

Graduated Response Approach

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 Personalised learning targets Carefully planned scaffolding, including practical, visual, concrete resources Assessment for learning and constructive feedback 	<ul style="list-style-type: none"> Pupil aware of learning targets Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team 	Class Teacher & Phase Leader
2	Early intervention support (Not on SEN Register)	In addition to Stage 1: <ul style="list-style-type: none"> Support within class through small groups and individual support (e.g. cut away, workshops) 	<ul style="list-style-type: none"> Pupil aware of learning targets Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team 	Class Teacher, Phase Leader & SLT
3	Targeted, additional support (Not on SEN Register)	In addition to Stages 1 - 2: <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 Additional group or individual programmes Evidence based interventions delivered individually or in small groups between 8-20 weeks. 	<ul style="list-style-type: none"> SENCO made aware (Concern sheet completed with parents, detailing evidence of intervention, impact and outcomes) Pupil aware of learning targets Reviewed at Pupil Progress meetings with SENCO Intervention records completed weekly to record progress 	Class Teacher, Phase Leader, SLT & SENCO
4	Targeted, intensive additional support (SEN register)	In addition to Stages 1 – 3: <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 problem solving and CAMHS. Individual Education Plan Identified on school provision map, reviewed at least termly Consideration of a request for EHC assessment	<ul style="list-style-type: none"> One Page Profile & IEP Progress meeting with SENCO SENCO monitoring provision Intervention identified on whole school provision map. 	Class Teacher SENCO
5	Provision over and above Stage 4 (SEND register – EHCP or application)	In addition to Stages 1 – 4: <ul style="list-style-type: none"> Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) Multi-professional support Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention Individual Education Plan Identified on school provision map 	<ul style="list-style-type: none"> Annual Review Meeting and Report One Page Profile & IEP SENCO monitoring provision Intervention identified on whole school provision map. 	Class Teacher SENCO