



GRADUATED RESPONSE FOR INDIVIDUAL PUPIL (GRIP)

HELPFUL HINTS

Sheet 1 of 2



DO apply for a GRIP if:



- a pupil with SEND does not already have an EHCP, but is receiving over £6,000 through school support and is failing to make substantial and sustained progress.
- the pupil is a Derbyshire resident.
- the pupil is in Reception up to Year 10 or attending school sixth form, including Academies.
- you have met with parents/carers and completed all documents together with signatures.
- you have identified the pupil's barriers to learning and included specific assessments to indicate their significance (impact on learning/level of difficulty) eg standardised scores, National Curriculum assessments.
- for a pupil with SEMH, you have included specific assessments/reports/MEPs.
- you have completed and totalled a Provision Map to show the interventions you have put in place to address the barriers to learning, with TA support costed at £634.54 per hour, per annum and any group work costed for the **individual** pupil.



DON'T apply for a GRIP if:

- a pupil is going through an EHCNA or has an EHCP already, or if you are spending less than £6,000 on school support, unless you are a very small school who has applied for SEND contingency funding.
- the pupil's home address is not in Derbyshire ie is in another Authority even if they are attending a Derbyshire School.
- the pupil is in Nursery. This would be an application to ETAEYS instead. Do not apply for pupils above school leaving age unless they are attending school sixth form, as colleges have their own funding stream.
- any of your documentation is incomplete or you do not have the agreement of parents/carers to the Plan.
- you have not evidenced the barriers to learning. It is not sufficient to just write that the pupil is achieving below their peers/age related expectations - by how much?
- you have only collected a log of behaviour incidents, as a list of incidents does not give enough evidence without further assessment to identify the SEMH needs.
- your Provision Map is incomplete or if you have not been specific about interventions to match needs. It is insufficient evidence to write that one to one TA is given to access the curriculum as your only provision, without specifying how.

Sheet 2 of 2

 DO apply for a GRIP if:	 DON'T apply for a GRIP if:
<ul style="list-style-type: none"> for a pupil with SEMH, you have specified the strategies and interventions in place on the Provision Map. If a pupil has had TAPS you can apply for a GRIP at the end of TAPS and include the report as evidence. 	<ul style="list-style-type: none"> for a pupil with SEMH, you have written that TA support is to prevent the pupil disrupting the class and the teacher or to only ensure safety as this is not addressing the pupil's difficulties. If the pupil is at risk of exclusion TAPS would be the appropriate application. If a pupil is in receipt of TAPS do not apply for a GRIP until the TAPS has ended and been reviewed.
<ul style="list-style-type: none"> the Provision Map shows funding over and above the normally available resources, ie above £6,000, for the pupil that is focused on appropriate interventions eg if the child has fine motor difficulties then support should be in place to address these through a fine motor skills programme. 	<ul style="list-style-type: none"> the Provision Map does not total £6,000 focused on the pupil's SEND. Planning and preparation time, meetings with parents and other activities outside of teaching programmes are part of the pupil's education in school and should not be costed. Resources are not included unless they are only for an individual pupil from the school's own budget.
<ul style="list-style-type: none"> you have agreed specified and SMART outcomes for the year with parents/carers and costed these using £634.54 for TA hours and totalled only the additional funding being requested over and above the school provision in place. 	<ul style="list-style-type: none"> your outcomes are not achievable or measurable in a year's time eg to achieve their learning potential. Do not apply if the provision requested duplicates school provision already in place or if the cost of the interventions is unreasonable ie the school must have investigated a range of possible interventions and agreed a cost effective choice with parents/carers. Resources that will be used by other pupils cannot be requested.
<ul style="list-style-type: none"> the requested funding is focused on clear interventions that will lead to good progress in the coming year. By focusing on priorities there should only be a small number of outcomes for the year. The funding requested should relate to a reasonable amount relative to the pupil's needs and should reflect opportunities for pupils to work independently at their own level, through differentiation, which does not require support hours. Good provision balances individual intervention with independence and inclusion. 	<ul style="list-style-type: none"> you have started with full time support as the basis for your Plan for a pupil and then tried to work the Plan backwards into interventions that then add up to 25 or a high number of hours. Most requests are agreed at a lower level than requested because additional support has been written in that either duplicates what the school are already providing, is non-specific ie asking for supervision/general support in all areas or lists too many outcomes that are unrealistic for one year.