

The Graduated Approach to Support SEND pupils.

All teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff.

In providing support that is 'additional to or different from' the universal offer, the following four stage process will be used:

Assess, Plan, Do and Review (APDR)



This involves:

Assess – Teachers will identify pupils who are not making progress to reach their individual targets. A clear analysis of the pupil's needs using a variety of assessments, discussions with pupil, parents, school staff, comparison to peers, observations, and advice from external agencies.

Plan – Responding to pupils identified need with high quality teaching with appropriate differentiation, additional intervention and/or support.

Do – the class teacher is at the centre of the day to day responsibility for working with all the pupils, including pupils who access interventions and targeted provision away from the class. Teachers work closely with TAs and specialist support staff involved to plan and assess the impact of targeted interventions.

Review – the class teacher will review and fully evaluate any intervention or targeted provision with TAs and specialist support staff. Targets and children's progress will be reviewed, including other factors that may have impacted on the pupils' progress.

Pupils will be discussed at termly pupil progress meetings with SLT, SENCO, KS leaders. A decision will be made about whether the child should be placed upon the SEN register or to monitor the child for another half term where the SENCO can review the intervention currently in place and its impact.

If the child is placed on the SEN register they will be given an **individual support plan** (ISP) with SMART (Specific, Measurable, Achievable, Realistic, Time bound) a meeting will be held with parents to set/share targets with class teacher and/or SENCO.

ISP targets will be set termly and reviewed at the end of the term. These will be shared with parents and parents will be asked to sign them to show they agree.

Children will be identified with SEN under the four main headings listed in the 2014 Code of Practice.