



*Here, children thrive...*

# Graduated response to SEND

**STAGE 1**

## Quality First Teaching

Where we feel that a child's academic achievement and / or progress are not at expected levels, we will enact a first stage of 'Quality First Teaching' with the view to seeing a rapid and immediate impact. This methodology is often all that the majority of children require in order to overcome barriers to progression.

### What does this mean?

Quality First Teaching is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. Through regular and ongoing assessments of daily teaching and learning, teachers will begin to adapt their teaching style to respond to the needs of their class and, in particular, specific barriers to progression which they may identify within children.

### What will this include?

- Learning environment adaptations, such as seating placement, visual timetables etc.
- Clear, focused and personalised learning targets and success statements,
- High quality, adapted resources and learning tools,
- Personalised teaching style

### How is this actioned and managed?

Teachers are best placed to identify children who will require QFT support, and indeed all children are likely to require this at some point in the year. Senior leaders will look for evidence of this through regular monitoring of teaching of teaching and learning and during progress and review meetings.

**STAGE 2**

## Focus pupil support

Where Quality First Teaching is deemed as insufficient to effectively meet the needs of individuals, focus pupil support will be enacted. This methodology ensures that individuals and groups who may have additional barriers to learning are always known to staff teaching them and in receipt of regular closer contact time with teachers.

### What does this mean?

Focus pupil support is in addition to Quality First Teaching, and is not a replacement of it. Where a child or group receives this second stage of SEND support, they will spend more focused time with teachers and staff and receive more direct contact time to embed taught concepts. This may be individually or in a small group.

### What will this include?

Everything in Stage 1, plus:

- Additional focus time with staff to embed, secure and strengthen concepts,
- Adapted learning targets and expectations
- More opportunities to repeat and revisit material
- Access to intervention tools & staff

### How is this actioned and managed?

Where staff feel a child is requiring stage 2 support, they will complete a 'first concerns' form before enacting focused pupil support. First concerns alert senior staff in school to a child at stage 2 support, and this is reviewed regularly by teachers in lesson, as well as by leaders during formal progress meetings at the end of the term.

**STAGE 3**

## Individual Education Plan

When we feel there are persistent and specific areas which are preventing children from achieving their academic potential, an Individual Education Plan will be written. At this point we will liaise with parents and children themselves to create and co-ordinate a plan to help children catch up, overcome barriers to progress and embed essential learning to aid future progression.

### What does this mean?

An individual education plan (IEP) will detail the specific skills, knowledge and core concepts that children need to embed, as well as what provision will be offered to meet them. These could include, but are not limited to, focused group work, intervention specialist provision, tutoring or specialist resources etc.

### What will this include?

Everything in Stages 1 & 2, plus:

- Bespoke and regular access to intervention and support provision tools and staff,
- More regular assessments and reviews from teachers to ensure progress,
- Input from home to ensure consistency and home school partnership

### How is this actioned and managed?

Where a child is graded as working at a level below 'on watch', they will be provided stage 3 support. This can also happen at the discretion of the head / SENDCo; and in some instances at a parents request. IEP progress are reviewed and updated half termly. Children with an IEP may or may not be added to the SEN register for the school.

**STAGE 4**

## SEND Profile

SEND profiles are where we feel a child's needs are going to be a long term factor in their efficient education. SEND profiles are therefore drawn up and travel through school with the child to ensure that everyone who works with them are aware of such needs, and the agreed steps to meet them.

### What does this mean?

A SEND profile is a formal document that will accurately and succinctly document and evidence schools' concerns regarding a child's SEND within school. It will take into account parent and child views, and also form a record of interventions and support that to be offered. It includes a record and evidence of external agencies and professionals who may be / have been involved with a child and may be followed by an application for support funding for the child where this is identified as being needed.

### What will this include?

Everything in Stages 1, 2 & 3, plus:

- Assistance and support from external agencies and partners,
- Possibility of top up funding support,
- Formal and legally binding support.

### How is this actioned and managed?

Where the SENDCO identifies a child should receive a SEND profile, they will be added to the SEN register (although not all on this register have a SEND profile). SENDCO, staff and families will complete the profile together and it is formally reviewed 3 times per year, once each term. Parents can also request a SEND profile.