

SEND: A Graduated Approach to meet need



Universal Provision

All schools, every classroom, every teacher and all pupils.

- A broad and balanced curriculum
- High Quality Teaching
- Suitable and ambitious outcomes
- Whole school monitoring and screening
- Assess, Plan, Do and Review systems in place
- Funding and provision school budget
- Pupil not making expected progress Universal SEND Support

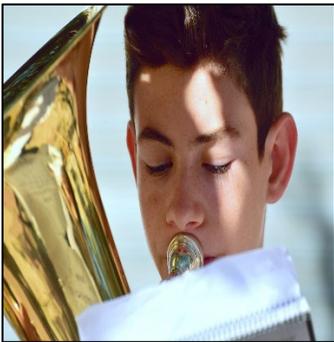


Universal SEND Support: teacher lead

All schools, every classroom, every teacher and all pupils.

- A board and balanced curriculum
- High Quality Teaching
- Identifying the few pupils who do not make progress using an Early Monitoring Form
- Share this with SENCo
- School assessments identify key areas of need
- A plan is devised and implemented by the teacher or department to support the pupil
- Suitable and ambitious outcomes set
- Differentiated for individual pupils using strategies suggested in the Ordinarily Available: BERA
- Whole school catch up approaches
- Progress Review Meeting linked to Early Monitoring
- Assess, Plan, Do and Review systems in place

- Funding and provision school budget
- Pupil is not making expected progress SEND Support Targeted
- Or Pupil making good progress return to universal



SEND Support Targeted Support and Intervention: teacher and SENCo lead

All schools, every classroom, every teacher and some pupils.

- A board and balanced curriculum
- High Quality Teaching
- School Based Assessments (Cognition and Learning, Speech and Language, Maths and SEMH e.g. Boxall) identifies key areas of need and level of need.
- Pupil's name is recorded on SEND Register
- A SEND Support plan is devised and implemented to support the pupil
- Suitable and ambitious outcomes set

- Assess, Plan, Do and Review systems in place
- Continued differentiated for individual pupils using strategies suggested in the Ordinarily Available: BERA
- Support is 'additional to and different from' the universal i.e. targeted, research based, time limited intervention
- Progress Review Meeting linked to SEND Support Plan
- Funding and provision school budget (SEND notional budget i.e. Element 2)
- Pupil is not making expected progress after interventions and up to 2 reviews SEND Support Personalised Intervention
- Or Pupil making good progress return to universal



SEND Support Personalised Intervention: SENCo and teacher lead

All schools, every classroom, every teacher and some pupils.

- A board and balanced curriculum
- High Quality Teaching
- Differentiated for individual pupils using strategies suggested in the Ordinarily Available: BERA

- Assess, Plan, Do and Review systems in place
- School Based Assessments (Cognition and Learning, Speech and Language, Maths and SEMH e.g. Boxall) identifies key areas of need and level of need and shared with SENDSS during Joint Planning Meetings
- Referral to SENDSS is agreed at Joint Planning Meeting
- SENDSS assessment and/or observation, suggested outcomes, advice and recommendation made
- SEND Support Plan updated with suggested outcomes, advice and recommendations
- Support is 'additional to and different from' the universal i.e. targeted, research based, time limited and intensive intervention
- Progress Review Meeting linked to SEND Support Plan
- Funding and provision school budget (SEND notional budget i.e. Element 2) and Element 3 application
- Pupil is not making expected progress after interventions and up to 3 reviews



SEND Support Personalised Intervention: SENCo and teacher lead

All schools, every classroom, every teacher and few pupils.

- A board and balanced curriculum
- High Quality Teaching

- Differentiated for individual pupils using strategies suggested in the Ordinarily Available: BERA
- Assess, Plan, Do and Review systems in place
- School Based Assessments (Cognition and Learning, Speech and Language, Maths and SEMH e.g. Boxall) identifies key areas of need and level of need and shared with SENDSS during Joint Planning Meetings
- Follow up or ongoing SENDSS assessment and/or observation, suggested outcomes, advice and recommendation made
- SEND Support Plan updated with suggested outcomes, advice and recommendations
- Support is 'additional to and different from' the universal i.e. targeted, research based, intensive and individualised intervention
- Progress Review Meeting linked to SEND Support Plan, where feasible SENDSS invited
- Pupil continues to make no or limited progress
- Request further Element 3 or request for Statutory Assessment

Useful supplementary documents for Schools.

[SEND Five a day Reflection document 1.0.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/SEND_Five_a_day_Reflection_document_1.0.pdf) a guide for teachers

[SEND Five a day Reflection document 1.0.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/SEND_Five_a_day_Reflection_document_1.0.pdf) a guide for teachers and to be used in Learning Walks

[EEF Four Common SEND Misconceptions.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/EEF_Four_Common_SEND_Misconceptions.pdf) a guide for SMT

[EEF-Plotting-overlapping-needs-for-pupils-with-SEND.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/EEF-Plotting-overlapping-needs-for-pupils-with-SEND.pdf) General information