

Special Educational Needs - A child or young person of compulsory school age has a learning difficulty/disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

USH Graduated Response for SEN

Stage	Provision Required	Type of Support and Provision	Assessment, recording and monitoring systems
1	Universal Provision – All Staff	<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 visual and practical resources • Advice from SENCO implemented and strategies put in teaching file • HW and behaviour differentiated for accordingly • Modelling by adults within the classroom • Progress regularly checked to support target setting • Assessment for learning and constructive feedback – both verbally and written in work books • Communication with home (and TA's where appropriate) 	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Pupils aware of learning targets • Reviewed at meeting with HOD or SLT • Pupil information up to date within teaching folder
2	Early Intervention Support – Class teacher, TA, HOD, LM/SLT	<p>In addition to stage 1:</p> <ul style="list-style-type: none"> • Support within class through small groups and individual support • Differentiation of the curriculum to meet individual learning needs • Tools and resources to support access 	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Pupils aware of learning targets • Reviewed at meeting with HOD or SLT • Pupil information up to date within teaching folder
3	Targeted, additional support – SENCo, TA's, teaching staff, HOD, LM/SLT	<p>In addition to stages 1-2:</p> <ul style="list-style-type: none"> • Early intervention and personalised provision • Inclusion of parents and pupil as part of Plan-Do-Review cycle of targeted assessment • Targeted support within class through small groups and some specific work individually with the teacher • Additional group or individual programmes • Evidence based interventions delivered individually or in small groups • Tools and resources to support access 	<ul style="list-style-type: none"> • SENCo made aware • Differentiated planning and outcomes • Pupils aware of learning targets • Pupil progress meeting with SENCo • Intervention records regularly kept up to date with necessary information passed to relevant staff

4	<p>Targeted, intensive, additional support – this is the point at which pupils will be added to the SEN register with contact home from SENCo</p>	<p>In addition to stages 1-3:</p> <ul style="list-style-type: none"> • Multi-professional planning and coordination support e.g. E.P, SAOS,PHIG, CAHMS. • 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 and pupil as part of Plan-Do-Review cycle of targeted assessment and intervention • Specific time allocated in LS/Guidance 	<ul style="list-style-type: none"> • SEN Register • Pupil passport with termly review • Progress meeting with SENCo • SENCo monitoring provision • Intervention identified on whole school provision map • Updates of needs from SENCo
5	<p>Provision over and above that which would be expected at universal and targeted support levels because pupils' needs are exceptional, severe, complex and long term – this is when a pupil will be issued with an EHCP</p>	<p>In addition to stages 1-4:</p> <ul style="list-style-type: none"> • Pupils will have an EHCP which is annually reviewed • Multi-professional planning and coordination support e.g. E.P, SAOS,PHIG, CAHMS. • 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 and pupil as part of Plan-Do-Review cycle of targeted assessment and intervention • Specific time allocated in LS/Guidance • Key adults within setting • Consequence system adapted to meet needs specified in EHCP 	<ul style="list-style-type: none"> • Annual Review Meeting • Annual Review Report • Pupil passport with termly review • Termly progress meeting with SENCo • Interventions identified and highlighted on TA timetable • Termly updates from SENCO to staff • Learning walks specified to pupils