



The Graduated Response

Supporting pupils with Additional Needs at Fairisle Infant & Nursery School

This document is primarily a monitoring tool we use to ensure that all pupils receive appropriate provision according to need. The tool can be used in the following ways:

- It further divides the three stages of provision (universal, targeted and identified SEND) into 5 stages of provision to allow more accurate monitoring.
- It is reviewed regularly and forms part of pupil progress meetings to check the accuracy of the school's SEND Register and appropriateness of provision.
- It shows clear roles and responsibilities ensuring that class teachers are responsible for SEND provision in their class and leaders at all levels are responsible for monitoring and supporting SEND.
- It ensures everyone is clear on the expectations for different stages of provision
- It supports early identification to stop children developing SEND
- It clarifies provision, assessment and monitoring systems at different stages and who is responsible
- It clarifies provision where lack of progress for individual pupils is causing concern
- It ensures that additional support is time limited and rooted in a Cycle of Assess Plan Do Review, in line with the SEND Code of Practice.
- It ensures that all pupils are monitored closely and no child 'falls through the net'.

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 first teaching • 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 <p>See Inclusive Teaching Checklist</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 year leaders and 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 <p>See Inclusive Teaching Checklist</p>	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress meetings with Year leaders or the Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps 	Class Teacher Year leaders SLT
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 • Early intervention and personalised provision • 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 	<ul style="list-style-type: none"> • SENCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes) • Differentiated planning and outcomes • Pupil aware of learning targets 	Class Teacher Year Leader SLT SENCo

		<ul style="list-style-type: none"> Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc). Reviewed 6 weekly. Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording Tools and resources to support access 	<ul style="list-style-type: none"> Reviewed at Pupil Progress meetings with SENCo Assessment for Learning systems used to identify strengths/gaps Intervention records completed 	
4	Targeted, intensive additional support (SEN register)	<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 (SAOS), Health colleagues, PHIG problem solving and CAMHS. Personalised support, working on an individualised curriculum 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 Identified on school provision map, reviewed at least termly Access to an adapted environment if appropriate Individual modifications to the curriculum 	<ul style="list-style-type: none"> Pupil Passport Individual Education Plan with at least termly review IEP Progress Forms Progress meeting with SENCo SENCo monitoring provision Intervention identified on whole school provision map. 	<p>Class Teacher Year Leader SENCo</p> <p>Overseen by SLT</p>
4+	Request for a Statutory Assessment	<ul style="list-style-type: none"> As above 		
5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs	<p>In addition to Stages 1 – 4:</p> <ul style="list-style-type: none"> Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG problem solving and CAMHS. Personalised support, working on an individualised curriculum 	<ul style="list-style-type: none"> Annual Review Meeting Annual Review Report Pupil Passport Individual Education Plan reviewed at least termly IEP Progress Forms 	<p>Class Teacher Year Leaders SENCo</p> <p>Overseen by SLT</p>

	<p>are exceptional, severe, complex and long term.</p> <p>(SEND register – EHCP or application)</p>	<ul style="list-style-type: none"> • 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 • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • Intervention identified on whole school provision map. 	
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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.

Fairisle Infant and Nursery School

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Year:				
Stage	Provision required	Class:	Class:	Class:
1	Universal provision			
2	Early intervention support (Not on SEN Register)			
3	Targeted, additional support (Not on SEN Register)			
4	Targeted, intensive additional support (SEN register)			
	Request for a Statutory Assessment			
5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term. (SEN register – EHCP or application)			