



**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)	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	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)	In addition to Stage 1: 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	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)	In addition to Stages 1 - 2: 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	SENCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes ) Differentiated planning and outcomes	Class Teacher SLT SENCo

		<p>Additional group or individual programmes</p> <p>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.</p> <p>Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording</p> <p>Tools and resources to support access</p>	<p>Pupil aware of learning targets</p> <p>Reviewed at Pupil Progress meetings with SENCo</p> <p>Assessment for Learning systems used to identify strengths/gaps</p> <p>Intervention records completed weekly to record progress</p>	
4	<p>Targeted, intensive additional support</p> <p>(SEN register)</p>	<p>In addition to Stages 1 – 3:</p> <p>Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG and CAMHS.</p> <p>Personalised support, working on an individualised curriculum</p> <p>High levels of adult support and modelling to enable access to the curriculum</p> <p>Personalised resources e.g. work station if appropriate</p> <p>Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</p> <p>Individual Education Plan reviewed at least termly</p> <p>Identified on school provision map, reviewed at least termly</p> <p>Access to an adapted environment if appropriate</p> <p>Individual modifications to the curriculum</p>	<p>Pupil Passport</p> <p>Individual Education Plan with at least termly review</p> <p>IEP Progress Forms</p> <p>Progress meeting with SENCo</p> <p>SENCo monitoring provision</p> <p>Intervention identified on whole school provision map.</p> <p>SEND pupils identified by orange sticker on their books</p>	<p>Class Teacher</p> <p>SENCo</p>
	<p>Request for a Statutory Assessment</p>	<p>As above</p>		
5	<p>Provision over and above that which would be expected at universal and targeted</p>	<p>In addition to Stages 1 – 4:</p> <p>Education, Health and Care Plan (EHCP) reviewed annually (Annual Review)</p> <p>Multi-professional planning and coordinated support e.g. E.P.</p>	<p>Annual Review Meeting</p> <p>Annual Review Report</p> <p>Pupil Passport</p> <p>Individual Education Plan</p>	<p>Class Teacher</p> <p>SENCo</p>

	<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> <p>Personalised support, working on an individualised curriculum</p> <p>High levels of adult support and modelling to enable access to the curriculum</p> <p>Personalised resources e.g. work station if appropriate</p> <p>Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</p> <p>Individual Education Plan reviewed at least termly</p> <p>Identified on school provision map, reviewed at least termly</p> <p>Access to an adapted environment if appropriate</p> <p>Individual modifications to the curriculum</p>	<p>reviewed at least termly</p> <p>IEP Progress Forms</p> <p>Termly progress meeting with SENCo</p> <p>Intervention identified on whole school provision map.</p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

\*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.