

Badbury Park Primary Graduated Approach



Universal Provision Teacher lead
First Quality Teaching in line with Teaching and Learning Policy
Adaptations planned within the curriculum to meet child's needs within the classroom setting. Scaffolded learning and tasks. Ensure accessibility. Regular use of school Behavioural policy Planned use of school environment to support learning inside and outside the classroom
Identification
Concerns raised by parents/teachers/TAs Lack of progress began to be identified as a barrier(s) to learning- class teacher Discussions at Pupil Progress meetings- class teacher Use of BK Graduated Response- class teacher Class teacher attends SEND drop in Discussion with SENDco/ Head/ Inclusion Worker Monitored and notes taken on weekly plans, or observations in structured and unstructured times-; class teacher and SENDco Discussion with child and parents/carers and Identification and Summary sheet signed: class teacher If concerns remain or increase, placed on SEND register by SENDco and Learning Plan started by class teacher using Provision Map
Assess
Class Teacher in discussion with SENDco use <u>Needs Checker Summary Sheet and Provision Map provisions</u> Refer back to Universal Offer and FQT found in <u>BK Graduated Response</u> SEN Support class teacher to assess primary and secondary SEND need; Cognition and Learning, Communication and Interaction, Social and Emotional Mental Health, Sensory, Physical and Medical needs. Evidence from class work and teacher observations Reports on Cpomms
Plan and Do
Learning Plan written by class teacher with support of SENDco with input from child/ parent Targets set and provision planned: class teacher Set up interventions: class teacher FQT alongside individualised plans for SEN Support Refer to any external reports and recommendations for Learning Plan Resources can be obtained from <u>Menu of Provision Swindon Core Standards</u> Specialist reports Resources from school plans and schemes, planned with SENDco and Phase leaders
Review
Review Learning plans three times a year by class teacher Review child's progress termly with the planned interventions every 6 weeks

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Make notes on Learning plans, weekly plans and CPomms for positive and negative developments towards targets- **class teacher**

Class Teacher re-write Learning Plan after first review adjusting met targets or identifying ongoing targets. What's working what's not working?

Continue with Graduated Response cycle

Graduated Response to SEN support Early Help SENDco led

Limited progress being made or additional resources sought.

SEN Early Help Assessment and Plan opened with TAF meetings held ideally every 6 weeks: SENDco as Lead Professional

Outside agencies contribute to targets on Early Help. School based targets to be reflected on Early Help Review EHR but target, details and progress recorded in SEND Learning Plans and reports submitted by **class teacher** to be used as evidence in TAC/F meetings

Graduated Response from SEN Support Early Help to EHCP SENDco Lead

After a series of Assess Plan Do Review cycles and needs of a child are not being met from the school's SEN Support and SEN EH support then an EHC

Assessment can be requested **with evidence of the graduated approach found in Learning Plans and EHRs**

Appendix

Graduated Approach Flow Chart from Core Standards

BK Graduated Response July 2024

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Section 2: The Graduated Approach

