

## TRUST GRADUATED APPROACH TO SEND



WAVE	1: Universal	2: Monitoring	3: SEND Support (K)	4: EHCP (E)	S: Specialist
<b>Description</b>	No identified SEND High quality teaching Reasonable adjustments if required.	Short-term specific support. Not on the SEND register.	Longer-term interventions (usually 12-weeks+). On SEND register.	Long term need for enhanced support using specialist advice.	Pupils at guidance for special schools, or with specialist agreed.
<b>Examples of Provision</b>	Minimum classroom adaptations (Ordinarily Available Provision).  Inclusive school culture.  Fully inclusive environment.	Gap in progress / wellbeing / baseline data identified and met through specific interventions such as: <ul style="list-style-type: none"> <li>- Maths Fluency.</li> <li>- Boosters.</li> <li>- Social skills intervention.</li> <li>- Sensory circuits.</li> <li>- Speech and language.</li> </ul>	Long-term gap in progress / wellbeing which may require: <ul style="list-style-type: none"> <li>- External advice.</li> <li>- Evidence-based interventions monitored by the SENDCo.</li> <li>- Bespoke adjustments throughout the school day.</li> <li>- Potential for statutory assessment.</li> </ul>	Pupils with an EHCP, which will include the need to provide: <ul style="list-style-type: none"> <li>- Interventions based on specialist advice.</li> <li>- Highly personalised, bespoke support.</li> <li>- Timetable and curriculum adjustments.</li> </ul>	A pupil with or without an EHCP who requires: <ul style="list-style-type: none"> <li>- Continuous access to bespoke teaching and space.</li> <li>- Cognitive profile at or below the first percentile.</li> <li>- Access to Alternative Provision / reduced TT to manage need.</li> </ul>
<b>APDR</b>	No	No: reviewed termly in Pupil Progress meetings	To be decided by SENDCo / SLT	Yes	Yes
<b>Lead</b>	Class / form teacher	Class teacher	Class teacher	Class / form teacher + SENDCo	Class teacher + SENDCo