



The Graduated Approach for SEND Provision

STEP 1 INITIAL CONCERNS



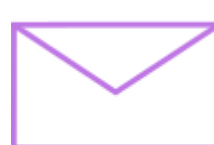
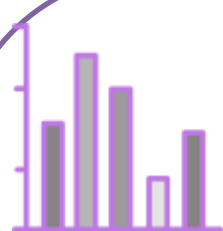
- Initial concerns identified by staff or parents- cognition & learning, social/emotional/mental health, communication, Sensory/physical
- Class teacher discusses with parents
- Quality First Teaching adaptations implemented/universal support
- Informal discussion with SEND team if necessary



Continue to monitor and review.

If concerns persist, move to Step 2.

STEP 2 CONCERNS PERSIST



- Adaptations have limited impact, further concerns, pupil progress data etc.
- Discussion with parents and consent to refer to SEND team (Summary of discussion to be added to initial concerns form)
- ISM (Inclusion support meeting) to be completed by class teacher (parent consent needed), notes from ISM to be added to insight.
- Complete an Initial Concerns Form and share to sendco@dalehallprimary.net
- EC (SEND CO) will triage and refer Initial Concerns to relevant members of the SEND team.



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STEP 3 ASSESS, PLAN & IMPLEMENT



- SEND team will complete class-based observations
- Gather assessment information and other key information including views from parents/child
- Build a picture of need and identify next steps, strategies, interventions etc.
- Share findings and next steps with parents and staff
- Teachers to create a learning plan on insight, support from SEND team if necessary
- Next steps are implemented by staff



A personalised plan of support is put in place based on assessed needs.

STEP 4 REVIEW



- By 6 weeks- Review of strategies/next steps with parents, staff and SEND team. (Where appropriate review can be made earlier)
- If limited progress is being made or further concerns are raised, do we need to:
 - Explore further intervention required?
 - Involve to outside agencies /Make referrals?
 - Add to the SEND register?



Decisions made collaboratively with parents, staff and the SEND team.



The graduated approach is an ongoing cycle of Assess, Plan, Do, Review, ensuring the best possible outcomes for all pupils.

Expectations and non-negotiables

Quality first teaching



'Quality First Teaching is high-quality, inclusive classroom teaching that aims to meet the needs of all learners through strong pedagogy. It combines clear instruction, well-designed tasks, purposeful practice, effective feedback, and calm routines so that pupils can access learning with fewer barriers.

It does not mean 'the same for everyone'. It means strong foundations for all, combined with responsive adjustments within the lesson that enable pupils to succeed.' [Understanding Quality First Teaching In Modern Education](#)

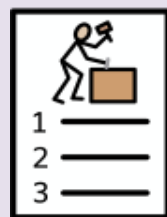


- Clear learning goals and success criteria that pupils can understand.
- Explicit instruction and modelling that makes thinking visible.
- Guided practice before independent work.
- Scaffolds that reduce cognitive overload and are removed over time.
- Regular checks for understanding so misconceptions are caught early.
- Adaptations that allow pupils to access content without lowering ambition.
- Predictable routines and behaviour expectations so the classroom is safe and calm.

Use EEFs 5 a day to support your planning-

1. Explicit instruction
2. Cognitive and metacognitive strategies
3. Scaffolding
4. Flexible grouping
5. Using technology

Learning plans



Our learning plans are designed to identify the targeted support needed for pupils where QFT/Universal support is no longer meeting the pupils need or overcoming barriers.

The learning plan forms part of graduated approach, planning, implementing and reviewing.

Expectations:



Learning plans should include:

- Pupils strengths
- Reasonable adjustments, key adaptations and strategies being used
- No more than 3 targets linked to overcoming the barriers in learning and are measurable
- If a child has an EHCP, targets should be linked to this
- Learning plans should be reviewed and shared with parents a minimum of 3 times a year (Once a term)
- If a child has achieved a target, a new one to be added if appropriate



Types of support



Universal support- quality first teaching approaches Such as:

- Quiet, calm environment
- Movement breaks
- Adaptive learning tasks
- Modified seating arrangements
- Consistent language
- Scaffolds
- Modelling
- Explicit instruction



Targetted support Such as

Support that is needed beyond the universal support

- Small group/1:1
- Targeted intervention programmes -
- Catch up literacy
- 1st class number
- Beat dyslexia
- Phonics intervention



Specialist support Such as:

- SALT- 1:1 Speech therapist support
- AP
- Occupational Therapists
- MHST
- EHCP



SEND team- roles



Lizzie Cattermole- SENDco

- Leading, overseeing , planning of SEND provision across the school
- Deployment of LSA to meet the needs of pupils
- Monitoring and overseeing Learning plans
- OT and AP referrals
- Triaging Initial concerns
- Risk assessments
- EHCNA's and monitoring EHCP provision
- Provision mapping alongside headteacher
- Supporting teachers reviewing provision as part of the graduated approach.
- Co-ordinating interventions

Jo Dedicoat- Headteacher

- Strategic planning and oversight of whole school SEND provision alongside SENDco
- Supporting/gathering HNF evidence packs
- Provision mapping
- Monitoring Learning plans

Clair Utting- Family Liaison/Attendance/Thrive

- Leading and monitoring Thrive across the school
- Supporting families
- Monitoring attendance
- NDD referrals
- SALT referrals and co-ordinating support
- SES referrals and meeting SES team
- Overseeing provision from the Teacher of the Deaf
- School nursing team referrals
- LAC
- SEMH

Jade Nixon- Deputy Headteacher

- Designated safeguarding lead (DSL)
- Transition
- Liaising with professionals from children and young person services.

Tracey Abbott- Lead TA

- Leading interventions KS1
- Observations
- SEND resources