



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 first teaching based on Rosenshine's Principles of Instruction • A broad and balanced curriculum within an inclusive classroom • Personalised learning targets • Attention paid to different learning styles • Carefully planned scaffolds 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 <p>See Ordinarily Available Provision</p>	<ul style="list-style-type: none"> • Pupil aware of learning targets • Formative assessment strategies used to adapt teaching sequence, or in the moment, and check on long-term understanding • Summative assessment used to benchmark, identify strengths / gaps and inform planning • Reviewed at Pupil Progress meetings 	Class Teacher
2	Early intervention support (Not on SEND Register)	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> • Support within class through small groups and individual support • Differentiation of the curriculum to meet individual learning needs • Tools and resources to support access and scaffold learning <p>See Ordinarily Available Provision</p>	<ul style="list-style-type: none"> • As above 	Class Teacher T+L Lead
3	Targeted, additional support (Not on SEND Register)	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> • Investigation of strengths and needs using SEND support tool • Targeted support / more personalised provision within class through small groups and working individually with an adult • Inclusion of parents/carers and child as part of a Assess - Plan – Do – Review cycle of targeted assessment • Additional group or individual programmes • Evidence based interventions delivered individually or in small groups between 8-20 weeks. 	<p>As above plus:</p> <ul style="list-style-type: none"> • SENDCo made aware (Request for Support form completed detailing evidence of intervention, impact and outcomes) • Intervention assessment and records completed to record progress 	Class Teacher SENDCo

4	Targeted, intensive additional support (SEND register)	In addition to Stages 1 – 3: <ul style="list-style-type: none"> • Personalised support, working on an individualised curriculum • High levels of scaffolding to enable access to the curriculum • Personalised resources e.g. work station if appropriate • Multi-professional planning and coordinated support may be in place • Access to an adapted environment if appropriate • Individual modifications to the curriculum • Learning Plan reviewed at least three times a year • Request for statutory assessment may be made 	<ul style="list-style-type: none"> • One Page Profile • Learning Plan with at least termly review • Progress meeting with SENDCo • SENDCo monitoring provision 	Class Teacher SENDCo
5	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)	In addition to Stages 1 – 4: <ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) • Multi-professional planning and coordinated support • High levels of adult support and scaffolding to enable access to the curriculum • EHCP tracker reviewed at least three times a year • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • EHCP tracker with at least termly review • One Page Profile • Annual Review Meeting • Progress meeting with SENDCo • SENDCo monitoring provision 	Class Teacher SENDCo

*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.