This tool is primarily a monitoring tool to ensure that all pupils receive appropriate provision according to need.

* To break down the three stages of provision (universal, targeted and identified SEND) to further refine the graduated approach
* To assess all pupils against the five stages to ensure appropriate provision
* To check the accuracy of the school’s SEND Register
* To ensure class teachers are responsible for the provision of all learners, including those pupils with SEND
* To outline and communicate expectations for different stages of provision
* To clarify assessment and monitoring systems at different stages and who is responsible
* To enable senior leaders to check provision for identified pupils as part of pupil progress meetings
* To provide early intervention to prevent pupils from developing a special educational need
* To clarify provision where lack of progress for individual pupils is causing concern
* To ensure that additional support is time limited and rooted in a cycle of Assess Plan Do Review, in line with the SEND Code of Practice.
* To ensure that all pupils are monitored closely.

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| **Stage** | **Provision required** | **Support and provision** | **Assessment, recording and monitoring systems** | **Monitored by** |
| OAIP - Universal provision for all pupils. | * High quality first teaching
* A broad and balanced curriculum within an inclusive classroom
* Personalised learning targets
* Attention paid to different learning styles
* Carefully planned differentiation, including practical, visual, concrete resources
* Modelling by adults within the classroom
* Curriculum assessment of progress to support target setting for pupils
* Assessment for learning and constructive feedback
* See OAIP and First Step Response book.
 | * Differentiated planning and outcomes
* Pupil aware of learning targets
* Reviewed at Pupil Progress and/or Phase Review meetings with Senior Leadership Team
* Assessment for Learning systems used to identify strengths/gaps
 | Class Teacher |
| **Early Intervention Support** | Early intervention support(Not on SEND Register) | In addition to Universal:* Support within class through small groups and individual support (e.g. cut away, workshops)
* Adaptation of the curriculum to meet individual learning needs
* Tools and resources to support access
* See OAIP
 | * Adapted planning and outcomes
* Discussion with parents
* Pupil aware of learning targets
* Reviewed at Pupil Progress with Senior Leadership Team
* Assessment for Learning systems used to identify strengths/gaps
 | Class TeacherSLT |
| **Targeted intervention**  | Targeted, additional support(Not on SEND Register) | In addition to OAIP and Early Intervention :* Investigation of strengths and needs
* Early intervention and personalised provision
* Inclusion of parents and child as part of a Assess - Plan – Do – Review cycle of targeted assessment
* Targeted support within class through small groups and working individually with an adult
* Additional group or individual programmes
* Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc). Reviewed 6 weekly.
* Adaptation of the curriculum to individual learning needs e.g. alternative methods of recording. E.G – Click 7
* Tools and resources to support access
 | * Inclusion leader made aware
* Adaptation of planning and outcomes
* Regular communication and updates with parents
* Pupil aware of learning targets through Learning Journal
* Reviewed termly with Inclusion Leader
* Assessment for Learning systems used to identify strengths/gaps
* Learning Journals completed to record progress
 | Class TeacherSLTInclusion Leader |
| **Targeted Intervention** **School Support**  | Targeted,intensive additional support(SEND register) | In addition to OAIP, Early Intervention and Targeted Intervention :* Multi-professional planning and coordinated support may be in place e.g. E.P. Service, ASCT, LBAT, Health colleagues, etc
* Personalised support, working on an individualised curriculum
* High levels of adult support and modelling to enable access to the curriculum
* Personalised resources e.g. work station if appropriate
* Inclusion of parents/carers, child as part of a Assess-Plan-Do-Review cycle of targeted assessment and intervention
* Individual Learning Plan reviewed at least termly
* Access to an adapted environment if appropriate
* Individual modifications to the curriculum
 | * Individual Learning Plan with minimum of 3 targets, with termly review
* Progress meeting with Inclusion Leader regularly
* Inclusion leader monitoring provision
* Intervention identified on whole school provision map with clear baselines and impact and reviewed at least termly.
 | Class TeacherInclusion leaderSLT |
|  | Request for EHCNA  | * As above
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| **EHCP**  | Provision over and above that which would be expected at universal and targeted support levels because pupil’s needs are exceptional, complex and long term.(SEND register – EHCNA/EHCP) | In addition to all above stages:* 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
* High levels of adult support and modelling to enable access to the curriculum
* Personalised resources e.g. work station if appropriate
* Inclusion of parents/carers, child as part of a Assess-Plan-Do-Review cycle of targeted assessment and intervention
* Individual Learning Plan reviewed at least termly
* Access to an adapted environment if appropriate
* Individual modifications to the curriculum
 | * Annual Review Meeting – attend.
* Annual Review Report - completed in detail, liaising with previous teacher if needed.
* Individual Learning Plan with termly review
* Progress meeting with Inclusion leader regularly
* Inclusion Leader monitoring provision
 | Class TeacherInclusion Leader |

\*To access additional support at a higher stage, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support.