



Lavant CE Primary School

Graduated response to support and intervention for pupils with additional needs



Stage	Provision Required	Support and Provision	Assessment, recording and monitoring systems	Monitor by
1	Universal Provision	<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 adaptations, including concrete, pictorial and abstract resources and representations. Modelling by adults within the classroom Curriculum assessment of progress to support target setting for pupils Assessment for learning and constructive feedback 	<ul style="list-style-type: none"> Adapted planning and outcomes Pupil aware of learning targets Reviewed at Pupil Progress meetings with Senior Leadership Assessment for Learning systems used to identify strengths/gaps 	Class Teacher
2	Early intervention support (Not on SEN Register)	In addition to Stage 1: <ul style="list-style-type: none"> Early intervention and personalised provision Support within class through small groups and individual support Adaptation of the curriculum to meet individual learning needs Tools and resources to support access 	<ul style="list-style-type: none"> Adapted planning and outcomes Pupil aware of learning targets Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team Assessment for Learning systems used to identify strengths/gaps 	Class Teacher SLT
3	Targeted, additional support (Not on SEN Register)	In addition to Stage 2: <ul style="list-style-type: none"> Targeted support within class through small groups and/or individual support Additional group or individual programmes Individual / small group interventions (e.g. ELSA support, phonics/handwriting/reading/ times tables interventions etc). 	<ul style="list-style-type: none"> Adapted planning and outcomes Reviewed at Pupil Progress meetings with Senior Leadership Team, SENCo & Governor Assessment for Learning systems used to identify strengths/gaps Targeted support, intervention and impact discussed with SENCo Pupil aware targeted support Assessment for Learning systems used to identify strengths/gaps Intervention records completed to record progress 	Class Teacher SLT SENCo

4	Targeted, intensive additional support (SEN Register)	<ul style="list-style-type: none"> • In addition to Stages 1 – 3: • Multi-professional planning and coordinated support may be in place e.g. E.P Service, ASCT, LBAT, Health Colleagues and CAMHS etc. • Personalised support, working on an individualised/adapted curriculum where appropriate • Targeted adult support as appropriate to enable access to the curriculum • Personalised resources e.g. wobble cushions, additional technology • Inclusion of parents/carers, child as part of a Plan – Do – Review cycle of targeted assessment and intervention • Individual Education Plan reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • Individual Education Plan with at least termly review • Progress meeting with SENCo • SENCo monitoring provision • Intervention identified on whole school provision map 	
Request for EHCNA		•As Above		
5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term (SEND register – EHCP or application)	<ul style="list-style-type: none"> • In addition to Stages 1 – 3: • Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) • Multi-professional planning and coordinated support e.g. E.P. Service, ASCT, LBAT, Health Colleagues, and CAMHS etc. • Personalised support, working on an individualised curriculum as appropriate • Increased level of adult support as appropriate to enable access to the curriculum • Personalised resources e.g. C-pen reader. • Inclusion of Parents/Carers, child as part of a Plan – Do – Review cycle of targeted assessment and intervention • Individual Education Plan reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate 	<ul style="list-style-type: none"> • Annual Review Meeting • Annual Review Report • Pupil Passport Individual Education Plan reviewed at least termly • IEP Progress Forms • Termly progress meeting with SENCo / Headteacher • Intervention identified on whole school provision map 	Class Teacher SENCo