



Graduated Approach to Support		
Stage	Provision Required	Support and Provision
1	Quality First Teaching	<ul style="list-style-type: none"> High quality inclusive teaching A broad and balanced curriculum Carefully planned differentiation Modelling by adults within the classroom Assessment for learning
2	Early Intervention	<ul style="list-style-type: none"> Support within class through small group and individual support during the lesson EG checking in on understanding and providing differentiated resources to the child Tools and resources to support access e.g Now/Next Board
3	Targeted Additional Support (Not on SEND register)	<p><i>In addition to stage 1-2</i></p> <ul style="list-style-type: none"> Additional group or individual programmes Evidence based interventions Pupil information sheet with class based support strategies Smart targets recorded on the class provision map <p>Concerns identified with SENCO and SEND identification checklist completed.</p>
4	Targeted Intensive Additional Support (SEND Register-SEN Support)	<p><i>In addition to stage 1-3</i></p> <ul style="list-style-type: none"> Professional support (CAMHS, ASCT, Early Help, LBAT) Pupil information sheet with specialist SEND strategies Individual support plan for pupils on multiple interventions Name added to SEND register
5	Provision over and above that which would be expected at level 1-4 because pupils' needs are exceptional, severe, complex, and long term. (EHCP)	<p><i>In addition to stage 1-4</i></p> <ul style="list-style-type: none"> Education, Health, and Care Plan (EHCP) reviewed annually Multi professional support Individual Support Plan Individual modifications to the curriculum