

## Quick guide for graduated approach

| <b>Tier 1</b><br><b>Universal Offer</b><br>(please also refer to reasonable adjustments sheet)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Tier 2</b><br><b>(Targeted Support/SEND Support)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Tier 3</b><br><b>(SEND Support plus Targeted SEND Support Plus )</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Tier 4</b><br><b>(EHCP)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Step 1:</b> Use of adaptive teaching strategies/universal offer to include (but not exclusive/refer to graduated approach guide);</p> <ul style="list-style-type: none"> <li>• Metacognition strategies.</li> <li>• Use of Oracy</li> <li>• Explicit instructions</li> <li>• Key vocabulary (pre teach, word banks, picture glossaries, dictionaries.</li> <li>• Scaffolding/visual supports (timetables, word banks, prompts, WAGOLLS, diagrams.</li> <li>• Flexible grouping.</li> <li>• Predictable environment (visual timetable, clear routines, count downs/timer, visuals etc)</li> <li>• Extra processing time.</li> <li>• Positive language (consistent use of praise/praise and thank you, say what you want rather than what you don't want.</li> <li>• Use of technology.</li> <li>• Opportunities for overlearning.</li> <li>• Calm spaces/teaching children calming strategies.</li> <li>• My Happy Minds</li> <li>• Use of trauma informed approach and strategies to support children.</li> <li>• Wellcomm screening.</li> </ul> <p>Consider if child needs adding to the monitoring list.</p> <p><b>Step 2:</b> If a pastoral need, refer to Family support team.</p> <p><b>Step 3:</b> If after short term interventions (see intervention guide) have been completed the child still requires additional to Tier 1 the child will be discussed with SENDco and may progress to Tier 2 with ISP and/or PCP with SMART targets put in place.</p> | <p><b>Evidence that QFT is not meeting the child's needs.</b><br/> <i>Personalised targets through individual plan with SMART Targets should be written (termly reviews using the assess, plan, do review cycle). A PCP may also be appropriate.</i></p> <p><i>Ensure Tier 1 support and additional interventions continue and SMART targets/strategies are implemented.</i></p> <p><b>Child added to SEND register</b></p> <p>Discussion with SENDco to organise an observation from a member of the SEND team to offer further advice or support the planning of SMART targets. Advice may also be sought via EP drop in or an Inclusion team drop in. Plans reviewed by SLT and SEND team termly.</p> <p>Plans/PCP's shared with parents and views and input encouraged.</p> <p><i>Higher levels of support and provision may be needed for some children at this stage and external agency advice sought for some children.</i></p> <p><i>If external advice sought staff will ensure advice any recommendations are implemented and reviewed as part of the assess, plan, do review cycle.</i></p> | <p><i>Continue with the Assess, plan do review cycle. (SEND plans/PCP's reviewed termly and changes made to provision as appropriate)</i></p> <p><i>Monitor and collect evidence.</i></p> <p>Discussion with SENDco re a referral to an appropriate external agency/agencies.</p> <p>Once child has been seen by an external agency guidance from the SEND team will be provided to ensure advice from the external agency/agencies is implemented into child's SEND plans/PCPs/daily school life. (plans and PCP's shared with parents and views and input encouraged).</p> <p>Monitor and review.</p> <p>Discussion with the SEND team re a possible application for additional funding (Tier 3) or EHC Needs assessment (after evidence gathering).</p> <p>If Tier 3 funding may be implemented and the assess, plan, do review cycle continues.</p> | <p>EHC Needs assessment information gathered/ share with parents and gather their views gathered. Request submitted to the LA.</p> <p>If EHCP is agreed ensure the outcomes from plan are broken down into smaller steps and worked towards within termly plans (SEND team to support). Ensure provision in section F of the EHCP plan is provided (supported by SEND team).</p> <p>Longterm targets from EHCP reviewed termly by class teachers and shared with the SEND team (see EHCP outcome review sheets)</p> <p>Yearly EHCP annual reviews held with parents, staff and relevant agencies.</p> |

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