

*“Locally based education for the benefit of pupils and families
within their local communities”*

The Graduated Response to SEND & Intervention



Graduated Response to SEND Support and Intervention

The following tool is based on statutory guidance in The Code of Practice. This tool outlines additional stages to the baseline Universal, Targeted & Specialist. It outlines preferred graduated phases of provision available to all pupils. It is primarily a monitoring tool to ensure that all pupils receive appropriate provision according to need. It has been produced so that schools can personalise it to their own context, identifying interventions available within their own setting.

- 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.
- To ensure that all pupils are monitored closely and no pupil 'falls through the net'.

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	<ul style="list-style-type: none"> • High quality teaching – using the Hamwic Teaching & Learning Handbook • 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 • Use Inclusive teaching checklist as a quality assurance tool & evidence of high-quality teaching • Wave 2 -Teacher/TA led Classroom based interventions from school menu <p style="text-align: center;">Cause for Concern recorded</p>	<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 • Inclusive teaching checklist 	Class Teacher SLT -Through observation & learning walks
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 • 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 to individual learning 	<ul style="list-style-type: none"> • SENCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes) 	Class Teacher SLT SENCo SEN Governor

		<p>needs e.g. alternative methods of recording</p> <ul style="list-style-type: none"> • Tools and resources to support access • Differentiation of the curriculum • Evidence based interventions delivered individually or in small groups between 8-20 weeks, Outside of the classroom from school menu <p style="text-align: center;">Cause for Concern recorded</p>	<ul style="list-style-type: none"> • Differentiated planning and outcomes • 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	<p>Targeted, intensive additional support</p> <p>(SEN register)</p>	<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, Health colleagues, CAMHS. • 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 • Use of individual provision checklist to evidence impact of provision <p style="text-align: center;">Cause for Concern recorded</p>	<ul style="list-style-type: none"> • Pupil Passport • Individual Education Plan with at least termly review • IEP Progress Forms • Progress meeting with SENCo • Intervention identified on whole school provision map. • SENCo monitoring provision through individual provision checklist 	<p>Class Teacher</p> <p>SENCo</p> <p>SLT</p> <p>SEN Governor</p> <p>Agencies – if providing targeted Intervention</p>
	Request for a Statutory Assessment	Using all above as evidence to support the request	<ul style="list-style-type: none"> • Use of EHCP Criteria • a checklist 	
5	Provision over and	In addition to Stages 1 – 4:	<ul style="list-style-type: none"> • Annual Review Meeting 	Class Teacher

<p>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>	<ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) • Personalised provision as identified in EHCP • Multi-professional planning and coordinated support e.g., E.P. Service, Outreach Services, Health colleagues, CAMHS • Outcomes broken down in to targets • Long term targets broken down into short term • Short term targets broken down into Classroom SMART IEP Targets. • Individual modifications to the curriculum • Access to an adapted environment if appropriate • Personalised curriculum if appropriate 	<ul style="list-style-type: none"> • Annual Review Report • Pupil Passport • Individual Education Plan reviewed at least termly • IEP Progress Forms • Termly progress meeting with SENCo • Intervention identified on whole school provision map. 	<p>SENCo</p> <p>SLT</p> <p>SEN Governor</p> <p>Agencies – if providing targeted Intervention</p> <p>SEND Team – through Annual Review</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.