



Graduated Provision at Ash Green School

The Graduated Response

Our academies use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2014).

Using teachers' assessments and in discussion with parents/carers, the SENDCo and class teachers will meet regularly, or as often as required, to consider individual needs and to discuss the provision needs of the children and young people at Universal, Targeted and Special Support levels. Consideration will be given to the academic achievement of each child or young person, the progress made and the mental health and emotional resilience demonstrated, including the behaviour exhibited at school and any reported behaviours from the home setting.

Where these meetings identify children making less than expected progress for their age and individual circumstances, the SENDCo, progress leader and subject teacher may consider Targeted Support regardless of whether they are deemed to have a SEND.

The Graduated Response has 4 stages:

Universal.

This is support provided for all, based on the Quality First Teaching standards; and represents our Ordinarily Available Provision.

Children and young people may display some need for support at, the teacher will provide support as part of the universal provision and ensure that all reasonable adjustments have been considered, and appropriate strategies have been undertaken. Children and young people are regularly reviewed by teachers, it is expected that two cycles (Assess/ Plan/ Do/ Review - APDR) should be supported before moving on to SEND Monitoring, if required.

SEND Monitoring

Some children / young people do not meet expected progress targets following the implementation of reasonable adjustments. Assessments and teacher feedback will inform what kind of short-term intervention or support programme could be utilised to provide additional individualised support. The focus of these interventions may be curriculum based e.g., English / Maths or could be focussed on social skills and the development of relationships.

Children and young people SEND Monitoring will be regularly monitored and supported by form tutors, progress leads and teachers.

SEND Support

If a child / young person requires more long-term support, or if the impact of reasonable adjustments and short-term intervention has been limited then the child/ young person will be placed on the SEND register (and be provided with a K -code to help the academy prioritise their needs). The school SENDCo will work in partnership with parent carers, the child, Progress Leads, form tutors, teachers and practitioners to help to outline any appropriate interventions that can support the individual needs of the child/ young person.

There may be a need for the SEND team and/or external agencies such as experts in specific areas of need to undertake more in-depth assessments.

At SEND Support there is a higher degree of monitoring co-ordinated directly by the SENDCo and the SEND teams, supported by other staff. The impact of support will be closely linked to measurable targets recorded in the co-produced and regularly reviewed Pupil Passport. This is monitored and reviewed as often as required; we understand that progress can be both accelerated and limited by the quality and relevance of the agreed targets and any impact of pressures that the pupil and/or their family is experiencing.

EHCP

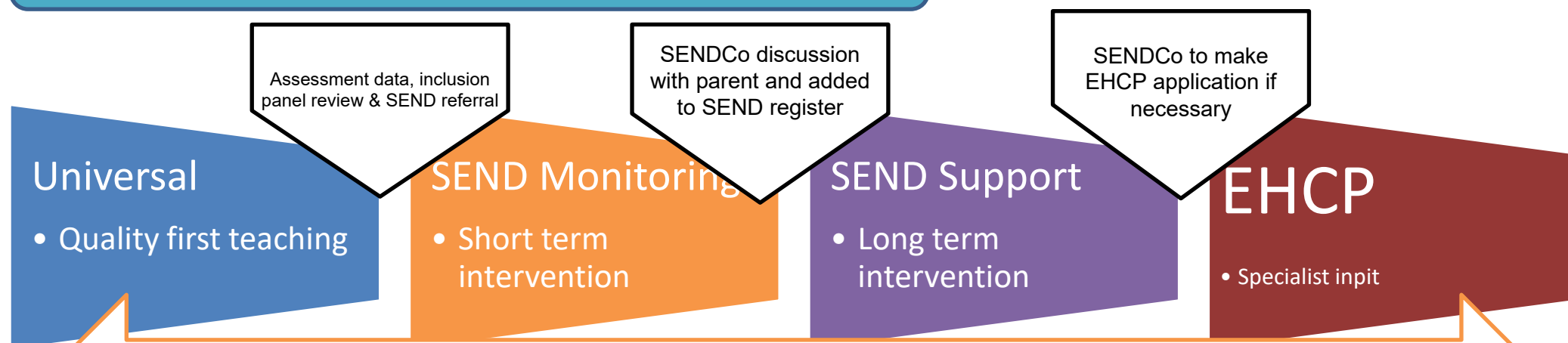
The next stage is required only when there is a need to recognise or formalise the on-going support required by an individual and that this support needs to be recorded as a part of an Education Health and Care Plan (EHCP).

The Local Authority holds the overall responsibility for the implementation of an appropriate EHCP. It is a statutory process that requires the assessment of a range of professionals from external services. The SENDCo and SEND support team will directly co-ordinate this process and ensure that children/ young people and their parent carers are fully included so that the final document is co-produced in line with the SEND Code of Practice.

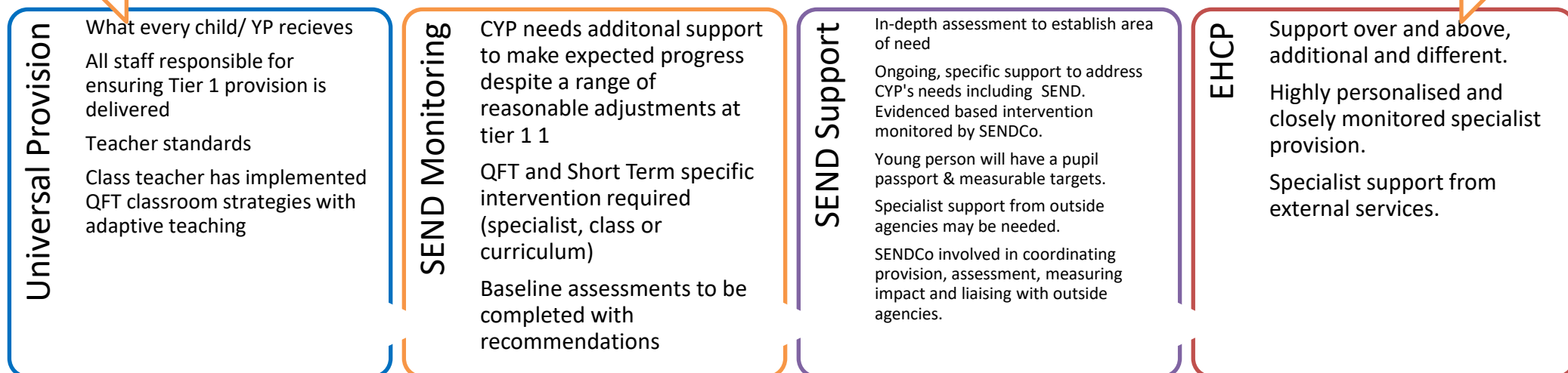
Children and young people with an EHCP will be regularly monitored and their pupil passports will include agreed targets from their EHCP, which will be reviewed at least termly. The EHCP document will be subject to an annual review to ensure that it continues to meet the individual needs of the child/ young person.

The following page provides a graphic representation of the Graduated Response shared with all staff within the Trust:

Graduated Response



Students can move up and down based on the provision they are receiving



Cognition and Learning			
Assessment	Universal Provision What is delivered in the classroom for all students.	Additional support within the classroom for some students/Targeted interventions	Specialist Support
• NGRT Reading Test • CAT4 Assessments • KS2 SATs Results • Teacher Assessment • Internal Assessment and Mock Results • STS Reports and Recommendations • Book Scrutiny and Quality of Work • Progress Data Reviews • Parent/Carer Feedback • Student Voice	• Quality first teaching using adaptive teaching approaches • Adaptive curriculum planning to meet a range of learning needs • Clear and annotated learning objectives • Use of ICT including interactive whiteboards, laptops and assistive technology • In class targeted teacher support • In class Teaching Assistant support where appropriate • Pre teaching of key vocabulary and concepts • Scaffolded learning activities and modelling • Collaborative learning and opportunities for self-assessment • Group and individual guided reading sessions • Access to educational visits and enrichment opportunities • Differentiated resources and outcomes • Retrieval practice and overlearning opportunities	• Use of reading pens and text to speech technology • SPARX Maths, Reader and Science programmes • After school learning support in the Hub • Coloured overlays where appropriate • Additional visual aids, task boards and organisers • Small group literacy and numeracy support • Targeted reading interventions • Precision teaching approaches • Exam access arrangements where appropriate • Regular monitoring and review of individual targets	• Working Memory Intervention Group • Lexia Literacy Intervention • Numicon Numeracy Intervention • EPATT Intervention • Guided Reading Intervention • Nurture Programme • Referral to Specialist Teaching Service (STS) • Educational Psychologist assessment and recommendations • Multi agency support and advice • Enhanced provision and interventions specified within an EHCP where applicable

Communication and Interaction			
Assessment	Universal Provision What is delivered in the classroom...	Additional support/interventions available.	Specialist Support
•Teacher assessment •Classroom observations •Pupil voice •Parent/carer feedback •SEND screening tools •Speech and Language Therapy (SaLT) reports •Progress monitoring •Assessment data and attainment information •Referrals and reports from external agencies where appropriate.	• Clear and consistent classroom routines • Visual timetables and visual supports • Simplified and chunked instructions • Processing time provided before expecting a response • Key vocabulary pre taught and reinforced • Use of modelling and repetition • Opportunities for structured talk and discussion • Seating arrangements that minimise distractions • Positive relationships and predictable adult responses • Use of check ins to ensure understanding	• Small group communication and language interventions • Social skills groups • Lego Therapy • Talkabout programmes • Emotional literacy and conversation groups • Targeted vocabulary and language development sessions • Additional visual support systems • Communication passports/profiles • Adult facilitated peer interaction opportunities • Individual targets monitored through SEN Support plans	• Referral to and involvement of Speech and Language Therapy (SALT) • Specialist Teacher involvement • Educational Psychologist consultation and recommendations • Autism Specialist Advisory Teacher support • Multi-agency planning meetings • Enhanced provision outlined in EHCPs

Social, Emotional and Mental Health			
Assessment	Universal Provision What is delivered in the classroom...	Additional support/interventions available.	Specialist Support
• Teacher assessment • Classroom observations • Behaviour monitoring records • Attendance monitoring • Pupil voice • Parent/carers feedback • Safeguarding information • SEND screening tools • Boxall Profile • Strengths and Difficulties • Questionnaire (SDQ) • Progress reviews and data analysis • Referrals and reports from external agencies where appropriate • Pastoral records and wellbeing concerns logs	• Consistent routines and clear expectations • Positive behaviour management approaches • Strong relationships with trusted adults • Emotionally supportive classroom environment • Visual timetables and preparation for changes to routine • Use of restorative approaches where appropriate • Access to calm spaces and regulation strategies • Opportunities for movement and sensory breaks • Praise and recognition of strengths and achievements • Explicit teaching of emotional literacy and resilience • Flexible approaches to learning tasks where appropriate • Regular pastoral check-ins	• Nurture groups • Emotional Literacy Support (ELSA) programmes • Social skills and friendship groups • Anger management and self-regulation interventions • Zones of Regulation • Mentoring programmes • Check-In/Check-Out systems • Individual behaviour support plans and risk assessments • Anxiety management and wellbeing groups • Targeted support from pastoral staff • Individualised reward and motivation systems	• Educational Psychologist involvement • CAMHS referral and support • Mental Health Support Team (MHST) involvement • School Counsellor • Early Help and multi agency planning meetings • School nursing and health professional involvement • Social Care support where appropriate • Individual therapeutic programmes delivered by trained professionals • Enhanced SEMH provision outlined in EHCPs • Alternative provision support where appropriate

Physical and Sensory			
Assessment	Universal Provision What is delivered in the classroom...	Additional support/interventions available.	Specialist Support
• Hearing and Vision Screening Information • Teacher Assessment and Observation • Parent/Carer Feedback • Medical Information and Healthcare Plans • Occupational Therapy (OT) Reports • Physiotherapy Reports • Sensory Assessments and Recommendations • Specialist Teacher Reports • SEND Reviews and Progress Monitoring • Pupil Voice	• High-quality adaptive teaching • Clear classroom organisation and accessible learning environments • Appropriate seating plans to maximise access to learning • Use of visual supports and demonstrations • Differentiated resources and equipment where required • Opportunities for movement breaks • Access to ICT and assistive technology • Consideration of lighting, noise levels and sensory needs within the classroom • Staff awareness of individual medical and physical needs • Inclusive participation in lessons, trips and enrichment activities • Reasonable adjustments to support access to learning	• Additional adult support where required • Use of sensory resources and sensory circuits • Alternative recording methods, including laptops and assistive technology • Writing aids, pencil grips, sloping boards and adapted equipment • Access arrangements for assessments and examinations • Personalised movement or regulation breaks • Physiotherapy or Occupational Therapy programmes implemented in school • Individual healthcare plans and medical support • Additional visual supports and adapted resources • Support with mobility and personal care where required	• Referral to Sensory Support Services (hearing or vision impairment) • Occupational Therapy (OT) involvement • Physiotherapy involvement • Specialist Teaching Service (STS) support • Educational Psychologist advice where appropriate • School Nursing Team support • Multi-agency planning and review meetings • Enhanced provision and specialist support identified within an EHCP where applicable