



SEND Graduated Approach

Plan

- Class teacher liaises with SENCo to determine strategies and interventions needed to meet the child's needs. In some instances external agencies will become involved to offer more specialist advice.
- Class teacher differentiates planning appropriately to ensure individual targets are met.
- Class teacher regularly adapts planning based on the child's progress and attainment in all areas.
- Parent / Carers and the child are consulted during provision planning

Parent / Carer

Child

Do

- Class teacher implements agreed strategies within class.
- Class teacher differentiates teaching to meet the needs of all children within the class.
- Class teacher ensures that other adults working within the class are aware of all pupils' needs and the strategies that address these.
- Interventions are carried out by the allocated adult with input from the class teacher as necessary.
- Class teacher advises parents of additional support that can be provided at home.

Assess

- Reading, Writing & Maths assessments are used to provide a baseline for the child's attainment.
- Observations by the class teacher and other adults provide further insight into the child's needs and achievements.
- At SEN Support Plan meetings parents are invited to share their ideas about their child's learning and any particular difficulties they face as well as talents or passions they may have, this will feed into future planning.
- Reports from external agencies will be considered by the SENCo and class teacher and provided to parents.

Review

- Class teacher monitors and records the progress of the child and discusses this with parents at SEN Support Plan meetings.
- Completed SEN Support Plans are sent to the SENCo for review.
- Class teacher oversees and monitors the efficacy of strategies and interventions carried out.
- Class teacher liaises with SENCo to establish whether any additional support could be put in place.
- For those children not making at least the expected level of progress after 1 cycle of strategies and interventions being carried out, further assessments and alternative strategies are to be explored.