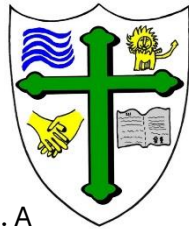


HSM Early Learning Goals Graduated Response Pathway



This is the pathway that the school will follow when a **parent, learner or a staff member** feels that there may be a concern regarding development towards ELGs; communication and language; physical development and personal, social and emotional development. A diagnosis is not needed to access support in school.

Communication and language: (see communication and interaction pathway)

- Speech and Language needs
- Processing difficulties
- Attention and listening skills
- Managing to follow simple classroom demands
- Shifting attention from one thing to the next
- Responding to name and eye contact
- Retention of learning
- Being able to express needs

Physical development:

- Fine motor control
- Gross motor skills
- Physical ability- core strength, balance, coordination

Personal, Social and Emotional Development:

- Social interaction
- Building relationships
- Turn taking and sharing
- Understanding needs of others
 - Managing self-care
 - Ability to self-regulate
- Confidence to try new things
 - Independence skills

Class teacher to share concerns with parents to gather understanding of needs and if apparent at home as well as school. Class teacher to begin intervention to develop skills alongside phase leader (who carries out an observation), Speech and Language TA or Pastoral support. Child added to monitoring folder.

Concerns remain despite intervention, cause for concern completed and sent to the SENDCO. SENDCO to complete assessments such as SDQ, observations, possible referral to outside agencies e. g: NHS SALT, OT, Outreach team, school nursing or Paediatrics to be considered and completed by SENDCO, with support from class teacher and parents.

Child possibly added to SEND register and placed onto a student support plan (SSP) to be shared and to follow the graduated approach.