

Graduated response to support and intervention for pupils with Additional Needs

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision (High quality first teaching)	<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 	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps 	Class Teacher
2	Early intervention support (Not on SEN Register)	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> • Support within class through small groups and individual support (e.g. cut away, workshops) • Differentiation of the curriculum to meet individual learning needs • Tools and resources to support access 	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Identifying pupils on planning • Pupil aware of learning targets • Reviewed at Pupil Progress and Year Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps 	Class Teacher LT/ SLT
3	Targeted, additional support (Not on SEN Register)	<p>In addition to Stages 1 - 2:</p> <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 	<ul style="list-style-type: none"> • SENCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes) • Differentiated planning and outcomes 	Class Teacher SLT SENCo

		<ul style="list-style-type: none"> • Additional group or individual programmes • Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc). Reviewed 6 weekly. • Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording • Tools and resources to support access 	<ul style="list-style-type: none"> • Pupil aware of learning targets • Reviewed at Pupil Progress meetings with SENCo • Assessment for Learning systems used to identify strengths/gaps • Intervention records completed weekly to record progress 	
4	Targeted, intensive additional support (SEN register)	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> • Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG and CAMHS. • 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"> • Pupil Passport • Individual Education Plan with at least termly review • IEP Progress Forms • Progress meeting with SENCo • SENCo monitoring provision • Intervention identified on whole school provision map. • SEND pupils identified by orange sticker on their books 	Class Teacher SENCo
	Request for a Statutory Assessment	<ul style="list-style-type: none"> • As above 		
5	Provision over and above that which would be expected at universal and targeted	<p>In addition to Stages 1 – 4:</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. 	<ul style="list-style-type: none"> • Annual Review Meeting • Annual Review Report • Pupil Passport • Individual Education Plan 	Class Teacher SENCo

	<p>support levels because pupil's needs are exceptional, severe, complex and long term.</p> <p>(SEN register – EHCP or application)</p>	<p>Service, Outreach Services (SAOS), Health colleagues, PHIG and CAMHS.</p> <ul style="list-style-type: none"> • 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 	<p>reviewed at least termly</p> <ul style="list-style-type: none"> • IEP Progress Forms • Termly progress meeting with SENCo • Intervention identified on whole school provision map. 	
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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.