

## **Graduated response to support the learning of all pupils including those with SEND**

The following tool is to support Trust schools in outlining the graduated phases of provision available to all pupils. It can be used, alongside the Trust '[Identification of Need Charter](#)' and '[Co-production – working together Charter](#)' to support teachers and leaders in ensuring all pupils receive appropriate provision according to need. You can access all SEND templates, tools and resources [here](#).

This document breaks down the four stages of provision (universal 1, early intervention 2 and identified SEND 3-4) to support schools in further refining their graduated approach. Schools could use this:

- To assess all pupils against the four stages to ensure appropriate provision
- To support class teachers to be responsible for the provision of all learners, including those pupils with SEND
- To outline and communicate expectations for different stages of provision
- To clarify assessment and monitoring systems at different stages and identify who is responsible
- To enable school leaders to check provision for identified pupils as part of pupil progress meetings
- To provide early intervention and support so that children achieve their best, become confident, happy learners and make a successful transition into their next stage of learning
- To clarify provision where lack of progress for individual pupils is causing concern
- To ensure that additional support is time limited and rooted in a cycle of Assess Plan Do Review, in line with the SEND Code of Practice.
- To ensure that all pupils are monitored closely and no pupil 'falls through the net'.

### **How do we identify needs in our schools?**

Early identification of needs and making effective provision is central to how we work. We listen and respond to children and their families, as we know, and evidence shows that this improves the long-term outcomes for our children and supports them in being the 'best version of themselves'. [Bath and Wells Multi Academy Trust - Education Strategy 2021-25 \(bwmat.org\)](https://www.bwmat.org)

We have an 'Identification of Needs' Charter, developed by Trust schools that outlines our graduated approach.

## Our rationale

SEN Code of Practice 2015 states that:

xiv A child of compulsory school age or a young person has a learning difficulty or 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

6.15 The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.

6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tends to be more cost-effective and sustainable.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

The definition of SEN should be needs-led and based on providing provision to meet children's needs. Through the Trust's Education Strategy, we adopt the principles of inclusive pedagogy, ensuring whole-class teaching is accessible to all our learners. Through the use of evidenced based practice ([EEF](#)) and current research, we are using '[Walkthrus](#)' to develop our understanding of the best evidence-informing teaching strategies. This, and the use of the Trust Class Provision Map is supporting our development of inclusive learning and teaching approaches which supports all children to learn.

There is no statutory requirement for a school to have a special educational needs and disability (SEND) register and it is for schools to determine their own approach to record keeping in line with the Data Protection Act 1998. The Code of Practice does however state that schools record details of additional or different provision made under SEN Support. This should form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps (6.73).

### Graduated Response to Support Learning

| Stage                                                    | Provision required  | Support and provision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Assessment, recording and monitoring systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Monitored by  |
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| <b>Gathering a holistic understanding of the learner</b> |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |
| 1                                                        | Universal provision | <ul style="list-style-type: none"> <li>The classroom is a calm, safe place where trust is built through positive relationships</li> <li>Rules and routines are understood and embedded</li> <li>Whole-class teaching is accessible to all learners – understanding of cognitive load, working memory, – seeing learning from an individual's perspective 'SEND Lens'</li> <li>A well-designed, well sequenced curriculum, adapted for learners as needed</li> <li>An environment where there is curiosity about what every learner can achieve. Asking questions – <ul style="list-style-type: none"> <li>What do I know about how this child learns?</li> <li>What are their strengths in maths and how do they differ in geography?</li> <li>What are successful hooks to get them interested?</li> <li>What motivates them to learn?</li> <li>What aspects of their learning behaviours need to be developed?</li> </ul> </li> <li>Curriculum adaptations e.g. concrete-pictorial-abstract, multi-sensory learning, planning for cognitive load.</li> <li>'5 a day' – e.g. the use of scaffolding, explicit instruction, flexible groupings</li> <li>Support by TAs planned for, to scaffold and support independence <a href="#">EEF Making best use of TAs</a></li> <li>Use of formative assessment to gather more evidence about what individual learners can do and how</li> </ul> | <ul style="list-style-type: none"> <li>Lesson planning, curriculum adaptations.</li> <li>Reviewed at Pupil Progress meetings and other meetings with school leaders</li> <li>Assessment for Learning used to identify strengths/gaps</li> <li>Children are added to the Record of Need at Stage 1 if there is an identified need eg dyslexia, ADHD</li> <li>How does the child feel about their learning? Three times a year at assessment points all children complete a Blob Tree to share their thoughts</li> <li>Informal, regular check-ins by teachers, TAs and ELSA and constant monitoring of emotional wellbeing for all children</li> </ul> | Class Teacher |

|                                                                                                                      |                            | teaching can build on this information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |
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| Refining our understanding of the learner through our graduated approach using assessment and pupil and parent voice |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |
| 2                                                                                                                    | Early intervention support | <p>In addition to Stage 1:</p> <ul style="list-style-type: none"> <li>Continue to gather a holistic view of the learner <ul style="list-style-type: none"> <li>- Is the teaching/curriculum accessible?</li> <li>- Is the learning environment appropriately set up?</li> <li>- What are the learner's interests and strengths? How are you using these?</li> <li>- Explore strengths and concerns with parents/carers</li> </ul> </li> <li>Plan – Do – Review cycle on the AP (Assessment Point) Progress document.</li> <li>Support within class through small groups and individual support (guided group work, pre-post teaching, evidenced based interventions e.g. ELSA, phonics, reading)</li> <li>Adaptation of the curriculum to meet individual learning needs e.g. use of technology, alternative ways of recording</li> <li>Other resources to support access e.g. fidget toy, coloured overlay</li> <li>Identified on AP Progress document and reviewed termly</li> </ul> | <ul style="list-style-type: none"> <li>Adaptations to planning</li> <li>Intervention recorded and reviewed at AP (Assessment Point) Pupil Progress meetings (Nov, Feb, June) and with School leaders. Shared with parents.</li> <li>Assessment for Learning used to identify strengths/gaps</li> <li>SENCo made aware.</li> <li>Stage 2 provision and evidence added to AP Pupil Progress document and emailed to parents.</li> <li>Pupil encouraged to be aware of learning provision that specifically helps them</li> <li>Added to record of Need at Stage 2</li> </ul> | Class Teacher<br>School Leaders |

**Continuing to refine our understanding of the learner through our graduated approach using assessment and pupil and parent voice**

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| 3 | <p>Targeted, intensive additional support.</p> <p>They have a significantly greater difficulty in learning than the majority of children of the same age.</p> <p>(SEND Code of Practice)</p> | <p>In addition to Stages 1 – 2:</p> <ul style="list-style-type: none"> <li>• SENCO support in the further assessment of a learner's individual strengths and weaknesses eg Dyslexia Portfolio screener</li> <li>• Where a child has DME (Dual and Multiple exceptionality) this is recorded so that pupils get appropriate level of academic challenge and SEND provision</li> <li>• One page profile co-constructed with parent, teacher and child</li> <li>• Discussion whether specialist input and support is needed, in agreement with the learner's parents or carers e.g. Ed Psych, Brighter Futures, Speech &amp; Language, Occupational Therapy</li> <li>• Continuation of inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li> <li>• Individual Education Plan (IEP) with SMART targets, reviewed termly (6 times a year) and closely linked to need</li> <li>• Personalised, adaptations to the curriculum</li> </ul> | <ul style="list-style-type: none"> <li>• One page profile</li> <li>• Individual Education Plan (IEP) with at least termly review with parents/carers SMART targets linked to need.</li> <li>• SENCO monitoring of provision – may have involvement with Pupil Progress Meetings</li> <li>• Children are added to the Record of Need at Stage 3</li> </ul> | <p>Class Teacher<br/>SENCO<br/>School Leaders</p> |
| 3 | Request for a Statutory Assessment                                                                                                                                                           | <ul style="list-style-type: none"> <li>• As above</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                           |                                                   |

**Continuing to refine our understanding of the learner through our graduated approach using assessment and pupil and parent voice**

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| 4 | <p>Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional,</p> | <p>In addition to Stages 1 – 3</p> <ul style="list-style-type: none"> <li>• Education, Health and Care Plan (EHCP) reviewed annually (Annual Review)</li> <li>• Multi-professional planning and co-ordinated support e.g. E.P. Service, SALT &amp; CAMHS.</li> <li>• Curriculum adapted, where necessary, to reflect pupil's strengths, interests, ways of learning.</li> <li>• Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of</li> </ul> | <ul style="list-style-type: none"> <li>• Annual Review Meeting</li> <li>• Annual Review Report</li> <li>• One page profile</li> <li>• Individual Education Plan (IEP) reviewed at least termly</li> <li>• Provision as set out in EHCP monitored</li> </ul> | <p>Class Teacher<br/>SENCO<br/>School Leaders</p> |
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|  | severe, complex and long term. | <p>targeted assessment and intervention - Individual Education Plan reviewed at least termly</p> <ul style="list-style-type: none"> <li>• Identified on AP Progress meeting documents , reviewed at least termly</li> <li>• Access to an adapted environment if appropriate</li> <li>• Personalised adaptations to the curriculum as appropriate</li> </ul> | <ul style="list-style-type: none"> <li>• Children are added to the Record of Need at Stage 4</li> </ul> |  |
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\*To access additional support at a higher stage, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support.