

**Graduated Approach
Gorefield Primary Academy**

1 APDR cycle (IEPs) = 6 weeks

Using teacher assessment, data,
cycles of APDR, parent/ child
involvement. Refer to SENCO

SENCO discussion with parent
when more specialist involvement
is required.

SENCO makes a request for
EHCP if applicable

Stage1

Quality First
Teaching/Learning (1)

Stage2

Short term intervention (2)

Stage3

SEND register (K)
Long term intervention
Involvement of SENCO

Stage4

EHCP

Student's can move up and down based on the provision they are receiving

- What every child receives
- All staff responsible for ensuring Stage 1 provision is delivered
- Teacher standards
- Class teacher has implemented QFT classroom strategies and followed 2 cycles of. Assess/Plan/Do/Review.
- Reasonable adjustments are in place (included on provision map)

- Not making expected progress despite reasonable adjustment at Stage 1.
- QFT and Short Term specific intervention required. (specialist, class or curriculum)
- Baseline assessments to be completed with recommendations.

- In-depth assessment to establish area of need.
- Ongoing, specific support to address child's SEND. Evidenced based intervention monitored by SENCO.
- Young person will have individual learning plan, measurable targets, provision outlined.
- Specialist support from outside agency.
- SENCO involved in coordinating provision, assessment, measuring impact and liaising with outside agency.
- Student recorded as SEND support (K)

- Support over and above, additional and different.
- Highly personalised and closely monitored specialist provision.
- Specialist support form external services.
- Student recorded as EHCP (E)