

<b>Graduated approach to support</b>		
<b>Stage</b>	<b>Provision required</b>	<b>Support and provision</b>
<b>1</b>	Quality first Teaching	<ul style="list-style-type: none"> <li>• High quality inclusive teaching</li> <li>• Personalised learning targets based on Data</li> <li>• Carefully planned differentiation</li> <li>• Assessment for learning.</li> </ul>
<b>2</b>	Early intervention	<ul style="list-style-type: none"> <li>• Support within class through small group and individual support during the lesson. EG checking in on understanding and providing differentiated resources to the child.</li> </ul> <p><b>Concerns identified with ILS and SEND identification form completed.</b></p>
<b>3</b>	Targeted additional support (SEND register)	<p><b><i>In addition to stage 1-2</i></b></p> <ul style="list-style-type: none"> <li>• Additional group or individual programmes</li> <li>• Evidence based interventions.</li> <li>• Student information sheet</li> <li>• Identified on school provision map</li> </ul>
<b>4</b>	Targeted intensive additional support (SEND register)	<p><b><i>In addition to stage 1-3</i></b></p> <ul style="list-style-type: none"> <li>• Multi professional support (CAHMS, Social Coms, Early Help, LBAT, Sensory support)</li> <li>• Student information sheet</li> <li>• Identified on school Provision map</li> </ul>
<b>5</b>	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><b><i>In addition to stage 1-4</i></b></p> <ul style="list-style-type: none"> <li>• Education, Health, and care plan (EHCP) reviewed annually.</li> <li>• Multi professional support.</li> <li>• Student information sheet</li> <li>• Identified on school Provision Map</li> </ul>