

**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	<p>Universal provision</p> <p>(High quality first teaching)</p>	<ul style="list-style-type: none"> <li>• High quality first teaching</li> <li>• A broad and balanced curriculum within an inclusive classroom</li> <li>• Personalised learning targets</li> <li>• Attention paid to different learning styles</li> <li>• Carefully planned differentiation, including practical, visual, concrete resources</li> <li>• Modelling by adults within the classroom</li> <li>• Curriculum assessment of progress to support target setting for pupils</li> <li>• Assessment for learning and constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated planning and outcomes</li> <li>• Pupil aware of learning targets</li> <li>• Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> </ul>	Class Teacher
2	<p>Early intervention support</p> <p>(Not on SEN Register)</p>	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> <li>• Support within class through small groups and individual support (e.g. cut away, workshops)</li> <li>• Differentiation of the curriculum to meet individual learning needs</li> <li>• Tools and resources to support access</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated planning and outcomes</li> <li>• Identifying pupils on planning</li> <li>• Pupil aware of learning targets</li> <li>• Reviewed at Pupil Progress and Year Review meetings with Senior Leadership Team</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> </ul>	Class Teacher LT/ SLT
3	<p>Targeted, additional support</p> <p>(Not on SEN Register)</p>	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> <li>• Investigation of strengths and needs</li> <li>• Early intervention and personalised provision</li> <li>• Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment</li> <li>• Targeted support within class through small groups and working individually with an adult</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes )</li> <li>• Differentiated planning and outcomes</li> </ul>	Class Teacher SLT SENCo

		<ul style="list-style-type: none"> <li>• Additional group or individual programmes</li> <li>• 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.</li> <li>• Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording</li> <li>• Tools and resources to support access</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil aware of learning targets</li> <li>• Reviewed at Pupil Progress meetings with SENCo</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> <li>• Intervention records completed weekly to record progress</li> </ul>	
4	Targeted, intensive additional support  (SEN register)	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> <li>• Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG and CAMHS.</li> <li>• Personalised support, working on an individualised curriculum</li> <li>• High levels of adult support and modelling to enable access to the curriculum</li> <li>• Personalised resources e.g. work station if appropriate</li> <li>• Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li> <li>• Individual Education Plan reviewed at least termly</li> <li>• Identified on school provision map, reviewed at least termly</li> <li>• Access to an adapted environment if appropriate</li> <li>• Individual modifications to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Passport</li> <li>• Individual Education Plan with at least termly review</li> <li>• IEP Progress Forms</li> <li>• Progress meeting with SENCo</li> <li>• SENCo monitoring provision</li> <li>• Intervention identified on whole school provision map.</li> <li>• SEND pupils identified by orange sticker on their books</li> </ul>	Class Teacher SENCo
	Request for a Statutory Assessment	<ul style="list-style-type: none"> <li>• As above</li> </ul>		
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"> <li>• Education, Health and Care Plan (EHCP) reviewed annually (Annual Review)</li> <li>• Multi-professional planning and coordinated support e.g. E.P.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Review Meeting</li> <li>• Annual Review Report</li> <li>• Pupil Passport</li> <li>• Individual Education Plan</li> </ul>	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"> <li>• Personalised support, working on an individualised curriculum</li> <li>• High levels of adult support and modelling to enable access to the curriculum</li> <li>• Personalised resources e.g. work station if appropriate</li> <li>• Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li> <li>• Individual Education Plan reviewed at least termly</li> <li>• Identified on school provision map, reviewed at least termly</li> <li>• Access to an adapted environment if appropriate</li> <li>• Individual modifications to the curriculum</li> </ul>	<p>reviewed at least termly</p> <ul style="list-style-type: none"> <li>• IEP Progress Forms</li> <li>• Termly progress meeting with SENCo</li> <li>• Intervention identified on whole school provision map.</li> </ul>	
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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.