

Kingslea Primary School Graduated Response - Support and Intervention for Pupils with Additional Needs

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 A broad and balanced curriculum within an inclusive classroom Personalised learning targets Attention paid to different learning styles Carefully planned differentiation, including practical, visual, concrete resources Modelling by adults within the classroom Curriculum assessment of progress to support target setting for pupils Assessment for learning and constructive feedback <p style="background-color: yellow;">See OAIP, NASEN Teacher Handbook, Whole School Provision Map</p>	<ul style="list-style-type: none"> Differentiated planning and outcomes Pupil aware of learning targets Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team Assessment for Learning systems used to identify strengths/gaps 	Class Teacher
2	Early intervention support (Not on SEN Register)	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> Support within class through small groups and individual support (e.g. early morning tasks, split input, pre-post teaching) Scaffolding of the curriculum to meet individual learning needs Tools and resources to support access <p style="background-color: yellow;">See OAIP, NASEN Teacher Handbook, Whole School Provision Map</p>	<ul style="list-style-type: none"> Differentiated planning and outcomes Pupil aware of learning targets Reviewed at Pupil Progress meetings with Senior Leadership Team Assessment for Learning systems used to identify strengths/gaps 	Class Teacher SLT (6-10 weeks APDR period)
3	Targeted, additional support	<p>In addition to Stages 1 - 2:</p> <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 	<ul style="list-style-type: none"> Inclusion Lead made aware (In-house referral form completed, detailing evidence of intervention, impact and outcomes) Differentiated planning and outcomes Pupil aware of learning targets 	Class Teacher SLT Inclusion Lead (10-12 weeks APDR period)

***To access additional support at a higher stage, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support.**

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	<p>(Not on SEN Register)</p>	<ul style="list-style-type: none"> Targeted support within class through small groups and working individually with an adult Additional group or individual programmes Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc.). Reviewed 6 weekly. Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording Tools and resources to support access <p>See OAIP, NASEN Teacher Handbook, Whole School Provision Map</p>	<ul style="list-style-type: none"> Reviewed at Pupil Progress and SEN review meetings with Inclusion Lead Assessment for Learning systems used to identify strengths/gaps Intervention records completed to record progress 	
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4	<p>Targeted, intensive additional support</p> <p>(SEN register)</p>	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> • Multi-professional planning and coordinated support may be in place e.g., E.P. Service, Outreach Services, Health colleagues, CAMHS. • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g., work station if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Individual Provision Map reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • One Page Profile • Individual Provision Map with at least termly review • Progress reviewed at Pupil Progress and SEN review meetings with Inclusion Lead • Inclusion Lead monitoring provision • Intervention identified on whole school provision map. 	<p>Class Teacher Inclusion Lead (10-12 weeks APDR period)</p>
4	<p>Request for a Statutory Assessment</p>	<ul style="list-style-type: none"> • As above 		
5	<p>Provision over and above that which would be expected at universal</p>	<p>In addition to Stages 1 – 4:</p> <ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) • Multi-professional planning and coordinated support e.g., E.P. Service, Outreach Services, Health colleagues, CAMHS. 	<ul style="list-style-type: none"> • Annual Review Meeting • Annual Review Report • One Page Profile • Individual Provision Map reviewed at least termly • Termly progress meeting with Inclusion Lead 	<p>Class Teacher Inclusion Lead Local Authority</p>

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<p>and targeted support levels because pupil's needs are exceptional, severe, complex and long term.</p> <p>(SEND register – EHCP or application)</p>	<ul style="list-style-type: none"> • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g., work station if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Individual Provision Map reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • Intervention identified on whole school provision map. 	
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