



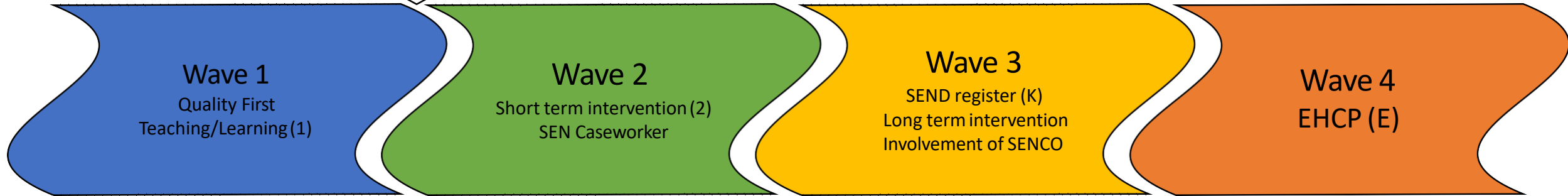
Graduated Approach

1 Assess, Plan, Do, Review cycle = 6 weeks

Using teacher assessment, data, cycles of APDR, parent/ child involvement. Refer to SENCO

SENCO discussion with parent when more specialist involvement is required.

SENCO makes a request for EHCP if applicable



Student's can move up and down based on the provision they are receiving

- What every child at KSCS receives
- All staff responsible for ensuring Wave 1 provision is delivered
- Teacher standards
- Class teacher has implemented QFT classroom strategies (pupil profile) and followed 2 cycles of Assess/Plan/Do/Review.
- Student recorded as (1) on SIMS

- Not making expected progress despite reasonable adjustment at wave 1.
- QFT and Short Term specific intervention required. (specialist, class or curriculum)
- Baseline assessments to be completed with recommendations.
- Student recorded as (2) on SIMS

- In-depth assessment to establish area of need.
- Ongoing, specific support to address child's SEND. Evidenced based intervention monitored by SENCO.
- Young person will have individual learning plan, measurable targets, provision outlined.
- Specialist support from outside agency.
- SENCO involved in coordinating provision, assessment, measuring impact and liaising with outside agency.
- Student recorded as SEND support (K) on SIMS

- Support over and above, additional and different.
- Highly personalised and closely monitored specialist provision.
- Specialist support form external services.
- Student recorded as EHCP (E) on SIMS