

## A Graduated Approach to SEND

A graduated approach is the system of SEN support within our school. Our system helps us to assess need and plan appropriate support. At each stage in our graduated approach we assess, plan, do and review.

**See our SEND Identification Flowchart for further details and Whole School Provision maps for details of our Plan, Do, Assess, Review approach in the specific areas of learning.**

### Area of concern

(Changes in learning, behaviour, wellbeing, low progress and attainment)

**Purpose:** A professional or parent may have highlighted a concern over the progress or behaviours of a young person.

**Procedure:** A triangulation of information is gathered by the class teacher & DSL to identify a possible barrier to learning (Iceberg model)

**Outcome:** Identify a possible barrier to learning, and agree actions. If the outcome is possibly a learning barrier, the teacher refers to stage 1. Follow safeguarding process for other needs. If a behavioural need, strategies will be put into place for support.

**Time-scale:** Action at any time; review at pupil progress meetings; next steps planned within 2 weeks of review.

### Stage 1. QFT Approach and Universal Strategies

**Purpose:** To ensure that a child is receiving and accessing effectively the QFT approaches adopted by the school. Assess any additional support required to ensure success. Enter into a discussion with parent and pupils regarding learning.

**Procedure:** Class teacher reviews the universal strategies/approach adopted within their own classroom. Check against whole school provision maps. May seek help from colleagues/SENDco.

**Outcomes:** QFT approaches applied consistently. Pupil accessing effectively.

**Lead:** Class teacher

**Time-scale:** 6 weeks

### Stage 2. Person-Centred Planning

*(At this stage, pupils continue to be on identification tracker; non-SEND catch up programmes)*

**Purpose:** To open a discussion with child and parent around possible challenges. Enter into a time-bound Assess, Plan, Do, Review cycle and measure impact.

**Procedure:** Complete Initial Cause for Concern form with parent to gather further information; seek views of child; agree actions and responsibilities.

**Outcomes:** Agreed expectations. Shared responsibility. Individualised strategies adopted to support emerging needs. This may be related to a fixed or transient need. Pupil passport created.

**Lead:** Class teacher supported by SENDco where appropriate.

**Time-scale:** 2 terms

### Stage 3. Student Profile

*(Pupils placed at school action as learning barrier has been identified, and an individual learning plan is adopted – IPM)*

**Purpose:** To gather evidence and identify primary need to connect targeted strategies.

**Procedure:** A range of screening, observation and assessments take place.

**Outcomes:** Detailed overview, long, medium and short term goals agreed. Identified need. Identification of catch up, small group support

**Lead:** Class teacher supported by the SENDco.

**Time-scale:** 2 terms before moving to stage 4. If continuous adjustments required for a longer period timescale agreed when actioned.

### Stage 4. Targeted Interventions

*(Pupils are placed at school action +.)*

**Purpose:** Identify individual support and targeted interventions.

**Procedure:** Discussion with parent. Agree individualised support, referrals for external support/assessment. Time-bound targeted interventions allocated and key adults. Assess level of impact of the intervention.

**Outcomes:** Targeted interventions, external support. Pupil's challenge has improved and can now independently manage that challenge.

**Lead:** Class teacher supported by SENDco.

**Time-scale:** 2 term review. Removal from stage 4 within 1 year.

### Stage 5: Assessment for EHCP

*(At this stage an application for an EHCP is actioned)*

**Purpose:** Identification of long-term outcomes, hopes and aspirations, identify key provision and strategies to support. Team and services around the child and family. Additional funding. Individualised provision.

**Procedure:** Parents can apply for EHCP. School to provide evidence of additional support required in education. Formal assessments made. Outcomes and provision identified.

**Outcomes:** Legally binding individualised health and education support with additional funds.

**Lead:** SENDco