

A *graduated* approach to student support

Stage 1 (Universal approach)

Stage 2 (Targeted support)

Stage 3 (Specialist support)

Stage 4 (Provision)

Students will move across the provision dependent upon the level of support being received

Whole school responsibility and commitment to Quality First teaching (QFT).

Staff will apply skills and knowledge to effectively support and engage all learners.

In class resources will be utilised to ensure all learners can make appropriate progress.

Identification through student behaviour / progress measures requiring targeted teacher-based intervention, this will be supported by head of department.

Where delegated by HoD, LSA support will be provided in core subject classes. Early identification, monitoring & SEN observation can be requested at this point.

Identification of concern area.

SENDCo, SEN staff and HoD to agree intervention or support to include specific strategies e.g. reading, phonics, therapeutic support, ELSA.

Intervention delivered aligned to assess, plan, do, review modelling.

Feedback or further escalation to SENDCo if required.

Internal designated provision.

Specialist support targeted for area of need.

Continuation of assess, plan, do, review modelling including escalation.

SEND RANGE 1 – 2

SEND RANGE 2 – 3

SEND RANGE 4a - 5