

Graduated response to support and intervention for pupils with SEND



This tool is primarily a monitoring tool to ensure that all pupils receive appropriate provision according to need and that no pupil 'falls through the net'.

- To break down the three stages of provision (universal, targeted and identified SEND) to further refine the graduated approach
- To assess all pupils against the five stages to ensure appropriate provision
- To check the accuracy of the school's SEND Register
- To ensure class teachers are responsible for the provision of all learners, including those pupils with SEND
- To outline and communicate expectations for different stages of provision
- To clarify assessment and monitoring systems at different stages and who is responsible
- To enable senior leaders to check provision for identified pupils as part of pupil progress meetings
- To provide early intervention to prevent pupils from developing a special educational need
- To clarify provision where lack of progress for individual pupils is causing concern

To ensure that additional support is time limited and rooted in a cycle of Assess Plan Do Review, in line with the SEND Code of Practice

<p>A member of staff has concerns about a pupil. This should be discussed with the class teacher. Class teacher can seek verbal advice through colleagues, Phase Leader, SENCO, AHTs, etc. Class teacher to use OAIP booklet for strategies. Class teacher to also share concerns with the parent to get their views.</p>		<p>If after discussing this with staff and trialling some different strategies/provisions from OAIP booklet, they are still concerned that the child has additional needs, and the needs cannot be met through Quality First Teaching, then the class teacher should meet with parents to share that they will be completing a Nature of Concern form to give to the SENCO.</p>
<p>Initial Concern (Code IC on SIMS)</p>	<p>SENCO will review the Nature of Concern form, discuss with class teacher, and may identify some intervention/strategies to trial. The SENCO may carry out some SEND baselines to rule things out and will provide an in school feedback report identifying some actions for the class teacher to carry out and share with parents. SENCO or class teacher will telephone parents to say these assessments have been carried out and that the class teacher will provide more detail. The child's name will go on the Initial Concern register. At this point, the child is not on SEND Register but is part of the Inclusion Register. It is the class teacher's responsibility to keep the parents informed on how the interventions/strategies are impacting.</p>	
<p>After being Initial Concern for one or two terms and Additional Needs</p>	<p>Targeted, additional support will be in place and reviewed half-termly with the class teacher, the SENCO and parents. At this point, the child is not on SEND Register but is part of the Inclusion register. It is the class teacher's responsibility to keep the parents informed on how the interventions/strategies are impacting. However, if the decision is made during this time, for the child to go onto the SEND register, the class teacher will inform the parents and explain what this means.</p>	
<p>School Support</p>	<p>Targeted, intensive additional support provided in class that is over and above Quality First Teaching. (Usually 1:1 rather than group) At this point, the child is on the SEND Register and regular conversations with parents about setting and reviewing targets, monitoring progress and interventions/provision take place.</p>	
<p>EHCP</p>	<p>Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term. (SEND register – EHCP or application)</p>	

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Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
Universal provision for all pupils.		<ul style="list-style-type: none"> • High quality first teaching • A broad and balanced curriculum within an inclusive classroom • Personalised learning targets • Attention paid to different learning styles • Carefully planned differentiation, including practical, visual, concrete resources • Modelling by adults within the classroom • Curriculum assessment of progress to support target setting for pupils • Assessment for learning and constructive feedback • See OAIP and First Step Response book. 	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress and/or Phase Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps • Parent Consultation meetings 2x year 	Class Teacher Phase Leader
Initial Concern (Code IC)	Early intervention support (Not on SEND Register)	In addition to Universal: <ul style="list-style-type: none"> • Support within class through small groups and individual support • Adaptation of the curriculum to meet individual learning needs • Tools and resources to support access • See OAIP and First Step Response book. 	<ul style="list-style-type: none"> • Adapted/differentiated planning and outcomes • Discussion with parents • Nature of Concern form completed and shared with SENCO • Pupil aware of targets • Reviewed at Pupil Progress and/or Phase Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps 	Class Teacher Phase Leader SENCO
After being Initial Concern for one or two terms or Additional Needs (Code AN) A child could be at this stage due to a need such as a	Targeted, additional support (Not on SEND register but on Inclusion register)	In addition to Universal and IC: <ul style="list-style-type: none"> • Investigation of strengths and needs • Early intervention and personalised provision • Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment • Targeted support within class through small groups and working individually with an adult • Additional group or individual programmes • Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and 	<ul style="list-style-type: none"> • Nature of Concern form reviewed by SENCO and class teacher, detailing evidence of intervention, impact and outcomes • Differentiated planning and outcomes • Regular communication and updates with parents • Pupil aware of learning targets • Assessment for Learning systems used to identify strengths/gaps • Intervention records completed weekly to record progress 	Class Teacher Phase Leader SENCO

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diagnosis but may not need all the intervention.		<p>reading interventions etc). Reviewed 6 weekly.</p> <ul style="list-style-type: none"> • Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording • Tools and resources to support access 		
School Support (Code K)	<p>Targeted, intensive additional support (SEND register)</p>	<p>In addition to Universal, IC and AN:</p> <ul style="list-style-type: none"> • Multi-professional planning and coordinated support may be in place e.g. E.P. Service, ASCT, LBAT, Health colleagues, etc • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Individual Education Plan reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • Individual Learning Plan with minimum of 3 targets, with at least termly review. These targets to be set and reviewed with both pupil and parents • Class teacher updating parents on progress and provision at least half termly • Progress meeting with SENCo regularly • SENCo monitoring provision • Intervention identified on whole school provision map with clear baselines and impact and reviewed at least termly. 	Class Teacher SENCo
	Request for EHCNA	<ul style="list-style-type: none"> • As above 		

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<p>EHCP (Code E)</p>	<p>Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.</p> <p>(SEND register – EHCP or application)</p>	<p>In addition to all above stages:</p> <ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) • Multi-professional planning and coordinated support e.g. E.P. Service, ASCT, LBAT, Health colleagues and CAMHS etc • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Individual Education Plan reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • Annual Review Meeting – attend. • Annual Review Report - completed in detail, liaising with previous teacher if needed. • Termly detailed provision map updated and reviewed • Individual Learning Plan with termly review • Progress meeting with SENCo regularly • SENCo monitoring provision • Intervention identified on whole school provision map with clear baselines and impact and reviewed at least termly. 	<p>Class Teacher SENCo SLT Governors</p>
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*To access additional support at a higher stage, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support.