



SEND – the graduated approach

High quality inclusive teaching – students monitored using whole school systems

Student not making adequate progress - teachers have implemented strategies such as adaptive learning:-
staff make a referral to the SENDCo/if parents concerned contact form tutor/progress trawls to identify potential send

STAGE 1 – monitoring plus

ASSESS

Identify strengths/barriers to learning using teacher trawl and if appropriate internal assessments e.g dyslexia screener

PLAN

Decide on intervention/strategies to help remove barriers e.g student passport, ELSA, mentoring

DO

Implement strategies for approximately 6 - 12 weeks

REVIEW

Review student progress/impact of strategies

Students may remain at this stage if making adequate progress/not enough evidence

Student
not making
adequate
progress

STAGE 2 – SEND Support

ASSESS

Collate evidence and involve external agencies if appropriate – parents informed and student placed on SEN register

PLAN

Student passport is created/updated and includes termly targets additional intervention organised

DO

Implement strategies for approximately 6 – 12 weeks

REVIEW

Review student progress/impact of strategies at least termly – parents updated every term e.g email, parents evening, meetings

At least 3 cycles of assess, plan, do, review

If making adequate progress student may be changed back to monitoring

Student
not
making
adequate
progress

STAGE 3 – EHCP (educational health care plan)

ASSESS

Identify strengths/barriers to learning using teacher trawl and if appropriate internal assessments . Collate evidence

PLAN

Decide on intervention/strategies to help remove barriers e.g student passport, ELSA, mentoring, support from outside agencies such as the educational psychologist – application for EHCP made to Local Authority

DO

Implement strategies for approximately 6 – 12 weeks

REVIEW

Review student progress/impact of strategies every term with parents