Some pupils- On Alert

Staff are concerned and put additional support in place. Entered on provision map and discussed with SENDCo

<u>All pupils</u>

Classroom adaptations meet needs of all children. Low level support- in class and Quality First intervention teaching and inclusive classroom environment

Some pupils- SEN Support

Needs are still not met, concerns continue. Concerns form completed. Concerns are discussed with parents and SENDCo. Provision Plan is drawn up and reviewed at least termly.

High level supportspecific provision possible involvement of external agencies Highest level of need

EHC Needs assessment is made, EHC Plan is drawn up and reviewed annually alongside termly Provision plan. Few pupils-

EHCP

Graduated Response

Assess - clear analysis is made of needs based on: -views of the child/young person and their parents / carers -teacher assessments and observations pupil's current attainment -pupil's previous progress and attainment -tracking of progress and comparisons with national data -assessments by external agencies if appropriate.

Assess

Review

Review - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision. **Do** - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

-differentiating and personalising the curriculum

-delivery of 'additional and different' provision for a pupil with SEN: planning, support and impact measurement of all group and one-toone interventions delivered by support staff

-linking interventions to classroom teaching

Plan - following assessment, the teacher, SENCO, parent / carers and pupil, agree on a plan of action to include:

-time limited outcomes for the pupil -the adjustments, support and interventions to be put in place -a date for review

All planning must be pupil centred and outcomes focussed and recorded.

Do

Plan