



Graduated approach to supporting students with SEND

Assess/Plan/Do/Review Cycle = 1 Term

Quality First Teach = personalised teaching in the classroom (**differentiation**)

A concern is raised by teachers / TAs / Parents or Carers

Quality First Teaching Methods are adapted which result in the young person showing an improvement within the identified area for concern. Teacher informs parents of concerns.

Significant concern is raised about the need that is not being met using quality first teaching methods.

Teacher discusses outcomes with parent. No SEN intervention is required.

Teacher has a meeting with the SENCO / SEND Manager. Evidence is collected: observations, assessments, work in class etc.

Improvements are made and SMART targets achieved. The young person is able to fully access the curriculum again.
Child is taken off of the SEN register.

Monitoring

Wave 1 - Recommendations are made for specific quality first teaching methods to be adapted as class level intervention.
Improvements are made, no SEN intervention is required.

Wave 1 - Recommendations are made for specific quality first teaching methods to be adapted at class level intervention level.
Improvements are not made.

Wave 2 SEN Support Target Intervention
Additional assessments are made.
Specific small group/is put in place as stated by Bury local offer and progress monitored by the SENCO, SEND Manager and teachers.
A pupil passport is to be written.

A decision is made, with parental consent, to place the child on the SEN register. SEN screening to take place.

Wave 3 SEN Support Tailored Intervention
A Pupil Centred Plan is written, discussed and agreed with parents/ carers and child. Small group / 1:1 intervention is put in place. Progress is monitored by SENCO / SEND Manager / teachers and parents against the Pupil Centred Plan SMART targets each term.
Possible referral to external service to gain more information about area of need, to identify specific next steps and to initiate a cycle of assess/ plan/do/review.

Statutory Assessment Application
The graduated response after 2 cycles has not been successful and progress has not been made or a specific/complex need has been identified, across two areas of need.
Further support is requested through the EHCP.
A case study may be written

Poor Progress

Poor Progress

Progress is made

Progress

Progress