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 Teacher  SLT |
| **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 Teacher  SLT  Inclusion 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 Teacher  Inclusion leader  SLT |
|  | Request for EHCNA | * As above |  |  |
| **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 Teacher  Inclusion 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.