



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

SEND support at St George's Our Graduated Approach

Graduated Approach

For learners identified as having SEND, staff at St George's will act to remove barriers to learning and put into place effective special educational provision. A graduated approach will be undertaken which draws upon the four-part cycle Assess, Plan, Do, Review, with actions revisited, refined and revised building on a growing understanding of learners' needs and the support needed in helping them to make good progress and secure good outcomes. Each stage of support builds on the good practice of the previous stages. This will lead to an approach in which increasing levels of support are provided where necessary and appropriate:

- Quality First Teaching for **All** children and young people (Universal)
- Some support (Targeted)
- Lots of support (Individualised)
- Exceptional support

The Assess, Plan Do, Review approach will be applied at each of these levels. The guidance below describes the actions that could be taken at each level.

Universal

Effective Inclusive Setting: Quality First Teaching

High quality teaching, differentiated for individual learners, is the first step in responding to children and young people who have or may have SEND. High expectations should be set by teachers for every learner whatever their prior attainment.

Targeted

Graduated Approach - Some Support

If, despite quality first teaching that takes the above into account, there are still concerns, teaching staff will consider putting some additional support in place.

Individualised

Graduated Approach - Lots of Support

It is envisaged that few children/young people will require support at this level. Settings will have continued to monitor progress and implemented the previous advice and strategies using the Assess, Plan, Do, Review cycle.

Graduated Approach - Exceptional Support

In following the Assess, Plan, Do, Review cycle and implementing the advice from specialist services, it is envisaged that very few children/young people will require an Education Health and Care Plan and Assessment. The referral for an EHCP Assessment needs to demonstrate evidence of advice sought, acted on and evaluation that demonstrates the need for further intervention and provision.