

Graduated response to 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 teaching – using the Hamwic Teaching & Learning Handbook • 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 	<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. cut away, workshops) • Differentiation of the curriculum to meet individual learning needs • Tools and resources to support access • Use Inclusive teaching checklist as a quality assurance tool & evidence of high-quality teaching • Wave 2 -Teacher/TA led Classroom based interventions from school menu <p style="text-align: center;">Cause for Concern recorded</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 • Inclusive teaching checklist 	Class Teacher SLT -Through observation & learning walks
3	Targeted, additional support (Not on SEN Register)	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> • Investigation of strengths and needs • Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment • Targeted support within class through small groups and working individually with an adult • Additional group or individual programmes to individual learning 	<ul style="list-style-type: none"> • SENCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes) 	Class Teacher SLT SENCo SEN Governor

		<p>needs e.g. alternative methods of recording</p> <ul style="list-style-type: none"> • Tools and resources to support access • Differentiation of the curriculum • Evidence based interventions delivered individually or in small groups between 8-20 weeks, Outside of the classroom from school menu <p style="text-align: center;">Cause for Concern recorded</p>	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress meetings with SENCo • Assessment for Learning systems used to identify strengths/gaps • Intervention records completed weekly to record progress 	
4	<p>Targeted, intensive additional support</p> <p>(A child will be placed on the SEND register at this stage)</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. • 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 Education Plan reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum • Use of individual provision checklist to evidence impact of provision <p style="text-align: center;">Cause for Concern recorded</p>	<ul style="list-style-type: none"> • Individual Education Plan with at least termly review • IEP Progress Forms • Progress meeting with SENCo 	<p>Class Teacher</p> <p>SENCo</p> <p>SLT</p> <p>SEN Governor</p> <p>Agencies – if providing targeted Intervention</p>
	Request for a Statutory Assessment	Using all above as evidence to support the request	<ul style="list-style-type: none"> • Use of EHCP Criteria checklist 	
5	Provision over and above that which would	<p>In addition to Stages 1 – 4:</p> <ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) 	<ul style="list-style-type: none"> • Annual Review Meeting • Annual Review Report 	<p>Class Teacher</p> <p>SENCo</p>

	<p>be expected at universal 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 provision as identified in EHCP • Multi-professional planning and coordinated support e.g., E.P. Service, Outreach Services, Health colleagues, CAMHS • Outcomes broken down in to targets • Long term targets broken down into short term • Short term targets broken down into Classroom SMART IEP Targets. • Individual modifications to the curriculum • Access to an adapted environment if appropriate • Personalised curriculum if appropriate 	<ul style="list-style-type: none"> • Pupil Passport • Individual Education Plan reviewed at least termly • IEP Progress Forms • Termly progress meeting with SENCo 	<p>SLT</p> <p>SEN Governor</p> <p>Agencies – if providing targeted Intervention</p> <p>SEND Team – through Annual Review</p>
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*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.