

Graduated Approach Stages

Stage	Provision Required	Support and provision	Assessment, recording and monitoring systems	Monitored and actions by
1	Universal	- High quality inclusive teaching - Carefully planned adaptive practice - Scaffolds made available as part of ordinarily available provision (OAP) - Kagan structures for peer support - Assessment for learning - Rosenshine Principles / Walkthrus	- Reviewed at planning meetings - Discussions with Year group team members - Curriculum and Teaching and Learning Resources - Reviewed at Phase meetings and Pupil Progress meetings / Progress Data - Parent consultations (twice a year)	Class Teacher Phase Leaders SLT Parents/child
2	Early intervention support	In addition to stage 1: Support within class through small groups and light touch individual support, as required. Child is added to the monitoring section of the class provision map	- Reviewed at Pupil Progress and Phase meetings - Reviewed with Leadership teams / progress Data - SENDCO/class teacher consultation to address concerns and consider adaptive practice/enhancements to OAP. - Specific progress discussion with parents, as needed.	Class Teacher Phase Leaders SLT Parents/child
3	Additional support	In addition to stages 1 – 2: - Additional group or individual programmes - Evidence-based interventions Class teacher leads on (a minimum of) two half-termly APDR cycles	- Reviewed at Pupil Progress meetings with SENDCo - Individualised Learning Plans created in Edukey - Half-termly Assess, Plan, Do, Review (APDR) cycle – parents, child and teacher involved	Class Teacher Phase Leaders SLT SENDCo Parents/child
4	Enhanced, targeted support	In addition to stages 1 – 3: - SENDCO formally involved - termly APDR cycles - Advice sought from external professionals (non-name consultation) - SENDCO supports adaptations to universal offer - Group or individual evidence-based interventions planned Child is added to the SEND register and the class provision map – provision planned by class teacher in consultation with child and parents.	- Possible input or assessment by an external professional (referral to CAMHS or Flourish outreach teachers, for example) - ELSA support, if appropriate - Reviewed with SENDCo - Half-termly Assess, Plan, Do, Review (APDR) cycle – parents, child and teacher involved - Class provision map - Use of additional assessments as needed, e.g. BSquared, Boxall Profile, YARC	Class Teacher Phase Leaders SLT SENDCo ELSA Parents/child
5	Targeted, intensive additional support	In addition to stages 1 – 4: - Multi-professional support - Individual learning plan Consider request for EHC Plan	- Formal consultation/input from external professionals - One Page Profile and Individual Learning Plan - Tracking Progress Data - SENDCo monitoring provision	Class Teacher SENDCo External Professionals Parents/child
6	Provision over and above stage 5	In addition to stages 1 – 5: - Education, Health and Care Plan (EHCP) reviewed annually - Multi-professional support - Individual Education Plan	- EHCP / Annual Review Meeting and Report - Individual Education Plan - EHC outcomes tracked for progress regularly (termly) - Outcomes reviewed regularly by external professionals - Use of additional assessments such as BSquared - EHC Coordinator/LA SEN Officer monitoring provision	Class Teacher Phase Leaders SLT SENDCo EHC Coordinator Local Authority External Professionals Parents/child